

Historiography: How to create your own history

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ABSTRACT: Historical writing is often regarded as an unpleasant activity for students. In fact, historiography means historical writing. Historical writing can mean a lot. Starting from the simplest, students can be taught to write their history, then expand to the history of their place of residence, and so on. The research method is case study to the final student in History Study Program, University of Muhammadiyah Prof. Dr. Hamka, Jakarta, Indonesia. The objective of the research is to familiarize the students as teacher candidates in writing history so that, when they interact with students in school, they are able to familiarize students to write history and record their own history in a simple way. Historical writing can be done by anyone, remember the jargon of the first President of Indonesia, Soekarno, "Never forget history" because by knowing the history of self and nation then the character of students can be built more easily.

1 INTRODUCTION

History needs to be taught in schools because it has the potential to make people more humane, things that are not done by all the other curriculum in school (Wineburg 2008). Efforts to understand history are related to the study of past events that never stop because the records are always felt less (Ahyani 2014). In practice in the field, subjects of national and general history are intended to instill an understanding of the development of past societies up to the present, to foster a sense of nationality and love of the country and to have a sense of pride as citizens of Indonesia, and to expand public relations between nations in the world (Wiriaatmadja 2002, Matitaputty 2016).

Wiriaatmadja (2002) explains the description of historical events will lead to historical awareness. Historical awareness can help learners identify themselves in terms of living together in a larger community, thereby growing collective memory in having a historical togetherness and having a history of the past. This increasing process of self-knowledge into this collective consciousness is the starting point of a sense of self-worth, sense of pride and sense of belonging against the nation and the

country (Gunawan 2012). At present, the tradition of writing historical events in Indonesia is still dominated by colonial perspectives (Rahayu 2016), so the resulting work tells more about colonialism.

The development of Indonesian historiography is inseparable from the historiographical and historical sciences in general. The development of history in Indonesia will develop well if supported by knowledge and understanding of "inevitable necessity". Events that come and go and connect together will arouse curiosity about what happened, why it happened, and who did it. That curiosity will be answered with history and historiography (Abdullah 2016).

Djoko Suryo (an Indonesia academician) speech at the Open Senate Meeting Gadjah Mada University explained that it takes understanding and awareness of the dynamics of the history of Indonesian society from time to time so that it can be taken lessons and wisdom. Understanding the experiences of the community in the past can be helped by a historical approach. Mastery of past knowledge will enable one to understand the present (Sulistiyono 2016). Based on the exposure, a historian must rethink their approach to maintaining relevance and conformity with other forms of thinking. A significant

development in contemporary historiography is a shift from a focused discourse to formalize the empirical conditions of historical inquiry into theories that pursue the contextual, ideological and textual motivations of the historian-writer (Bardsley & Hugo 2010).

The result of research on textbooks of history lessons in schools as one of the works compiled and published for educational purposes found the fact that history is not positioned "history for history" but instead made as an educational tool by the government. This is evident from the ideological of the government contained in the historiography of history textbooks in high school (Kurniawan & Suwirta 2016). Other studies explain there are fundamental differences between history and historic. History is a past event that is made a record for present and future life based on facts. Historic is a historical event, the truth is still a debate (Rosyid 2012).

The above exposure raises the questions outlined in the following problem formulation.

- a. Why is historiography topic selected by student?
- b. How to apply the steps in historiography?
- c. How difficult is historiography?
- d. What a fun thing to do in historiography?

Based on the study of theory, previous research and the formulation of the problem above, this study aims to familiarize the students of historical education to explore history so that the emergence of historical awareness in itself through historiography. This historic awareness is expected to be useful for fostering a sense of nationalism, straightening historical data, remembering the hero's struggle to learners when the students have become teachers. Historical writing is not only of a wide range, but it can also cover a limited sphere and write about anyone and anything.

2 RESEARCH METHODS

This research uses case study method which is done intensively, detailed and deep in historiography activity of 6th semester students (Year 3) in History Education Study Program, University of Muhammadiyah Prof. DR. Hamka (UHAMKA), Jakarta, Indonesia. Referring to the understanding of case studies in the form of a series of scientific activities carried out intensively and in detail and in depth about a program, events and activities either at

the level of individuals, groups of people, institutions or organizations to gain in-depth knowledge of such knowledge (Rahardjo 2017). Less historiographic work is produced by students of History Studies Program, encouraging researchers to conduct this research. Historiography itself is part of historical research, but researchers do not see it but see history as an activity that should be done by all students and people who study history.

The research steps after determining the theme, topic, and literature reading, is to collect data by interviewing students, observations related to student activities in writing history, processing and analyzing data. The conclusion of the research results only to the facts found in the field descriptively in accordance with the objectives of the study. Students are grouped into three groups, aiming to facilitate students in writing historiography.

3 DISCUSSION

3.1 *Historiography*

As mentioned earlier, historiography is one of the stages in historical research. The first and second stages are heuristic and source criticism which certainly cannot be separated when doing historical research. Several works on historical writing based on the activities undertaken by researchers show that the use of technology in search of historical sources (Gunawan 2013), empirical experience by visiting historical sites (Gunawan 2014), reading literature books in the form of literary works or textbooks (Gunawan 2015), as well as conducting the study of historical objects (Gunawan 2016), Can improve the ability of students in writing history even though the writing is done simply.

Historiography is formed from two roots of history and graph. So historiography means that it is historical writing, writing history as art and science. Differences in perspective not only in the purpose and method of writing that is scientific and non-scientific. The scientific history procedure is in accordance with a rationally developed legal system and uses research methods. While the works of history are seen as branches of literature, the use of narration will be dominant and not use the scientific method (Rochmiatun 2013). The distribution of historiography can be seen in the following figure 1.

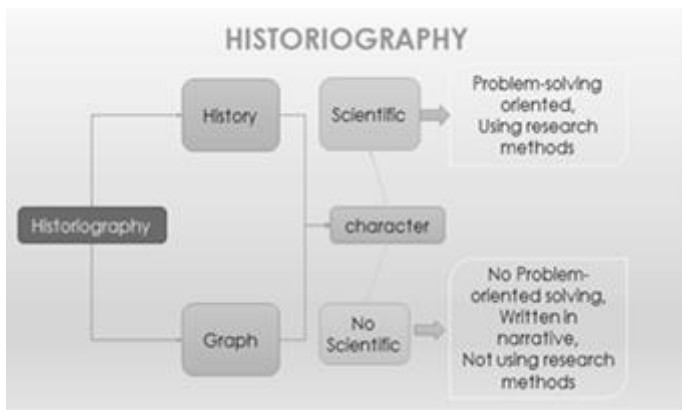


Figure 1. Character of Historiography

In this study, written historiography is not scientific, so the stage does not go through scientific stages that include interpretation, explanation and presentation (Sjamsuddin 2007). Stages undertaken directed to the ease of students to do the writing of history in a simple. In this study the researcher gives the task to the students to tell about the history of their own area or other topics favored by students. The stages of historiography writing given to students refer to various sources that are compiled into a more understandable stages of the students (Trent University 2017, University Libraries 2017) as follows.

- a. Define Topics. The topic determination is submitted to each student according to his/her interest. Can be a point of view or about politics, location, culture and more.
- b. Looking for literature. Literature can be a book or article related to the things you want to know. Students may also interview the resource if the topic is related to the type of history to be written.
- c. Learn from the author. Learning from the author can be done by reading the book and see how the writing of the work
- d. Begin writing historiography. If will tell the history of a place then the student can start with:
 - 1) Mention geographical aspects (name of river, lake, sea, mountain, and all things related to geographical aspects that can be encountered)
 - 2) Telling the weather (Tell us about the most common types of weather based on the calendar each month and the impact on life)
 - 3) Describe the environmental conditions (animals and plants commonly seen/known)

- 4) Creating timelines (timelines from history that are considered important and occurring in the area)
- 5) Telling about traditions (customary clothing and traditions commonly celebrated in the area, including information about who, when and why the tradition is done)
- 6) Describes the system of government (how law is made and is able to change the region Tell how people choose to live)
- 7) Explain the state of the economy (Explain the types of economy of goods and services produced in the region How human types meet their own needs and their families)
- 8) Tourism potential (Tell me about interesting things related to tourism potential and will get others to come to the area)

4 RESULT

The entire group selects historical topics in one region located in Jakarta. The reason is the domicile of student residence and ease of access. One of the groups chose the Condet area (an urban site in Jakarta). In the area there is a history of the *Entong Gendut* uprising according to the Dutch Colonial version in 1916. *Entong Gendut* led a peasant uprising to refuse the payment of taxes or tributes requested by the Dutch although the resistance could be paralyzed. At this time, the area of Condet used as a Cultural Heritage area so that the source of history can be obtained quite easily.

Another group chose the location of Kampung Sawah (an urban site in Jakarta), because of cultural interest. In the rice field there is a harmonization in community life which is shown in the tolerance between the *Betawi* people (i.e., Betawi is the ethnic group based in Jakarta) who are Muslims and the Betawi people who are Catholic. The last group chose Lubang Buaya area (an urban site in Jakarta), where seven National Revolution Heroes were put into a well in 1967 by the Communist Party of Indonesia in the era.

The selection of topics is discussed with one group of friends and researchers, to determine what steps the student will take. The first step is to search the literature related to the selected topic. Literature is obtained from history books as well as articles from websites. Researchers free up the way of writing in accordance with the skills and skills of

students in writing. Writing style represents a characteristic that makes the story can be more interesting. Periodically, students report their writings to researchers for review and improvement without changing the meaning of the story.

Student historiography results indicate that they have tried to apply the steps as required by the researcher and adapted to local conditions. Students include recent photos and past photographs taken from the website but have proven their validity. Each group is generally told from the geographical aspects, the potential of tourism at this time, the history of the development of the village from time to time, the economic circumstances and traditions that exist in the region.

Condet is an area that geographically entered the area of East Jakarta and is on the banks of the river named Ciliwung. The environment around Condet has a flat contour of the ground so it is suitable for planting, such as mango, rambutans, durian and *salak Condet* as typical fruits in the region. Condet is an area of interaction, judging by the development of its people Condet is very diverse, because many Arabs who live and strive in the field of trade. The Arabs opened a restaurant business such as perfume, hajj and umroh equipment, kebuli rice and goat satay. Condet is currently developing as a service industry, namely as a labor agent to the Middle East.

According to History, Condet is a territory controlled by the Dutch and into the territory of *Onderneming Messter Cornelis*. The status of the land is private land (plantation). There was a peasant uprising led by Entong Gendut in 1916 for refusing to pay taxes and tribute imposed by the Dutch government. At this time Kampung Condet is a cultural heritage established by the Governor of DKI Jakarta at that period, Ali Sadikin. The purpose of determining the Cultural Heritage village to preserve Betawi local culture.

Kampung Sawah is located in Kecamatan Pondok Gede and into the Bekasi City area, South Jakarta is a unique village because it has harmonious community life despite having different religious beliefs. Some residents in Kampung Sawah are Muslim and some are Catholic. Even within a family belief can be different. Traditionally, people in Kampung Sawah continue to uphold Betawi Culture. How to dress up is the same between Muslims and Christianity. The people wear caps and sarongs for men and veils for women. Mosques and Churches stand side by side so that at the time of the

celebration of one of the faithful, other people help by providing a parking lot in a place of worship that is not used at the time.

The majority of the work done by the Kampung Sawah community is trading, entrepreneurial and owning tenements for rent. In the pre-independence era the majority of his work was farmers. Tourism potential in the Kampung Sawah area is not developed because it is close to the national and international tourist attractions such as, the national botanic garden and exhibition, namely Taman Mini Indonesia Indah and the museum of *Kesaktian Pancasila*.

Geographically the crocodile hole is located in the south of Jakarta, entering into East Jakarta area. In this area there is the Halim Perdanakusumah Airport. From a historical perspective, the Lubang Buaya area is a rubber plantation. Based on the story of legend, naming the Lubang Buaya means crocodile hole (in English), because of there was white crocodile at times that lived in the area. Lubang Buaya area is famous since the September 30th Movement carried out by the Indonesian Communist Party (PKI). The PKI abducted six generals and one first officer, then put into a well in the middle of a rubber forest in the Lubang Buaya area. Until now in Lubang Buaya there is a museum, known as Kesaktian Pancasila (the strength of the nation five pillars), that is open for the public on holidays and used every October 1 to commemorate the five pillars of Indonesia.

The description of the historiography results shows that students have the ability to write history, provided that they get proper guidance from their lecturers. The difficulties experienced by students are to find sources of heuristic history ie sources related to events in the form of documents, personal records, archives and oral sources. Limitations of students in choosing diction or choice of words, resulting in a less developed story. The result of the historiography compiled by the students is less profound in terms of discussion.

Things that are enjoyable in the writing of history to know the various events that exist around us. Students conduct the study of historical objects so that knowledge increases. Historiography cultivates a sense of love and pride of historical events that exist in the immediate environment. Pride as a society that knows its own history raises awareness of history and sense of belonging in students.

5 CONCLUSION

Historical writing can be done by anyone, from the environment of the nearest neighborhood. Students who look forward to being a teacher can train students from elementary school to high school. For elementary school students may be asked to write family history. For junior high school, students may be asked to write the history of their place of residence. While for high school students can be asked to write history in a wider scope. Habituation early on will make it easier for learners to get used to writing history.

Writing history is an intellectual activity and the primary way to understand history. When the historian enters the stage of writing, then all his or her mind is mobilized, not only the technical skills of the use of quotations and notes, but especially the

use of critical thoughts and analyzes to produce a synthesis of all his research results or intact writing called historiography. Writing history either short papers or thick books is a blend of art work because it uses language with a variety of preferred or dominant styles and critical thinking, analytical and synthesis skills. Historical researchers are required for the ability and skill of writing, having to communicate the results of such research or findings to the public.

The difficulty in writing history can be overcome by habituation and reading. Learners follow the steps of historical research to make the writing of history and produce a historic writing, although simple but fulfill historiography rules so that writing history becomes fun for learners.

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