

The Presentation Quality of Indonesian High School History Textbooks During the New Order Period and After (1975-2008)

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Abstract

This study aims to analyze the presentation quality of history textbooks used for the 1975-2008 national curriculum. The method used in this research is content analysis. The contents of the history textbooks were analyzed, and the presentation aspect was assessed using the textbook criteria developed by the National Education Standards Agency. The results showed that attention to the presentation material or completeness of the supporting elements of history textbooks started from the 1984 curriculum and grew in the next curriculum period. The presentation aspect of history textbooks reached its peak in the 2006 curriculum, where the Council determined the textbook criteria in selecting textbooks for Indonesian schools. One of the criteria is the presentation aspect.

Keywords: *history textbooks, high school history education, textbook production system, presentation quality, students' independent learning.*

Abstrak

Penelitian ini bertujuan untuk menganalisis kualitas penyajian buku teks sejarah yang digunakan untuk kurikulum nasional 1975-2008. Metode yang digunakan dalam penelitian ini adalah analisis isi. Isi buku teks sejarah dianalisis dan dinilai aspek penyajiannya menggunakan kriteria buku teks yang dikembangkan oleh Badan Standar Nasional Pendidikan. Hasil penelitian menunjukkan bahwa perhatian untuk bahan presentasi atau kelengkapan pendukung pada buku teks sejarah dimulai sejak kurikulum 1984 dan tumbuh pada periode kurikulum berikutnya. Aspek penyajian buku teks sejarah mencapai puncaknya pada kurikulum 2006, dimana Dewan menetapkan kriteria buku teks dalam memilih buku teks untuk sekolah-sekolah Indonesia. Salah satu kriterianya adalah aspek presentasi.

Kata Kunci: *buku teks sejarah, pembelajaran sejarah SMA, sistem produksi buku teks, kualitas penyajian, kemandirian belajar siswa.*



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Introduction

Currently, the position of textbooks is quite central in the teaching and learning process because teachers find it challenging to develop their subject matter, either due to time constraints or external pressure (Su'udiah et al., 2016). explained that the textbook is a guide that contains teaching materials or sources of knowledge for teaching participants. Textbooks are one type of printed teaching material. This textbook is fundamental due to the functions that arise from this understanding. It is undeniable that this textbook is the main thing that supports the learning process because it has been mentioned that textbooks are teaching materials, where the contents of the textbooks themselves are materials or collections of knowledge that become teaching materials for teaching participants. At the same time, (Octavia, 2016) stated that the definition of a textbook is a book compiled for the benefit of the learning process, whether sourced from research results or the results of thought about the study of a particular field is then formulated as learning material. Textbooks are one of the teaching materials in the form of printed materials. The above understanding is in line with (Ulumudin et al., 2017) that textbooks have a central role in the success of the learning process in schools. The feasibility and quality of books can affect the quality of learning outcomes. This means that good-quality textbooks will help students gain knowledge and information; also, it will be easier to direct students in the learning process with teachers.

Because of the importance of the position of textbooks in the teaching and learning process, governments in various countries strictly control their production, especially regarding the content and messages conveyed by the authors. Indonesia is no exception. Textbooks in Indonesia must have specific standards to be used by students. As stated by (Rahmawati, 2015), as a mandatory reference book, textbooks before being used in academic units in the process must go through a feasibility test carried out by the National Education Standards Agency (BSNP) as stipulated by a Ministerial regulation. Meanwhile, according to (Anisah & Azizah, 2017) as a learning resource, textbooks are the primary learning resources used in the learning process. (Akbar, 2013), adding that textbooks used as standard references in certain subjects must have the following characteristics: (1) sources of teaching materials; (2) become a standard reference for specific subjects; (3) systematically arranged and; and (4) accompanied by study instructions." This is, of course, to avoid the author's subjectivity that goes beyond the limits, to cover up the facts.

In the Hutchinson Encyclopedia, it is explained that there are three essential terms related to textbook texts, namely

1. A definitive book for a particular branch of study,
2. A manual of instruction, and

3. School Books are textbooks and other books used in schools.

For subject matter, books by Shakespeare, for example, are not designed as subject matter, but at certain times can be used for instructional purposes. The schoolbook includes teaching manuals, reference books, and enrichment books. However, school textbooks have different meanings. This term relates to books that contain a series of learning activities in the classroom by the applicable curriculum (The American Heritage Dictionary of the English Language, 2015).

Meanwhile, according to (Muslich, 2010), there are four foundations in writing textbooks, namely:

- a. Scientific foundation.
- b. The foundation of education and teacher training.
- c. The foundation of student needs.
- d. The basis for the legibility of the material and the language used

Based on the above understanding, to compile a textbook that can be used for education, it must pass a series of standards set by the government. The standard prioritizes the principle of objectivity based on the needs of students in learning at school. This is important so that mistakes do not occur in the future.

For example, a study conducted by (Dutridge-Corp, 2009) on the textbook production system in Japan shows that the imperial government has exercised control since the late 19th Century. Government control over the textbook industry grew steadily in the 20th Century, marked by establishing a national textbook selection system in 1903. With this system, the Ministry of Education had greater power in determining what was allowed and prohibited. At the end of the twentieth century, the Japanese textbook production system caused international protests because the released textbooks were conservative, i.e., removing all narratives of the Japanese army's cruel actions in various parts of Asia from the textbooks (Shibata, 2012). Even the United States House of Representatives on 30 July 2007 issued a non-binding resolution demanding Japan to be held accountable for its past mistakes (Dutridge-Corp, 2009).

In Indonesia, control over the production of textbooks has existed since the Dutch colonial period. On 14 September 1908, the Dutch colonial government established the Commission for Indigenous Students and People Reading (Fitzpatrick, 2008). When Indonesia became independent in 1945, the Commission was dissolved, and textbooks were produced freely. Control of textbooks emerged again during the New Order era. The Ministry of Education and Culture (DoEC) appointed authors, produced and distributed textbooks to schools (Purwanta, 2012).

In the study of history, there is no exception. According to Kurniawan & Suwirta (2016), one of the historiographical works compiled and published for educational purposes is a textbook for SMA/MA (High School/Madrasah Aliyah), Class XII. Besides meeting scientific requirements, history textbooks are also adapted to the policies and political interests of education from the government, which are contained in and represented by the history education curriculum. In this context, history is not positioned as "history for history" or in a tight space of interests but is used as an educational tool by the government.

This was agreed by (Budiono & Awaludin, 2017), who revealed in his study that the government's interests often influenced the writing or historiography of history textbooks at that time. This was proven during the New Order era, where history textbooks were used as a medium to legitimize power. As a result, there is a wrong understanding of a historical event in students. However, this was denied by Nurrahmi (2018) in his study, which revealed that the New Order government paid great attention to history writing. The New Order government is a party that has a considerable interest in forming national awareness. National awareness can be used for citizens' loyalty to the government. The study was supported by Batubara & Aman (2019), who revealed that historical learning at this time became very important to strengthen the legitimacy of power and demonstrate the success of the new order. So that the color of history learning changes again.

Meanwhile, the results of a study by Marlina (2016) back showed an attitude of prioritizing the interests of groups in the world of education which was used to perpetuate Orde Baru's power in the history curriculum from 1975 to the KBK curriculum (2004). Even in the New Order era, books were banned, so freedom of expression did not find its place. In a sense, the circulating textbooks must be influenced by the subjectivity of the government at that time (Wahyuni, 2020). This ban has been in place for many years. Since the colonial period, there has been historical evidence of the restriction of books in Indonesia. From the Guided Democracy period under Sukarno's leadership until the New Order era under Soeharto, the book ban remained, but with an ever-increasing escalation, after independence (Iqbal, 2019). This term by (Kurniawan et al., 2019) is referred to as "political historiography," or the writing of history used for political purposes.

When the New Order collapsed and was replaced by the Reformation period in 1998, the Department of Education and Culture (DoEC) issued Regulation no. 11 of 2005 concerning the textbooks production system. The first paragraph of Article 3 stipulates that textbook for each subject used in primary and secondary education units are selected from textbooks that have been determined by the Minister based on a recommendation for a feasibility

assessment from the Badan Standar Nasional Pendidikan (BSNP/ Board of National Standards on Education) (Minister_of_National_Education, 2005). As stated by Setiyawan & Budiman (2019), who revealed, when the New Order fell, there was an attempt to get out of the domination of centralized education. The same thing was expressed by Syaharuddin & Susanto (2019), who revealed that the reformation era had provided ample space for the formulation of new educational policies that were reformative and revolutionary. So, according to (Suharya, 2020), there is no longer any element of interest and secrecy in this reform era.

Therefore BSNP creates four main criteria: content, language and legibility, graphics, and presentation (Ulumudin et al., 2017). In the field of feasibility, the content assessment includes the specificity of the lesson, accuracy and up-to-date data used; the Presentation of unbiased information, the suitability of vocabulary, sentence structure, paragraph length, and the level of attractiveness of the description with students' cognition; inclusion of references used; suitability and accuracy of illustrations, maps, tables and graphics with text; the suitability of the material with the curriculum; and the balance of material distribution, both related to the development of meaning and understanding, problem-solving, process development, practice and practice, skills and understanding tests.

Assessment of language and readability aspects includes reading ease (related to the form of writing or typography, font size, and spacing) related to visual aspects; attractiveness (related to the reader's interest, the density of reading ideas, and assessment of the beauty of the writing style) related to aspects of material presentation; and suitability (related to words and sentences, length-short, frequency, sentence structure, and paragraph structure) related to language and readability. The graphic section assessed the physical book, including book size, paper type, print, font size, color, and illustrations.

Presentation Assessment, which will be the focus of attention in this study, is the various components in the textbook used by the author to motivate, stimulate, guide, or direct students to learn independently. The Presentation can be in the form of material, additional information for deepening, practice questions, assignments, glossaries, and reference books, all of which students can use to develop their abilities. The presentation aspect related to the function of textbooks from a pedagogical perspective is to develop students' potential as learning subjects. Theoretically, students' self-potential development through the educational process includes the cognitive, affective, and psychomotor domains. The cognitive domain is self-potential in the academic field. Today it is understood that the cognitive domain has two dimensions, namely knowledge,

and cognitive processes or thinking skills (Magdalena et al., 2020). In history education, the cognitive domain is historical thinking skills (Ercikan & Seixas, 2015).

According to Suryani & Agung (2012), the affective domain is attitude. Attitude is a part of human behavior as a picture of his personality. Attitude is related to association, so attitude is related to how someone responds to an object. Assess attitude, so it is necessary. In addition, attitudes can also be formed and require improvement to achieve the desired behavior or action. Meanwhile, according to Kunandar (2015), the affective domain is related to attitudes and values. There is an assumption that a person's attitude towards something can be influenced by the knowledge someone has about that thing. Thus, attitude and knowledge have a very close relationship and influence each other.

Morshead (Krathwohl, 1964) explains that "the Affective Domain is divided into two major sections. The first is the nature of the affective taxonomy, explaining its development and examining various assumptions upon which it rests. The second is the classification scheme itself, together with numerous sets of illustrative objectives and test items. The affective domain is called historical consciousness (Thorp, 2014).

On the other hand, the psychomotor domain is the ability to perform (movement), such as writing and drawing. Different from the previous two domains, which have two dimensions, the psychomotor domain only consists of one dimension, namely the hierarchy of classification of movement skills mastered by students (Simpson, 1971). (Haryadi & Aripin, 2015) emphasizes the Psychomotor Realm as a physical activity related to mental and psychological processes. Psychomotors relate to actions and skills, such as running, jumping, painting, etc. In the world of education, psychomotor is contained in practical subjects. Psychomotor correlates with learning outcomes achieved through muscle and physical manipulation.

The book "Strengthening Psychomotorik Areas of Elementary School Students" Issued by The Ministry of Education and Culture Agency of Research, Development, and Textbook of Policy Research Centers, it is explained that the psychomotor domain is a domain that focuses on physical ability and muscle work. This domain distinguishes between the gross and fine motor domains. Gross motor is a body movement that requires balance and coordination between members of the body by using the large muscles of part or all of the body. Meanwhile, fine motor skills are related to physical skills that involve small muscles and eye and hand coordination. Delicate motor nerves can be trained and developed through routine stimulation activities (Winingsih et al., 2020).

From the importance of the position of the presentation aspect in the history textbooks, this research will focus on the following problems: How is the quality of Indonesian high school history textbooks 1975-2008?

Methodology

This study is qualitative research. According to Creswell (2014), this qualitative research applies an inductive-style perspective, focuses on personal meaning, and translates to the complexity of a problem. Meanwhile, according to (Strauss & Corbin, 2013), qualitative is a form of research in which researchers collect and analyze data and become part of the research process as participants with informants who provide data. Nugrahani & Hum (2014) added that in qualitative research before the research results can contribute to science, it is necessary to go beyond the critical-scientific thinking process, namely the process of thinking inductively to capture facts and social phenomena that occur in the field through observation. The results of these observations are findings that need to be analyzed to become the basis for theorizing.

This research places 12 textbooks used to study the history of the four periods of curriculum nationwide, namely in 1975, 1984, 1994, and 2006, as a subject of study. Grounded consideration of the principle of equity, each curriculum period studied three history textbooks.

The study focused on the content of history textbooks that discuss national movements. It is based on the consideration that the history of national movements is a topic that is very important in instilling the various aspects of education for the students as a generation younger. Through discussing the national movements, the textbook's author is responsible for improving the academic ability and the students' personalities.

The research obtaining presentation aspects of the history textbooks used criteria were compiled by BSNP to textbook teaching the history of high school in 2011 (BSNP, 2011). From criteria BSNP, the selected 18 items are deemed to measure the quality of the textbook presentation aspects, namely:

1	Concept maps	10	Emphasizing historical wisdom
2	Encourage critical thinking	11	Introduction
3	Stimulates chronological thinking	12	Summary and Reflection
4	Stimulates casual thinking	13	Develop learning independence
5	Encourages comparative thinking	14	Conformity to the level of socio-emotional development
6	Not indoctrinating	15	Develop personal and social skills
7	Relevance of illustrations to historical events told	16	Evaluation

8	Serving Variations	17	References
9	Student-centered	18	Glossary

Table 1. The selected 18 items of criteria BSNP

To analyze each item, the following guidelines have been drawn up by the BSNP in 2011 as follows:

No	Items
1	Mind map. Mind maps contain charts, flowcharts of relationships between concepts discussed in a chapter.
2	Encouraging critical thinking Presentation of material can stimulate students to ask teachers, parents, or others about what they have learned and are currently studying. Illustrations and exercises encourage participant's learners to think critically.
3	Stimulates chronological thinking Historical material reflects the ability to encourage the formation of chronological, logical, critical, and analytical (diachronic) thinking supported by examples in historical events
4	Stimulating causality thinking (cause and effect) Historical material can provide the basis for creating processual and temporal ways of thinking to understand the changes and developments of historical events in society.
5	Encouraging comparative thinking Textbooks can present various comparisons of examples/illustrations of historical facts to achieve a depth of insight and objectivity that is finally able to give birth to a vision and orientation of Indonesian history as a means of education, among others: love for the homeland, self-sacrifice, nationalism, and the integrity of the Unitary Republic of Indonesia.
6	Not indoctrinating Historical material in history textbooks can present historical sources analytically, critically, and objectively based on comparative, valid, and reliable sources.
7	Relevance of illustrations to the events narrated Pictures, maps, and other illustrations must be relevant to the historical material presented.
8	Variations in the Presentation of the material are presented in various ways according to the teaching material so that in the learning process, it can attract students to learn with pleasure and enthusiasm. For example, it started with case examples, exposure, and exercises, or questions that arouse interest, examples, presentations, and simulations. The selection of images must be clear, focused, relevant, communicative, following the subject matter.
9	Student-centered Presentation of material places students as learning subjects. The Presentation of the material is interactive and participatory, so the description in the textbook needs to be supported by activities that can form independence, for example,

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	through independent tasks.
10	Emphasizing the historical wisdom Serving the material gives "meaning" for life today for students to avoid conflict, resentment, racial intolerance, and hostility between children of the nation, in the past now and that will come.
11	Introduction. Bringing students to know and understand the material to be presented can attract students to learn more about the book's contents. The introduction begins each chapter.
12	Summary and reflection. Summaries contain essential concepts written concisely and clearly, making it easier for students to understand the entire contents of the chapter. Reflection contains conclusions about attitudes and behaviors that must be imitated, especially in historical material.
13	Developing independent learning Examples and exercises encourage students to appreciate their work, learn independently, solve problems, trace further information from various sources, and appreciate the work of others.
14	Conformity with the level of socio-emotional development The language used is under the emotional maturity of students with illustrations that illustrate concepts from the closest environment to the international environment, not containing gender bias, violence, rudeness, pornography, harassment, and racial intolerance.
15	Develop personal and social skills materials, examples, and exercises develop a sense of responsibility, intelligence, piety to God, interaction, cooperation, empathy, and openness to criticism and differences of opinion.
16	Evaluation, which is a tool to measure the achievement of essential competencies, can reveal abilities in the cognitive, affective, and psychomotor domains. The structure of the evaluation sentence should not be in the form of command but the form of an invitation, and there is feedback.
17	Bibliography List of books used as reference and reading materials in the form of concepts and theories must be <i>up to date</i> (< 5 years). Meanwhile, materials related to the substance/material being worked on are adjusted to the year or period under study. The writing references begin with the author's name (which is arranged in alphabetical order), the year of publication, the book's title, the place, and the publisher's name.
18	Glossary The glossary contains essential terms in the text with an explanation of the meaning of these terms and is written in alphabetical order.

Table 2. The guidelines item by BSNP 2011

Results and Discussion

The three history textbooks used in the curriculum in 1975 show that awareness to support learning independently emerged. The textbooks were separated from the students' learning activities and not directed to the "teacher." The textbook written by Idris (1979) contains only a description of the material and is not accompanied by a guide for students to independently develop their capacity, both in the cognitive, affective, and psychomotor. Slightly different from Idris, (Widyosiswoyo, 1979) has completed the description of the material with illustrations, especially in the form of photos, to clarify the discussion. Despite this, the discussion is still dry, highlighting the political development and not reviewing the dimensions of the other, such as social and economic. (Notosusanto & Basri, 1981) textbooks are best for the 1975's national curriculum, known as the official textbook. In addition, it has been enriched with illustrations, used academic writing, and exploited a multidimensional approach. In the discussion about the national movements, social dimensions such as social stratification and economic dimensions were used to analyze the background of national movement occurrence. The textbooks became the primary reference for the textbook's authors in the following period. Weakness of textbooks for the curriculum in 1975 showed no awareness to make the Presentation a supporter of independent learning, among others, not the matter of exercises and assignments for students. Problem exercises and tasks are crucial to thinking chronologically, causality, comparative, and even critical. In addition, there are no summaries and reflections that direct students to make meaning from historical phenomena. Proverb old saying *Historia Magistra vitae* that means is history as the teacher of life. Without a summary and reflection, history becomes past events that are not relevant to the nowhere students live.

Component presentation of the textbook geared to support student learning independently began to be developed by the authors in the curriculum of 1984. (Notosusanto & Basri, 1992) textbook revision does not change from the earlier edition. (Soewarso, 1986) has low quality of the Presentation in supporting independent learning. Same as history textbooks for the curriculum 1975, Soewarso did not complete the textbook with an introduction, mind map, a matter of practice, activity or task, a list of references, and a glossary. As a result, various aspects of students' abilities cannot be developed, such as chronological thinking, causality, comparative and critical thinking. The Soewarso textbook also does not develop the skills of personal and social and the ability to reflect upon the finding relevance of the events of history to contemporary life.

The only textbook that can show progress in the presentation aspect is (Moedjanto et al., 1992). Its description is more comprehensive than the Notosusanto textbook, and Moedjanto also develops presentation aspects by giving practice and duties, as can be listed from the example at the bottom of this:

Activity

Answer the following questions, then present them in the class discussion!

1. Explain what is meant by colonial education and national education?
2. Why did the scholars fight against Dutch colonialism?
3. What is meant by modern intellectuals? Explain their role in the national movement!
4. The press is a means of reporting and a tool for fostering the spirit of nationalism. Explain!
5. Why was the Malay language adopted as the national language?
6. Why was the term Indies (Indisch) abandoned to be replaced by Indonesia (Moedjanto et al., 1992)

From the exercises that the author prepares, the raised question can direct the students to develop the ability to think chronologically, causality, and comparative, but has not reached a critical evaluation. The task that is given is not good enough to develop independence in learning. From this point of view, Moedjanto is quite good in conveying knowledge, but does not give the students the methods of obtaining knowledge of it, or in terms of UNESCO's education 21 century is how to know. The author also complements the textbook with sources referred to in the list of literature so that students can track it on the development of self.

The major weakness of the Moedjanto textbook is the orientation that is still focused on the historical narration. It was seen among others in that the style of language used is still very formal (academic), and summaries are also compiled to summarize the content. In the chapter of the movement nationally, among other authors compile a summary as follows:

D. Summary

The social structure of Indonesian society underwent significant changes after the narrowing of agricultural land, the widening of job differentiation in urban areas, the entry of the foreign money economy and plantation system into the countryside, and the spread of teaching and education. Structural changes are marked socially by more intensive horizontal mobility in which dynamically, humans move from one place to another or from one job to another without considering the increase in status. This structural change is also marked by opening opportunities for many people to carry out vertical mobility. Situation times provide opportunities for many parties to rise to the level of status that is much higher. Opportunities like this are hard to make when traditionalism is still strong. Apart from being characterized by two types of mobility, the new social structure requires broader interactions. The interaction between people is limited to the village. The changes in social structure initiated the birth of the Indonesian national movement and nationalism. Colonial authority was challenged through this movement, and traditional elites began to lose their hereditary rights (Moedjanto et al., 1992).

With a summary that focuses on materials, learning-centered on the student cannot evolve optimally. Students cannot learn to take advantage of historical phenomena to face their present life. In other words, the relevance of historical studies to students' daily lives cannot be built by the author. Besides that, Moedjanto is also not made to exercise or assignment directed to develop personal and social skills. Indeed, at the end of each chapter, local community sources are always written, but no instructions on how to interact with them to deepen students' understanding of history.

From the presentation aspects, the history textbook published for the 1994 curriculum did not improve significantly compared with the textbook to the curriculum 1984. The advantages of the textbook to the 1994 curriculum are the inclusion of the Garis Garis Besar Program Pengajaran (GBPP/ Outlines of Teaching Program) and the preparation of questions exercise multiple choice, either at each end of the chapter or the chess quarterly. Inclusion GBPP enables students to quickly obtain a picture of the material discussed during a chess quarterly. However, to function as map material, GBPP needs to be equipped with a guide which BSNP referred to as introduction. As explained by BSNP, the introduction serves to "deliver the participant students to know and understand the material that will be presented, to attract the participant students to learn more about the book's contents." In other words, the introduction is a plan that guides students to be more efficient in mastering the material. Without a guide, students must expend a lot to meet the demands of GBPP. From the angle of view

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is, without preliminary introduction and motivation to learn in self- topics that will be discussed, GBPP was not much to give benefits.

In the other, a matter of the objective model of multiple choice that is increasingly used in education in Indonesia, from Primary School to Higher education, made the matter of the practice model of multiple choice that found in the textbooks can be objectively used to measure the ability of students in the mastery of the material. This test model is different from the questions in the textbook for the 1984 curriculum, which are only essay models or subjective questions.

In (Sardiman & Kusriyantinah, 1996) textbook, the historical thinking skills and personal and social skills are undeveloped, as can be seen on questions and activities as follows:

B. Do the following questions!

1. What is political association?
2. What are some strategies for the struggle of the Indonesian people after 1908?
3. What is the reason why movement organizations in Indonesia have finally adopted a cooperative attitude?
4. Explain the purpose and program of Gapi's establishment?
5. Explain the principles of PI!

Activity I

Complete the matrix below, which shows the differences in the struggle before 1908 and after 1908.

No	Aspects	Struggle	
		Before 1908	After 1908
a.	Nature		
b.	Leader		
c.	Tool/Container		
d.	Continuation and Purpose		

Table 3. Activity I

Activity II

Complete the following fields.

No	Organization Name	Since	Figure
a.	BU	....	....
b.	....	....	Cokroaminoto
c.	....	1927	....
d.	PI	....	....
e.	....	....	Tiga Serangkai

Table 4. Activity II

The activities above show that the authors emphasize the students' ability to memorize hard facts like the person and the time of the historical event. The author did not develop chronological, causality (causation), comparative, and critical thinking skills.

The quality of Presentation in the Badrika textbook 1(1997) and Waridah & Sukardi, 2000) is better. Badrika textbook has a complete presentation. At the beginning of each chapter, is given preliminary. When discussing the movement of national Indonesia, Badrika (1997) wrote an introduction that invites students to understand that in the dynamics of the national movement, two historical phenomena have significant influence, namely the Indonesian Association (PI) and the Youth Pledge. The students are invited to follow the whole series of events in the future Indonesian national movements. Although not perfect as demanded by BSNP, especially in motivating students, the introduction which is given by the textbook is precious.

Besides the introduction, Badrika's textbook contains a summary and test exercises at each end of the chapter. In summary, Badrika (1997) focused on the content. The author has not reached the reflection or discovered the relevance of the national movement to contemporary life. Through reflection, children are directed to place the historical phenomenon of the national movement as "we are in the past," which became "we are today "through the historical process.

In practice, Badrika provides various kinds, namely about the essay (description), a matter of double choice, voting against the phenomenon of history and activities of reconstruction of history, analysis, and discussion. On the matter of the description, Badrika (1997) give questions as follows:

- A. Answer the questions at the bottom of this with a concise and clear!
1. Why did the Dutch colonial government establish educational institutions in Indonesia? What is the purpose?
 2. What factors led to the emergence of the Van Deventer trilogy?
 3. What is meant by liberal politics? What is the purpose of the Dutch government in carrying out liberal politics?
 4. List the events that accelerate the emergence of reaction nation Indonesia in opposing colonialism Netherlands!
 5. Why did Budi Utomo's organization serve as a milestone for Indonesia's National Awakening?
 6. What is the background of the founding of the Sarekat Dagang Islam, which later became Sarekat Islam?
 7. Why was the Indonesian Association made the outpost in the struggle of the Indonesian people to achieve their independence?

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8. What was the state of the Indonesian Nation Movement during the Japanese occupation?
9. Why did Admiral Maeda give a place to the Indonesian leaders to formulate the text of the Proclamation?
10. Why did Soekarno-Hatta get the nickname Dwi Tunggal? From the quote above, the authors tried to develop the ability of students to think chronology and causality. The ability to think comparatively and critically looks has not gained attention.

In the Student Worksheet section (B), Badrika seeks to develop students up to the stage of creation, which is to prepare the reconstruction of history, though still modest, is writing a history of national movements leaders that can be seen in the following worksheets:

Student worksheet

A. Case Analysis

Explain the events below

No	Events	Explanation
1.	Ethical Political Development	..........
2.	Liberal Political Development	......
3.	100th Anniversary of Netherlands Independence in Indonesia	..........
4.	The Struggle of PI Leaders in an international institution	..........
5.	Youth Pledge 28 October 1928	..........

Table 5. Case Analysis

B. Tasks/Discussion

1. Choose a topic below!
 - a. Write a history of one of the following characters: Van Deventer, Dr. Wahidin Sudirohusodo, HOS Tjokroaminoto, Sartono, SH, WR Supratman, and R A. Kartini.
 - b. Collect writings and pictures of one of the following characters: Adam Malik, Chairul Soleh, Supriyadi, Sukami, B.M. Diah, and Sayuti Melik.
2. Discuss the following topics!
 - a. Budi Utomo struggle

- b. The struggle of the Islamic Trade Union
- c. PNI struggles and ideals
- d. Activities of Putera (Badrika, 1997).

In Waridah's textbook (Waridah & Sukardi, 2000), the practice questions given include the following:

- B. Answer the questions below briefly and accurately!
1. What is the national state?
 2. Compare European nationalism after the nineteenth century with European nationalism before the nineteenth century!
 3. Why did France maintain absolutism at the beginning of the nineteenth century, while outside France, they instilled nationalism?
 4. Thomas Paine's book *Common Sense* (1776) gave a new meaning to the struggle of the American people. Try to explain!
 5. Differentiate the understanding of religious freedom in Europe with religious freedom in Indonesia!

From the new ideology questions above, the authors have tried to develop the ability to think about students. Questions (2) and (5) are very useful to develop the ability to think comparatively. Even in question (5), the comparison is accompanied by searching the relevance of European history to the students' lives today. In question (3), the author tries to develop the ability to think of causality or causality and at the same time comparative.

In the textbook for the 2006 curriculum, there was rapid progress in the presentation aspect. Progress is especially noticeable from the textbook written by (Hapsari & Syukur, 2008) and (Mamoer, 2009). The Hapsari and Syukur textbooks contain an introduction, keywords, a mind map, and a glossary at every chapter. Introduction in the book Hapsari and Syukur is called motivation. The author tried to introduce to the students the chapter that will be discussed. Following the introduction are referred to by BSNP, namely as the media were able to "Deliver the participant students to know and understand the material that will be presented, to attract the participant students to learn more about the contents of the book." The motivation for "The Development of New Concepts and the Emergence of National Movements" chapter is as follows:

In this case, all of you will listen and discuss a significant historical event, namely the development of a new understanding and the emergence of a national movement. These events impacted various aspects of life, whether political, economic, or social, and encouraged nationalism among Asian,

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African, or Indonesian countries. In Indonesia, it is marked by the emergence of various forms of organization and struggle strategies. For that, let us learn together chapters of this with sound, many lessons from the chapter material! (Hapsari & Syukur, 2008).

Mind map of the drafted authors over the flow of events of the history of the primary, because it not only contains a concept that is contained in the discussion. As a result, there is no evolutionary development from simple to complex concepts, concrete to abstract, and closest to the farthest environment as directed by BSNP. Hapsari & Syukur are also trying to pay attention to the development of social skills. BSNP gave signs for the development of skills of society as "material, examples, and exercises to develop a sense of responsibility, intelligent, devoted to God, able to interact, cooperation, empathy, open to the criticism of others, and willing to accept differences in opinion." In this case, the author tries to develop it through group work (Hapsari & Syukur, 2008), but only develops one aspect of social skill, namely cooperation. The problems posed and the problem-solving methods are less controversial to develop other social skills, such as empathy, being open to criticism from others, and accepting differences of opinion.

Unlike Hapsari & Syukur (2008), Mamoer (2009) did not include a concept map and introduction and ignored social skills development. Mamoer's superiority from a presentation perspective is in the glossary. At each end of the chapter, the authors wrote keywords used in the discussion and gave the column named glossary. At the end of the book, the author also wrote keywords whose meanings are the same, namely the glossary.

In addition to a glossary, the strength of Mamoer's textbook is on developing independent learning. Through the activity columns, the authors attempt to direct students to explore the collection of information from sources outside the textbook (Mamoer, 2009). In the activity, students are asked to broaden and deepen their understanding of nationalism, liberalism, socialism, and democracy through accessible sources. It was going to familiarize the students to be self-conducts exploration in the search for needed information.

From the three textbooks assessed to the curriculum in 2006, Mustopo's textbook (2007) occupied the lowest rank. Apart from not including a concept map, the textbook also lacks developing students' chronological, causal, and comparative thinking abilities. Even at once, do not develop the ability to think critically.

Conclusion

The quality of the Presentation of history textbooks when discussing the Indonesian national movement shows encouraging developments. In the curriculum period, 1975 history textbooks do not pay attention to the students'

independence in learning. The history textbooks for the 1984 curriculum began to raise awareness to develop the presentation aspect. The attention can be found in the Moedjanto textbook, which began to include practice questions. In subsequent periods, the presentation aspect has received more and more attention. Even in the curriculum in 2006, on impulse BSNP, the various components of the Presentation of the history textbooks look more comprehensive.

Presentation quality of the history textbook on discussing national movement is improved. Despite this, no means to be perfect. The most prominent weakness immediately needs to be repaired: a presentation that centered on the material. The authors should change the paradigm of promoting the students as the center or the subject of learning activities. Furthermore, the Presentation is too monotonous, namely in the form of stories and inserted tasks and ends with a matter of practice. In this context, the author can develop a varied presentation, among others, by using primary sources as an opening or even a student study center. The point of weakness in all the books of text lessons of history has not noticed the development of the ability of students to think critically. High school students are supposed to understand the depth of the history of historians' interpretation that it contains the discourse of subjective. Because it invites the students to understand the various sources of the history and interpretation of the historians against a phenomenon historically, it will gradually develop students' ability to think critically.

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