

Tracking the Role of Education in Preserving National Identity: Maritime Aspects in the History Subject at Senior High School in Indonesia

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Abstract

One of the most important objectives of this article is analyse wether or not the idea of the Indonesian identity as a maritime nation is instructed at school in the form of teaching materials. In this respect the history subject at senior high school bocomes the focus of the study. The history subject strategically can be benefitted as the medium of strengthening the Indonesian naitonal identity as a maritime nation. This matter is very important to be studied considering the fact that untill now the issue of national identity of Indonesian nation is still to be debated wether or not Indonesia will be developed to be maritime state or conversely to be agrarian state. But many Indonesian believe that their ancestors were maritime people. And they confident that only the people who built the country based on thier identity could be a great nation. This article argues that although the maritime history of the great potential in the process of identity formation of Indonesia as a maritime nation and has the potential to strengthen national integration, but aspects of maritime history has not taught proportionally in Indonesian history textbooks.

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Introduction

The main purposes of this article is to study about the content of maritime aspect in history subject at senior high school in Indonesia. This matter is very important to be studied considering the fact that untill now the issue of national identity of Indonesian nation is still to be debated wether or not Indonesia will be developed to be maritime state or conversely to be agrarian state. But many Indonesian believe that their ancestors were maritime people. And they confident that only the people who built the country based on thier identity could be a great nation.

The exisence of Indonesia as a maritime state cannot posibly be denied as far as both geographical fact and historical development are concerned. Due to the fact that the Indonesia territory is dominated by ocean waters, powerful maritime kingdoms had sharply colored the history of Indonesia, such as those of the kingdom of Srivijaya, Majapahit, Goa, banten, Ternate, Tidore, Banjarmasin, etc.

The character as a maritime folks is also recognized sociologically by present Indonesia society. It can be seen from various folklores spreading out in the Indonesia society which indicate that the anchestors of Indonesia people were coming through the ocean journey.

Acknowledgement as the descendant of maritime people is also praised in the form of songs. The following is one of the examples (composed by Ibu Sud in 1940):

*“Nenek moyangku s’orang pelaut,
Gemar mengarungi luas samudra,
Diterjang ombak,
Tiada takut
Menerjang badai
Sudah biasa
Angin bertiup layar terkembang
Ombak berdebur di tepi pantai
Pemuda berani bangkit sekarang
Ke laut kita beramai-ramai
("My ancestor was sailor,
Love to wade through vast oceans,
Hit by the waves,
There is no fear
braved the storm
It is usual
Wind blowing sail
Waves crashing on the beach
The young brave up now
We go to the sea lively”)*

But in the present time, Indonesian people begin to worry about the increasing faded of Indonesian character as a maritime nation as mentioned in the song. Some of them say that “It is the ancestor of Indonesian people who were the seamen, not the present Indonesian”. Such a sinism is possibly emerging in line with the decreasing performance of Indonesia as a maritime state (It can be indicated by the fact that only about 3 percent of Indonesia import and export trades are serviced by foreign shipping companies.). It has actually started since the 16th century when conflicts between political power in the archipelago became increasingly tense. Such conflicts had weakened maritime powers in the Indonesia archipelago which in turn could be easily destroyed by the Dutch colonial power. Thenceforth, indigenous maritime power of the Indonesian archipelago could not significantly revive. Hegemony and domination of colonial power had revealed a kind of consciousness among Indonesian communities as peasant society. It was caused by colonial domination at sea and colonial assertion toward indigenous people to work in agrocultural and plantation sectors as the most important source of the Dutch colonial income.

What is so ironic is that the deterioration of performance as a maritime nation is also accompanied by the weakening of the internalization and enculturation of maritime cultural values in the society. It can be seen, amongst other, from the curriculum of history subject at schools that actually can be used for socialization and enculturation maritime culture. This paper will analyze the aspects which relates to maritime history and culture and the history in the curriculum of history subject. The analysis was done both to syllabus and teaching materials of history subject itself. The results of the analysis can possibly be used to assess the level of awareness quality for the revitalization of the national identity of Indonesia as a maritime nation. To that end, this paper will discuss several things, among others: the identity of Indonesia as a

maritime nation, general view of the history subject at senior high school curriculum, and the material of maritime history and culture in the history subject.

Indonesia: Historical Contexts

The Indonesian archipelago located in the Southeast Asia's region. It stretches across the tropical waters of the Indian Ocean and the Pacific, from South-eastern Asia to Northern Australia. It is not surprising that Indonesia becomes the widest insular region in the world. This vast archipelago has a land area of approximately 1.92 million km², archipelagic waters and a 12-nautical mile territorial sea of 3.1 million km², and a 200-nautical mile exclusive economic zone (EEZ) of 2.7 million km². Its coast line is about 81,000 km long which makes Indonesia the country with the longest tropical coast line in the world. It is not surprising that Indonesia becomes the widest insular region in the world. Its length from east to west is greater than the distance from London to Moscow or from New York to San Francisco.¹

The insular character of the Indonesian archipelago has offered easy access to foreign influences. The fact that the Archipelago produced many plentiful commodities attracted both traders and conquerors; it consequently made the islands and the sea a battle field of many contesting powers. In addition, the economic significance of the Indonesian archipelago is due to the island's abundantly produced commodities that are so needed by the industrial countries.²

The insular character of the Indonesian archipelago also causes great variation stemming from climate and volcanic activities. These factors greatly influence human habitation and cultural development. Fertile soil can also be found in the islands of Sumatra, Bali, Lombok, Sumbawa, Flores, Wetar, and Banda, as well as a part of Sulawesi since these areas are volcanic regions. The remaining islands, such as Papua and Kalimantan, have not demonstrated any recent volcanic activities although there are high mountains. Two types of climate and geology provide a variety of tropical commodities in the Archipelago.

In the Indonesia archipelago, tropical wet climates are very dominant. Climate change mainly depends on the monsoon. There are only two seasons, dry season and wet (rainy) season. The wet season lasts from October to April and results from the north-western monsoon (wet monsoon), which begins to blow in September. The wet season comes to an end when this monsoon stops. It is followed by the dry south-eastern monsoon starting in June and ending in September. In Indonesian history, traditional regular shipping and trade activities benefited from those periodic changes brought on by monsoons. It can be recognized that the cycle of monsoons on the Indonesian archipelago's waters facilitated interregional shipping and trade among islands in the Indonesian archipelago. It also provided the means of interconnection between the Indonesian archipelago and the areas beyond. This brought the Indonesian archipelago into an open system of world shipping and trade network. Climate diversity and differences in soil fertility among the islands stimulated both interregional and international trades.

The economic situation of the population in the Indonesian archipelago varies. It mainly relates to the variety in commodities produced by different regions. Since ancient times Java was a major exporter of rice commodity. The islands in the eastern archipelago were known as the producer of spices. Meanwhile, Sumatra produced pepper which was much needed in the

¹T.H. Purwaka, *Indonesian Interisland Shipping: An Assessment of the Relationship of Government Policies and Quality of Shipping Services* (Ph.D. Dissertation, University of Hawaii, 1989), 3-5.

²J.O.M. Broek, *Economic Development of the Netherlands Indies* (New York: Institute of Pacific Relations, 1942), 3.

trade between the West and East. Java in this case played an important role as a catalyst between the islands of the archipelago (east) with the countries in the West.

Indonesia has a strategic geographical position along international maritime trade routes (Silk Road) between the two superpowers at that time, namely India and China. It was therefore not a coincidence that the population of the archipelago actively took part in the trade. Historical evidence shows that since the 2nd century AD there had been trade relations between Indonesia and India. Furthermore, since the 5th century various states in the archipelago had sent trade envoys to China. Products traded at the time were pepper, cloves, nutmeg, sandalwood, rice, cloth, and so forth.

At that time India and China were the two advanced and rich superpowers. Among them was a close trading relationship which in turn also involved the surrounding countries, including the kingdoms of the Indonesia archipelago, such as those of Srivijaya in Sumatra (7-13th century) and Singasari-Kediri-Majapahit kingdoms in Jawa (12-15th century). Spices (pepper, cloves, nutmeg) of Maluku, Aceh, South Sumatra, West Java, were a popular commodity everywhere. Sandalwood of Nusa Tenggara, benzoin from Sumatra and the frankincense from Borneo, Sumatra, and Sulawesi were well-demanded by the people of India and China for the sake of religious ceremonies. In contrast, trade commodity of China was also demanded by the people of the Indonesian archipelago, especially for the sake of prestige among the elites. Commodities from China which were very popular in the Indonesian archipelago were silk and the porcelain items such as plates, bowls, cups, vases and so forth. Meanwhile, Indian traders sold good quality of cloth.

During the expansion of Islam to the east, trade was also enlivened by other nations in Asia such as the Arabs, Iranians, Turks, Indian Moslems and so forth.³ This phenomenon also stimulated the emergence of maritime islam kingdoms in the Indonesia archipelago such as those of Samudera Pasai (13th century), Aceh Sultanate (1496-1903), Palembang Sultanate (17th-19th) in Sumatra; Demak Sultanate (15th-16th century), Cirebon Sultanate (since the 15th century), Banten Sultanete (16th-19th century), etc in Java, Banjarmasin Sultanate (16th-19th century) in Kalimantan, Gowa Kingdom in Sulawesi (since the 14th century), Ternate and Tidore Sultanetes in Maluku islands (since the 13th century), etc.

One of the dynamic forces of interregional shipping and trade was the interdependence of supply and demand between regions in the Indonesian archipelago. Since the pre-colonial era, Java supplied rice to the Outer Islands such as the Maluku Islands and even Melaka. The Outer Islands produced cash crops, such as spices and many kinds of forest products. People in Java did not consume these commodities on a large scale but these goods were re-exported to Western countries. A kind of barter took place, in which local people obtained textiles, metal goods, jewellery, etc. in exchange for spices. Shortly, there had been a certain degree of specialization in supply and demand in trading system among regions in the Indonesia archipelago.

The maritime trade system underwent adjustments after the advent of Westerners in the Archipelago. An armed-trading system developed by Western seafarers struck a big blow to the local traders, who had been established there for centuries.⁴ Although the intervention of the Western powers was very complicated, it did not change the basic pattern. The conquest of Melaka by Portuguese in 1511 only provoked the emergence of discrete Muslim-trading centres on the Straits of Melaka such as Aceh, Johor, and Brunei. At the same time, the militant Christianity of the Portuguese had also a certain role in stimulating the growth of many emporiums along the north coast of Java such as Demak, Banten, Cirebon, Surabaya, etc. The

³Philip D. Curtin, *Cross-Cultural Trade in World History* (Cambridge: Cambridge University Press), 109-127.

⁴A. Reid, *Southeast Asia in the Age of Commerce 1450-1680*. Vol. II: *Expansion and crisis* (New Haven: Yale University Press, 1993), 198-99.

presence of the Portuguese as competitors of the Muslim traders in Southeast Asia indirectly helped the Javanese revival after the fall of the Majapahit kingdom at the end of the 15th century. But economic growth of coastal states along the north coast of Java was not only viewed suspiciously by the Portuguese in Melaka but also by the Mataram Kingdom, the newly emerged powerful inland kingdom of Java.

Mataram began to conquer these city-states in the early 16th century with the exception of Bantam. Mataram destroyed almost all the economic resources of those coastal states, resulting in an exodus of traders to various ports in the Outer Islands, such as Makassar and Banjarmasin. Later the economic development of these coastal states was too costly. All trading cities along the north coast of Java, except Bantam, were weak when the Dutch began to expand their monopoly here in the 17th century.⁵

Their policy of monopoly was imposed on both other Westerners and the indigenous people, following their general trade policy. The VOC also imposed their right of purchasing commodities for the Amsterdam market on local peasants and traders, particularly as there was no free market where local people could sell their products at a higher price. Here, the VOC was an arbitrary power in determining the selling price of local products. The VOC prohibited the sale of spices to other Europeans under the threat of punishment.⁶

In their early presence in the archipelago, the VOC aspired to supply the main trading network of Southeast Asia centred in the Straits of Melaka (port of Melaka) and the Straits of Sunda (Batavia), but by the end of the 17th century, this began to change. From 1677 onwards, the Dutch were actively involved in a series of succession disputes and dynastic struggles in Java.⁷ Exploiting such conflicts, the Dutch then took advantage of the opportunity to reduce the indigenous powers to a state of dependence. Not until the third quarter of the 18th century, did the Dutch gradually succeed making Mataram, Banten, and to a certain degree Cirebon vassals of the VOC. Moreover, in Java they gained economic control over the most productive areas of this island by means of tax levies and many kinds of tribute from their vassals. The VOC also introduced new crops such as coffee. In so doing, they gradually transformed their system into a Java-based polity, concentrating more and more on the exploitation of natural resources of Java, while their maritime power and grip on trade in the Outer Islands areas declined.⁸

The fall of indigenous trading centres compelled indigenous traders to adjust to the new situation. This happened at least in most port cities on the north coast of Java. There had been a process of feudalization in the Javanese society because of the collapse of their trading activities.⁹ In the meantime, some indigenous traders shifted their profession and became pirates. There was a parallel between the domination of the VOC on the sea and the burgeoning piracy on the archipelago's waters.¹⁰ Of course, piracy occurred along the busy trade routes. Pirate's targets were not only foreign ships but also indigenous traders. Sometimes they robbed coastal villages, capturing villagers and selling them as slaves. Nevertheless, indigenous traders still existed and

⁵Singgih Tri Sulistiyono, "Perkembangan pelabuhan Cirebon dan pengaruhnya terhadap kehidupan sosial ekonomi masyarakat kota Cirebon 1859-1930" (*M.A. Thesis*, Gadjah Mada University Yogyakarta, 1995), 135-9.

⁶H.J. De Graaf & Th. Pigeaud, *Kerajaan-kerajaan Islam di Indonesia* (Jakarta: Grafiti Pers, 1975), pp. 24 – 26. See also D.H. Burger, *Sociologisch-economische Geschiedenis van Indonesia I* (Amsterdam: Royal Tropical Institute, 1975), 26.

⁷Burger, *Sociologisch-economische Geschiedenis*, 26.

⁸C.D. Cowan, "Continuity and Changes in the International History of Maritime South-East Asia," *Journal of Southeast Asian History*, 9, 1 (1968), 10. See also F.S. Gaastra, *De Geschiedenis van de VOC* (Zutphen: Walburg, 2002), 56-57.

⁹M.C. Rickefs, *A History of Modern Indonesia since ca. 1300* (London: Macmillan, 1981), p. 66.

¹⁰A.B. Lopian, *Orang Laut, Bajak Laut, Raja Laut: Sejarah Kawasan Laut Sulawesi Abad XIX* (Jakarta: Komunitas Bambu, 2009), 293-304.

continued to carry out interregional shipping and trade as they did before the presence of the Westerners. In fact, there was a new trend in which prahu shipping functioned solely as a supplementary service of the Dutch shipping. They acted as distributors of imported goods from large to small ports, and conversely. They transported exported products from small to large ports so that they may be shipped to foreign countries. A policy of tight control and attentiveness allowed the Dutch to capitalize on opportunities and thus dominate shipping and trade in the archipelago.

The shadow of colonial domination and developed countries remains an obstacle for Indonesia in the post-independence period. Indonesia is not able to rise from adversity to become a strong maritime nation. Performance of Indonesia in the maritime sector is increasingly declining. If in 1970, the share of the Indonesian fleets in transporting Indonesian exports and imports was 29 per cent on average, it decreased to only about 17.9 per cent in 1983. It dropped to 8.0 per cent in 1986 and collapsed in 1995 to only 2.15 per cent.¹¹ This meant that the Indonesian fleet was not capable of holding liner services to Europe and America. Only few of them voyaged to Hong Kong, Taiwan, Korea and Japan, making the increasing deficit in its balance of trade with foreign countries, especially in sea transport service.¹²

The Significance of Maritime History for National Identity Formation

The Significance of teaching history in the formation of character and attitude of the students cannot be denied. Teaching history in schools is not just serve to enhance cognitive abilities but also functions in the process of forming affective and psychomotor. With the teaching of history, students not only to master the material and substance of history but also able to understand and appreciate the present on the basis of the past perspective. Such understanding will provide added value to the formation of attitudes and behavior of students in terms of understanding the condition of the society in the present and in the future. Learners can learn from the events of the past either of triumph or defeat. It is also in accordance with what Carr says that studying history is essentially a continuous dialogue between the present with the past.

Teaching history will be one of the means to create a sense of history. In the national level, awareness of history can also be a subjective thing in a sense related to the experience and appreciation of the nation to the nation's past. Historical consciousness that is supported by objective knowledge of the past will lead to empathy to the nation by way of 'relive' and 'rethink' of human actions in the past.¹³ Henceforth, this will evoke empathy curiosity to delve deeper into the history of his people in the past in order to find answers to why things become like what is seen in the present. The nation who have awareness of history will find the answer by studying history, as ever echoed by Bung Karno: 'Do not ever leave history (jasmerah).' Maybe after that the students will become wiser and can contribute ideas towards the future of their nation, because the historical consciousness is a form of intellectual empathy.

Benedetto Croce (1866-1952), twentieth century Italian philosopher, is one of the 'representatives' of the critical idealist approach to history that puts in contemporary perspective in the writing of history. He derided the efforts to achieve the objectivity of the past as actually happened as recommended by Leopold von Ranke (1795-1886).¹⁴ In such a position, Croce

¹¹Direktorat Jenderal Perhubungan Laut, *Laporan Tahunan 1970* (Dirjen Perhubungan Laut, 1970), 76.

¹²Hadisoewarno, 'Peranan Petikemas', *Transmedia 2* (1995), 32.

¹³H. Stuart Hughes, *History as Art and as Science* (New York and London: The University of Chicago Press, 1964), 121.

¹⁴Hans Meyerhoff, *The Philosophy of History in Our Time: An Anthology* (New York: Anchor Original Publisher, 1959), 153.

suggested to ignore the contemporary interest that cannot be avoided by historians. Truly tell 'as it is' (series of facts) about the events of the past is not history, but merely a chronicle. According to him chronicles just 'something', the body or carcass of history, while the real history is an act of spirit. Therefore, he wrote: "every true history is contemporary history 'and the consequence is that each generation will write its own history in accordance with their own interests in the present.¹⁵ Meanwhile, chronicles are dead in the mind, which means it does not live in the minds of historians or experience. In fact, in understanding the past, historians recalled the events of the past in his mind.

For Indonesia, the teaching of history in schools is something that cannot be negotiable. That is because the study of history is not for the sake of the past, but the teaching of the history of the past for the sake of the present. It is based on at least two reasons. The first reason relates to the major changes that occurred in the life of the nation at this time, while the second reason relates to the political crises that threaten national integration. Symptoms of national disintegration are the most serious national problem that is being faced by the nation of Indonesia. In addition to having roots in history, national disintegration is also driven by the implementation of regional autonomy that tends to come out of the corridor and the spirit of national integration.

In that context, the teaching of history can serve as a vehicle for socialization and enculturation values of the society and the nation. In this case socialization can be defined as the process of implanting and developing / disseminating the values of history and culture to community members. Meanwhile, enculturation is defined as the process of learning cultural values by someone. With this process, the learners are expected to undergo changes to understand and accept and implement cultural values recognized and expected by society. Of course, these changes can be seen from the role they played in the life of society and nation. By studying history, students can put themselves in proportion to their communities. In addition, they can utilize historical values for the benefit of their contemporary lives. History is not for history itself, but the history for the present.

Recently, major problems are being faced by the nation of Indonesia is the sustainability of Indonesia itself, i.e. whether Indonesia in its form that it is today can be sustained in the future. This is related to the commitment of all Indonesian people whether they want to establish a life together or not. It will be determined by the effectiveness of socialization and enculturation values of national integration to the young generation of Indonesia. In this case, the teaching of history in schools is very important. In regard to the teaching of national history, Kartodirdjo says that history teaching functions are: (1) generate attention and interest to the history of the country, (2) draw inspiration from the stories of history, (3) cultivate the mind in the direction of historical consciousness, (4) gave a pattern of thought toward rational thinking and respect for the values of the nation.¹⁶ In that regard, the role of history teacher is very important to motivate students to love learning the history of nation.

The role of the teaching of history as a means to strengthen national integration is also said by Christine Drake. She says that there are five things that can strengthen national integration, namely: (1) the same historical experience as a nation, (2), socio-cultural symbols that are recognized with such language, flag, national anthem and so forth, (3) interaction between the

¹⁵Meyerhoff, *The Philosophy of History*, 44.

¹⁶Sartono Kartodirdjo, *Pemikiran dan Perkembangan Historiografi Indonesia: Suatu Alternatif* (Jakarta: Gramedia, 1982), 25.

different social groups in society, (4) economic dependence between regions. Thus, the teaching of history as a shared experience of the nation will be able to strengthen national integration.¹⁷

Given both historically and geographically Indonesia is a maritime nation, marine element is an inherent part in the history of Indonesia. By sea, the so-called Indonesian nation formed after going through the process of cross-cultural communication with the sea as its main vehicle. Therefore, the teaching of Indonesian Maritime History and Culture will be able to strengthen the integration of the Indonesian as a maritime country in the future.

If seen from history, it is not an exaggeration to say that Indonesia is a maritime nation. That is, the sea is a thing that cannot be removed in their lives. It could even be said that maritime activity of Indonesian people is as old as Indonesian nation itself. This can be understood as the origin of the Indonesian ancestors came from mainland Asia. Most of them came to the Indonesian archipelago through the sea. There were two sea routes, west and east routes. Western route started from mainland Asia and then by passing the Malayan peninsula then cross to the island of Sumatra, Java, Bali, Kalimantan, Sulawesi, Nusa Tenggara. Eastern route is as follows: starting from the Asian mainland sailed to the Philippines, Sulawesi, Maluku, and Nusa Tenggara, Papua, and islands in the Pacific Ocean. Thus ability to sail across the strait and the sea is an inherent skill possessed by the ancestors of Indonesia. With simple boats that they can navigate the sea which separates the mainland from one another. Shipping areas of Indonesian ancestor covered Formosa (north), south: Beach Australia, west: Madagascar, east: the Micronesia islands.

Since the early centuries AD, the ancestors of Indonesia had been actively involved in international shipping and trade between the West (Europe) and the East (China) that passes through the Strait of Melaka. In this case the Indonesian people is not the object of the trading activity, but has been able to become a trader. One thing that is not a coincidence which many parts of the archipelago produces a distinctive range of commodities to take an active part in the activities of shipping and trade. Even in the era of the kingdom of Srivijaya and Majapahit Empire, the Strait of Melaka as a gateway shipping and world trade could be controlled.

In the next period, i.e. at the time of the Islamic empires, when spice trade was very crowded, the trade routes between islands in Indonesia, for example between the Sumatra-Java, Java-Kalimantan, Java-Maluku, Java-Sulawesi, Sulawesi-Maluku, Sulawesi-Nusa Tenggara, and so on, became an inherent part in the context of international trade. Even Chinese state was not the main purpose of international trade, but Indonesia. Trade in the archipelago grew more rapidly when the Europeans started to come to Indonesia to search for spices. The Indonesian archipelago was able to act as a magnet which attracted merchants from all over the world. As a result, world trade route that led to the islands of Indonesia were not only traditional route through the Strait of Melaka, but also surrounding the African continent and then acrossed the Indian Ocean directly to the Indonesian archipelago. In addition, the Spanish also tried to reach Indonesia by crossing the Atlantic and the Pacific.

The description above shows clearly that the subject of maritime history needs to be given to the students at the school. From maritime history, the identity of the Indonesian nation today can be extracted and then amplified.

Maritime Aspect in the History Subject at Senior High School Curriculum

History subject that will be the object of analysis in this paper is based on the 2006 Curriculum, because the learning materials on the subject of history of the new curriculum 2013 when this

¹⁷Christine Drake, *National Integration in Indonesia: Patterns and Policies* (Honolulu: University of Hawaii Press, 1989), 16.

paper was composed still in the process of completion. However, it can be estimated that there will be no fundamental change in terms of teaching materials. Textbooks of grades X, XI, and XII which are analyzed in this paper entitle "Sejarah SMA/MA" written by Tarunasena M. (2009).¹⁸

As it is known that any curriculum changes are always accompanied by changes in textbooks despite the fact that no fundamental changes in terms of history learning materials. Changes in the textbook is usually only associated with changes in the emphasis on a particular matter. This part intends to analyze teaching material of history subject for Senior High School (SMA: Sekolah Menengah Atas) di Indonesia from tenth to twalf grade by focussing on the sequenceof teaching material of history and the proporsion of maritime aspects in the history teaching materials.

Teaching Material Sequences

Generally, teaching materials of history subject at SMA can be divided into three parts in line with the sum of grades at SMA, namely, Grade X, XI, and XII. As far as historical periodization is concerned, teaching materials for grade X cover the early period of the life of Indonesian society. This teaching material is delivered in the first semester of grade X. During the second semester, the students are taught about the world early civilization which give influences to Indonesian civilization. Beside, the origin and spread of human in Indonesia archipelago are also given in the second semester.

It is interesting that in the beginning of the first semester the students is given teaching materials related to history science. This teaching material is initiated by the discussion about the understanding and the scope of history subject. The discussion is started from the topic of the scope of history and followed by the development historiographical tradition of Indonesian society. Beside, the students are also taught the basic principles historical method. It can be seen in the appendixes.

During the first semester of grade XI, students are taught Indonesia history from te period of the coming of Indian cultures to the development of Islamic culture in the Indonesia archipelago. The impacts of Indian cultures in Indonesian are also included in this teaching materials. It covers the rise and development of Indianized kingdoms in Indonesian. Likewise, the influences of Islamic religion to the Indonesian cultures (through acculturation process) is also one of the most important teaching materials for the students.

In the meantime, during the second semester of grade XI, students are given teaching materials starting from the development of Western influences to the Indonesian societies from 16th century till about 19th century. This teaching material is then contuned to the early of the 20th century period when new idelogies from Europe and America was coming and gave influence to the emergence of national movement in Indonesia. this teaching materials also includes the discussion about national organizations in the late Dutch colonial period in Indonesia and Dutch policies for suppressing the Indonesian struggle.

Early interaction between Indonesian people with Japanese is also delivered in the grade XI. It followed by the illustration of the Japanese occupation in Southeast Asia especially in Indonesia. The severe impacts of Japanese occupation is also one of the most important teaching material. But description is also given concerning the 'positive' impacts this era, i.e. the preparation of the Indonesia independence which was enabled by Japanese authority in Indonesia.

It is interesting that the understanding of student concerning Indonesian revolution is completed by giving them teaching material about several famous revolution in the world

¹⁸ M. Tarunasena, *Sejarah SMA/ MA Kelas X* (Jakarta: Departemen Pendidikan dan Kebudayaan RI, 2009).

history. It includes France revolution, American revolution, and Russian revolution. The impacts of these revolutions become one of the most important history teaching material in this grade.

In the first semester of grade XII, students are taught history subject teaching material for the period from independence war (1945) to the second half of the 1960s. Many aspects are discussed in this teaching materials especially politics, economy, and military.

In the second semester, history teaching materials is started from the period of the New Order government after the fall of President Sukarno following the the tragedy of G 30 S movement. Beside political aspect, the New Order periode is analyzed economically. This teaching materials are the followed by Reform period after the fall the New Orde government in 1998. For giving an inernational perspective, the teaching materials are also added by the discussion about the impacts of cold war and globalization to Indonesia.

Maritime Aspects

In Indonesia history, maritime aspects included shipping, trade, piracy, port, fishery, shipyard industry, maritime law, maritime kingdom, maritime ecology, maritime traditions, and the like. As far as history teaching materials at senior high school is concerned, the proporsion of maritime aspects in Indonesia history are very few. At grade X, teaching materials related to Indonesian maritime history are given in the last second semester when the teacher teaches 'the spread of human in the Indonesian archipelago' (about six pages of 234 pages of the history textbook). Of six pages which are talking about early human spread in the Indonesian archipelago, only one page is specially talking about the coming of Indonesian anchestor through the sea (page 213).

History subject teaching materials for grade XI have more discussion on maritime aspects compared to those of grade X. The illustration about maritime aspects in Indonesian history in the early of Christian era can be found in pages 2 – 4, 6 – 7, 20 – 21, and 24 – 25. In the meantime during the discussion on the period of Islamization, maritime aspects appear in pages 67 – 69. Even for XII, the maritime aspects cannot be found in the textbook which is talking about the period form early independence to the presnet time.

Conclusions

The factual condition that most part of Indonesian territory is sea, the role of the sea as a dominant factor in the process of identity formation of Indonesian nation. In the history of Indonesia, the sea enables the development of shipping, trade, and cultural contacts. It provides unity, transport, the means of exchange and communication. It is reasonable, therefore, to pay close attention to the symptom of national disintegration from maritime perspective.

In this connection, teaching of Indonesian maritime history by sticking out the element of integration able to strengthen the process of national integration during the regional autonomy era. Although the maritime history of the great potential in the process of identity formation of Indonesia as a maritime nation and has the potential to strengthen national integration, but aspects of maritime history has not taught proportionally in Indonesian history textbooks.

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