

THE UTILIZATION OF HISTORICAL SOURCES IN HISTORY LEARNING: THE PRESS DURING THE INDONESIAN NATIONAL MOVEMENT (1907-1912)

Rahayu Permana, Rani Noviyanti, Nurbaity

¹⁻³History Education, FIPPS, Indraprasta PGRI University

Correspondence: ^{1}Rpermana.unindra@gmail.com

Abstract

The utilization of historical sources, particularly newspapers from Indonesia's National Awakening period (1907-1912), holds significant value in history education. Newspapers such as Medan Prijaji, Bintang Hindia, and Sinar Djawa played a pivotal role in fostering national awareness and advocating for independence during colonial rule. These sources serve not only as historical records but also as tools for understanding the development of nationalist ideologies, public mobilization, and the socio-political dynamics of the time. Incorporating these sources into history education allows students to critically analyze primary documents, evaluate the authenticity of historical narratives, and connect past events with contemporary issues. The process of applying historical methods—heuristics, source criticism, interpretation, and historiography—enhances students' analytical skills and deepens their appreciation for the nation's struggles. However, challenges such as limited access to archival materials and the lack of teacher training hinder the effective use of these resources. Digitalization of archives and professional development for educators are key solutions to overcoming these barriers. Overall, the integration of historical newspapers from the National Awakening period enriches history education by fostering critical thinking, connecting students with their heritage, and promoting a deeper understanding of Indonesia's historical trajectory and its relevance to the present.

Keywords: National Awakening, Historical Sources, Newspapers, History Education, Indonesia

INTRODUCTION

The study of history in Islamic educational institutions in Indonesia plays an important role in shaping national identity. Previous research has shown that history education can serve as a foundation for building national identity. (Prasetio et al., 2021a). However, history education in Islamic educational settings should not be limited to mere knowledge transfer, but must also be able to instill religious values and Islamic character. Therefore, an approach that combines history education with Islamic values is necessary (Bahtiar et al., 2022).

In this case, learning history can give meaning to historical events by integrating Islamic values. As stated in one of the sources, "The study of the history of the Prophet is not merely about remembering and knowing the sequence of historical events experienced by the most noble person on this earth." Nor is it merely about extracting the positive aspects contained in the study of that history. Thus, history education in Islamic educational institutions must be able to study history through an Islamic perspective and emulate the attitudes and behaviors of historical figures that align with Islamic teachings.

The Utilization Of Historical Sources In History Learning: The Press During The Indonesian National Movement (1907-1912)

Rahayu Permana^{1*}, Rani Noviyanti², Nurbaity³

One of the historical learning media that can be utilized is the press during the Indonesian National Movement. The press at that time not only functioned as a medium of information but also as a means to convey aspirations and stir up the spirit of nationalism. The mass press of the Indonesian National Movement can be used to analyze the development of nationalist thought and Islamic values that emerged during that period. By utilizing the mass media of the Indonesian National Movement as a historical source, history education in Islamic educational institutions can examine historical events by integrating Islamic values. Students can explore the thoughts and national spirit championed by the leaders of the national movement who also uphold Islamic values (Shodiq et al., 2022).

Learning history using the mass media of the Indonesian National Movement can instill awareness of the importance of maintaining and strengthening national identity based on Islamic values. This is in line with the main objective of Islamic religious education, which is "to strengthen the faith, understanding, appreciation, and experience of Islamic education participants so that they become Muslims who are faithful and pious to Allah SWT and possess noble character in personal, social, national, and state life." (Maulana & Satria, 2023; Saadiah, 2022).

One of the important historical periods in the context of Indonesia is the National Movement era. (1907-1912). During this period, the press played a significant role as a medium for the dissemination of ideas, national spirit, and the struggle for independence. Newspapers such as Medan Prijaji, Bintang Hindia, and Sinar Djawa not only served as communication tools but also became platforms for voicing ideas of social, political, and economic reform. In other words, the press during the National Movement era served as a historical source rich in information about the dynamics of the Indonesian struggle in the early 20th century.

However, in practice, the utilization of historical sources such as the press during the National Movement era in history education is often not optimal. Several factors, such as limited access to original documents, lack of teacher understanding in integrating historical sources, and minimal teaching aids, become the main obstacles. Therefore, appropriate strategies are needed to integrate these historical sources into the learning process, so that students can understand the relevance of past events to the present context.

This research aims to analyze the potential utilization of historical sources, particularly the press during the National Movement period (1907-1912), in history education. Additionally, this research also seeks to identify the challenges faced and offer solutions to optimize the use of historical sources in the learning process. Thus, it is hoped that this research can contribute to the development of more contextual and evidence-based history learning.

LITERATURE REVIEW

Effective history learning requires an evidence-based approach that is relevant to the needs of learners. Historical sources, such as past newspaper articles, have great potential to enrich the learning experience. Several previous studies have shown how historical sources can be maximally utilized in history education to enhance students' analytical skills, critical thinking, and historical understanding.

Historical Sources in Learning

The use of historical sources allows students not only to learn facts but also to understand the process of historical interpretation. Students are encouraged to analyze original documents, evaluate perspectives, and construct narratives based on evidence. History learning based on historical sources can also foster critical, analytical, and reflective skills in students. Meanwhile, Levstik and Barton emphasize the importance of using historical sources to develop historical empathy, which is the ability to understand past events from the perspective of historical actors (Levstik & Barton, 2022).

Historical sources are not limited to official documents, but also include media such as the press, literature, and cultural artifacts. These sources provide a richer dimension to learning by presenting diverse perspectives. A study by Nordgren revealed that the use of local sources, such as newspapers or community archives, can enhance the relevance of learning for students (Nordgren, 2017).

The Role of the Press in the Indonesian National Movement

In the context of Indonesia, the press played a significant role in building national consciousness during the National Movement period. Newspapers such as Medan Prijaji (published since 1907) and Bintang Hindia (published 1902-1907) became important media for disseminating nationalist ideas and critiques of colonialism. According to Pramoedya Ananta Toer (Toer, 2000), the press at this time was not only a means of communication but also became a "school of nationalism" for intellectuals and the general public.

Historian Sartono Kartodirdjo also emphasized that the press during the National Movement era served as a medium for historical documentation, recording the social, political, and economic dynamics of the early 20th century (Kartodirdjo, 1992). Analysis of articles and editorials in newspapers during this period can provide insights into struggle strategies, inter-group relations, and ideological transformations occurring in Indonesian society.

Utilization of Press Sources in History Education

The study conducted by (Rizky et al., 2020) shows that the use of newspapers from the National Movement era as a learning resource can increase students' interest in history. By studying original texts, students are invited to explore the language, context, and messages contained in those articles. This is in line with the evidence-based learning approach, which aims to engage students in primary data analysis. However, several obstacles have been identified in the implementation of this method, such as limited access to original documents, the lack of teacher competence in processing historical sources, and insufficient technical support in managing teaching materials. (Suryadi, 2018) recommends the digitization of archives and teacher training as solutions to overcome these obstacles.

Relevance to the Merdeka Curriculum

In the context of the Merdeka Curriculum, history learning emphasizes the development of the Pancasila student profile, which includes critical thinking, independence, and global reasoning. The use of press sources from the National Movement era aligns with this principle because it encourages students to understand historical context deeply and connect it with contemporary challenges. A study by (Widodo, 2023) shows that document-based historical learning also supports student engagement in research-based projects, which is one of the main approaches in the Merdeka Curriculum.

METHOD

The writing on the Utilization of Historical Sources of the Indonesian Press during the National Movement Era (1908-1942) aims to provide relevant teaching materials and references for future generations. To achieve this goal, this research uses historical methods, which are a systematic approach to studying past events through the analysis of historical sources. This method involves four main levels of activities, namely heuristics, criticism, interpretation, and historiography. At the heuristic level, it involves the stage of collecting as many relevant sources as possible on the History of the Indonesian Press during the National Movement Era (1908-1942). The sources that have been collected are tested through source criticism.

RESULT and DISCUSSION

Utilization of Historical Press Sources during the National Movement Period

During the period 1907-1912, the Indonesian press played a very important role in spreading nationalist ideas and advocating for the rights of the Indonesian people oppressed by colonialism. At the beginning of the 20th century, indigenous intellectuals in the Dutch East Indies began to be acquainted with European thoughts and nationalist values. They highlighted the shortcomings within the colonial system and began to fight for independence. As expressed in Pramoedya Ananta Toer's book, the educated at that time began to realize Europe's superiority in terms of "science, knowledge, and organization" which was far more advanced compared to the condition of the Dutch East Indies society at that time. (Darmawan, 2018). Indigenous journalists and intellectuals utilized the press to spread nationalist ideas and demand the rights of the people oppressed by colonialism. Newspapers became an effective tool for fighting for nationalism and Indonesia's independence.

Newspapers such as Medan Prijaji, Bintang Hindia, and Sinar Djawa became the main media that voiced the ideas of the national movement and criticism of Dutch colonial policies. Historical sources from this press are very rich and relevant for history learning because they present a vivid perspective on the social, political, and economic dynamics of that era. The struggle of the Indonesian press to spread nationalist values is inseparable from the historical context of Indonesia's independence struggle. The nationalism that developed at that time not only fought for independence but also had the spirit to build a better nation, with a sense of love for the homeland and a willingness to sacrifice for the country (Rahmadhani et al., 2022).

In history education, these press sources can be utilized to help students understand the struggle of the Indonesian nation in achieving independence. Through the articles, editorials, and news published in those newspapers, students can gain an understanding of the struggles of national figures, such as Ki Hajar Dewantara, Soekarno, and Hatta, as well as comprehend how the social and political movements of that time led to the formation of the Indonesian national identity.

Process of Analysis and Critique of Press Sources

Analysis and criticism of press sources are important components in academic research, where we must assess and evaluate the quality, reliability, and objectivity of the information sources used in the writing process. As part of historical methods, the stage of criticism of press sources includes two main aspects: external criticism and internal criticism. External criticism focuses on verifying the origin and authenticity of the information sources, such as

determining whether the source comes from a credible author and whether the source has not been manipulated or altered.

Meanwhile, internal criticism focuses on assessing the validity and reliability of the content of information sources, such as evaluating whether the presented information is objective, accurate, and consistent with verifiable facts. The process of analyzing and critiquing these media sources requires meticulousness and precision, as the quality of the information sources used will greatly determine the quality and credibility of the academic research conducted. Furthermore, the methods of data collection and analysis used must also align with the objectives and scope of the research. For example, qualitative research tends to use techniques such as observation, interviews, and document analysis, while quantitative research relies more on the collection and analysis of statistical data (Hanifah et al., 2022; Herdiansyah & Irianna, 2022; Rusdi et al., 2017).

Interpretation and Relevance to History Learning

After going through the process of criticism, the next step is the interpretation of the sources that have been analyzed. In the context of the press during the National Movement, this interpretation involves understanding how the press played a role in mobilizing national awareness and advocating for the rights of the Indonesian people. Then, the results of the interpretation need to be systematically organized and presented in the form of a complete historical narrative. The writing of this historical article can use a descriptive-narrative model, where historical facts are presented in a chronological and detailed manner, accompanied by critical analysis and interpretation. (Firmansyah et al., 2023). Thus, the process of analyzing and critiquing press sources is an integral part of academic research methods, aimed at producing credible, objective, and accountable scientific works.

Through this interpretation, students can see that the role of the press is not only limited to disseminating information but also serves as a means to shape public opinion and spread the ideology of struggle. This provides students with a deeper understanding of the influence of the media in shaping the history and development of the Indonesian nation.

Integration of the National Movement Press in History Learning

In the practice of history learning, the press of the National Movement era can be used for various activities. One of them is the activity of historical text analysis, where students are assigned to analyze articles or news from newspapers of that period. Through this activity, students can learn to critique historical sources and develop their analytical thinking skills. In related research, it has been observed that learning history using local sources, such as museums, can help students build empathy and historical awareness (Wasiso, 2021). Additionally, the

use of local historical narratives can also enrich history learning materials and enhance the locality of the students (Wahyu et al., 2020). Furthermore, the integration of local wisdom values in history education has been proven to help students understand history better and develop their national identity (Prasetio et al., 2021b).

In addition, press sources can also be used to discuss the relevance of past events to current conditions. For example, how the ideas about people's rights and nationalism discussed in newspapers at that time are still relevant to the challenges faced by Indonesia today. Discussions like this help students not only to understand history factually but also to see the connection between the past and the present. Through various approaches and learning resources, students can build a more complex and critical understanding of history. This can also help students develop their historical thinking skills, as well as instill a sense of nationalism and identity as Indonesian citizens.

Obstacles and Solutions in Utilizing Historical Press Sources

Although the press sources from the National Movement era have great potential for use in history education, there are several obstacles that need to be addressed. One of the main obstacles is the accessibility of original press archives, especially for schools that do not have the resources to access digital or physical archive collections. The solution is to digitize these archives and make them available online so that they can be accessed by teachers and students throughout Indonesia.

Furthermore, the lack of training for teachers in utilizing press sources for history learning also poses an obstacle. Therefore, there is a need for a comprehensive training program for teachers to integrate press sources into innovative and engaging learning designs. By utilizing press sources from the National Movement era, history education can become more relevant for contemporary students. Students can gain a deeper understanding of Indonesia's independence struggle and foster a sense of nationalism (Harziko et al., 2021; Zhafirah et al., 2022). Additionally, the use of digital press sources can facilitate interactive and engaging history learning in the current digital era (Wasiso, 2021).

Additionally, there are also challenges in training history teachers to integrate these press sources into the learning process. Teachers need to be trained on how to analyze and teach press sources, as well as how to connect information from the press with a broader historical context. Through training and professional development, it is hoped that teachers can utilize historical sources more effectively in their teaching.

The utilization of historical press sources from the National Movement period (1907-1912) in history education adds value to understanding the struggle of the Indonesian nation. By going through the stages of heuristics, criticism,

interpretation, and historiography, students not only learn about historical facts but also develop critical and analytical thinking skills. Although there are several obstacles, such as access to resources and teacher training, solutions that can be implemented to address these issues will be very helpful in optimizing the use of historical sources in Indonesian history education.

CONCLUSION

The utilization of historical sources, particularly the press during the Indonesian National Movement (1907-1912), holds strategic value in history education. Newspapers such as Medan Prijaji, Bintang Hindia, and Sinar Djawa became witnesses to the nation's struggle in building national consciousness and fighting against colonialism. The press not only serves as a medium of information but also as a tool for mobilizing national ideas, education, and social struggle. In history learning, these sources play an important role in developing students' analytical and critical thinking skills. Through heuristic processes, critique, interpretation, and historiography, students are invited to understand the socio-political context of the time, assess the validity of information, and connect the relevance of history with contemporary challenges. Activities such as newspaper text analysis and reflective discussions help students to better appreciate the nation's struggles and understand the role of the press in shaping national identity. Nevertheless, challenges such as limited access to archival documents and the lack of teacher training still pose obstacles in the implementation of this method. Digitization of archives and teacher competency training are important solutions to ensure that these historical sources can be optimally used in history education.

REFERENCES

- Bahtiar, M. S., Syafri, U. A., & Handrianto, B. (2022). Pendidikan karakter pada pembelajaran sejarah nabi dalam kitab Sirah Khotamin Nabiyyin Lil Athfal. *Tawazun: Jurnal Pendidikan Islam*, 15(2), 301. <https://doi.org/10.32832/tawazun.v15i2.8592>
- Darmawan, A. B. (2018). Membaca Arah Politik Luar Negeri Indonesia: Resensi Buku. *Indonesian Perspective*, 80. <https://doi.org/10.14710/ip.v0i0.20180>
- Firmansyah, R. F., Sumarjono, S., Swastika, K., Pratama, A. R., Na'im, M., Puja, G. N. A. K., & Jamil, R. N. (2023). Madurese Ethnic Congregation Jawi Wetan Christian Church Sumberpakem Village, Sumberjambe District, Jember Regency, 1945-2022. *JURNAL HISTORICA*, 7(1), 147. <https://doi.org/10.19184/jh.v7i1.35340>
- Hanifah, N., Zuhdi, A., & Saefullah, M. (2022). Metode Assesment Guru PAI Terhadap Pengembangan Karakter Moral Keagamaan Siswa SMPN 2

- Mojotengah Wonosobo. *JASNA: Journal For Aswaja Studies*, 2(2), 1-12. <https://doi.org/10.34001/jasna.v2i2.3343>
- Harziko, H., Mayanti, Y., Karim, K., Azwan, A., Musyawir, M., & Iye, R. (2021). Penerapan Metode Variativ dalam Meningkatkan Pembelajaran Bahasa Indonesia Di Smp Buru. *Sang Pencerah: Jurnal Ilmiah Universitas Muhammadiyah Buton*, 7(1), 159-166. <https://doi.org/10.35326/pencerah.v7i1.852>
- Herdiansyah, J., & Irianna. (2022). Gereja Katolik Santo Fransiskus Assisi Padang Tahun 1966-2019. *Jurnal Ceteris Paribus*, 1(1), 1-7. <https://doi.org/10.25077/jcp.1.1.1-7.2022>
- Kartodirdjo, S. (1992). Pendekatan ilmu sosial dalam metodologi sejarah. (No Title).
- Levstik, L. S., & Barton, K. C. (2022). *Doing history: Investigating with children in elementary and middle schools*. Routledge.
- Maulana, A., & Satria, R. (2023). Implementasi Model Kooperatif Tipe (STAD) dalam Meningkatkan Aktivitas Belajar pada Mata Pelajaran Pendidikan Agama Islam di Kelas V SD Negeri 18 Air Tawar Selatan. *Jurnal Pendidikan Tambusai*, 7(1), 832-841. <https://doi.org/10.31004/jptam.v7i1.5364>
- Nordgren, K. (2017). Powerful knowledge, intercultural learning and history education. *Journal of Curriculum Studies*, 49(5), 663-682.
- Prasetio, A., Agung, L., & Sariyatun, S. (2021a). Nationalism Narrative in History Learning In Islamic Education Foundation (A Case Study of Learning History at SMA Al-Islam 1 Surakarta during the COVID-19 Pandemic). *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 4(1), 674-681. <https://doi.org/10.33258/birci.v4i1.1650>
- Prasetio, A., Agung, L., & Sariyatun, S. (2021b). Nationalism Narrative in History Learning In Islamic Education Foundation (A Case Study of Learning History at SMA Al-Islam 1 Surakarta during the COVID-19 Pandemic). *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 4(1), 674-681. <https://doi.org/10.33258/birci.v4i1.1650>
- Rahmadhani, A. R., Abdillah, F., & Sumadi, T. (2022). Analisis Muatan Nilai Nasionalisme Dalam Film Serangan Fajar Karya Arifin C. Noer. *Jurnal Pendidikan PKN (Pancasila Dan Kewarganegaraan)*, 3(1), 12. <https://doi.org/10.26418/jppkn.v3i1.48812>
- Rizky, A. , Supriyadi, T. , & Zainuddin, M. (2020). “Pemanfaatan Surat Kabar Masa Pergerakan Nasional sebagai Media Pembelajaran Sejarah.” . *Jurnal Pendidikan Sejarah*, 8(2), 125-138.
- Rusdi, Muh., Natsir Mahmud, Moh., Hanafy, Muh. S., & Yaumi, M. (2017). Pelaksanaan Pendidikan Karakter DI SMK Negeri 4 Makassar. *Jurnal Diskursus Islam*, 5(3), 527-547. <https://doi.org/10.24252/jdi.v5i3.7081>

- Saadiah, S. (2022). Peningkatan Prestasi Siswa Kelas VII Mata Pelajaran Pai Materi Sejarah Pertumbuhan Ilmu Pengetahuan Masa Abbasiyah Dengan Metode Jigsaw. *JUPE: Jurnal Pendidikan Mandala*, 7(2). <https://doi.org/10.58258/jupe.v7i2.3438>
- Shodiq, L. J., Halim, F. A., & Mafiroh, K. (2022). Pengembangan Modul Belajar dari Rumah Berbasis Al-Qur'an Pada Perbandingan. *JURNAL E-DuMath*, 8(1), 21-27. <https://doi.org/10.52657/je.v8i1.1643>
- Suryadi, T. (2018). "Digitalisasi Arsip Sejarah dan Tantangan dalam Pendidikan." *Jurnal Sejarah Dan Budaya*, 10(3), 234-245.
- Toer, P. A. (2000). *Jejak Langkah: Tetralogi Buru# 3*. Hasta Mitra.
- Wahyu, I. C. D. K., Wartyo, W., & S, L. A. (2020). Diluwang Ponorogo Narrative As Enrichment Of Materials In Historical Learning Based On Local Wisdom. *Social, Humanities, and Educational Studies (SHEs): Conference Series*, 3(2), 160. <https://doi.org/10.20961/shes.v3i2.46236>
- Wasiso, A. J. (2021). Museum Multatuli sebagai Sumber Sejarah Lokal dalam Pembelajaran Design Thinking di Era Digital. *CHRONOLOGIA*, 2(3), 39-53. <https://doi.org/10.22236/jhe.v2i3.6391>
- Widodo, E. , et al. (2023). Widodo, E., et al. (2023). "Penerapan Kurikulum Merdeka dalam Pembelajaran Sejarah Berbasis Proyek." *Jurnal Inovasi Pendidikan*, 12(1), 45-62. *Jurnal Inovasi Pendidikan*, 12(1), 45-62.
- Zhafirah, N. L., Muchtar, M., & Linguistika, Y. (2022). Implementasi Pendekatan TPACK dalam Pembelajaran Pada Muatan IPS Kelas IV SDN. *Jurnal Pembelajaran, Bimbingan, Dan Pengelolaan Pendidikan*, 2(6), 613-628. <https://doi.org/10.17977/um065v2i62022p613-628>
- Wijana, I Dewa Putu. 2007. "Gender bias in the Language of Rema Magazine". Thesis, Faculty of Cultural Sciences. Yogyakarta: Gadjah Mada University.