

## The Dutch Position in World War II in *Sedjarah Umum* Textbook by Anwar Sanusi

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**Abstract:** This article discusses the historiography of *Sedjarah Umum* written by Anwar Sanusi, namely the historiography of history textbooks in transitional historical records. At the beginning of Indonesia's independence, textbooks for history subjects was faced a non-centric and Indonesian-centric examination style. *Neerlando*-centric is a style that studies old historiography that is used mostly by colonial education. Choosing Indonesia-centric was a new style of writing after independence which had the purpose of writing a history that made the Indonesian nation the main actor, but it did not solve the history of Europeans in the Indies. The method used in this study is discourse analysis. The results of the study in this paper are (1) The writing of the *Sedjarah Umum* textbook written by Anwar Sanusi can be published using *Neerlando* centric and Indonesian centric; (2) The Dutch in World War II were shown as mediators and victims; (3) Indonesia-centric is indicated by mentioning Indonesia as a unified country. This study also compares textbooks published by the *Sedjarah Umum* of Anwar Sanusi's works based on the analysis: there are *Neerlando* centric and Indonesia-centric approaches.

**Abstrak:** Artikel ini membahas tentang historiografi *Sedjarah Umum* karangan Anwar Sanusi yaitu historiografi buku ajar sejarah dalam masa transisi. Pada awal kemerdekaan Indonesia, buku teks pelajaran sejarah dihadapkan pada gaya ujian non sentris dan Indonesia sentris. *Neerlando*-sentris adalah gaya yang mempelajari historiografi lama yang sebagian besar digunakan oleh pendidikan kolonial. Memilih Indonesia-sentris adalah gaya penulisan baru setelah kemerdekaan yang bertujuan untuk menulis sejarah yang menjadikan bangsa Indonesia sebagai pemeran utamanya, tetapi tidak menyelesaikan sejarah bangsa Eropa di Hindia Belanda. Metode yang digunakan dalam penelitian ini adalah analisis wacana. Hasil penelitian dalam makalah ini adalah (1) Penulisan buku teks *Sedjarah Umum* karangan Anwar Sanusi diterbitkan dengan menggunakan *Neerlando* centric dan Indonesian centric; (2) Belanda dalam Perang Dunia II ditampilkan sebagai mediator dan korban; (3) Indonesia-sentris ditunjukkan dengan menyebut Indonesia sebagai negara kesatuan. Studi ini juga membandingkan buku teks *Sedjarah Umum* Anwar Sanusi berdasarkan pendekatan *Neerlando* centric dan Indonesia-centric.

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### INTRODUCTION

Gottschalk (1975, p. 17) writes that every man has his own history, which means that every human being has his own history through various life-journey experiences possessed by someone. That experience is obtained by someone recorded in documents, photos, archives, oral, objects and others that enrich their views and shape their own history. This is in line with the opinion of Collingwood in Sjamsjuddin (2007, p. 7) which reveals that history is a study of human life in the past. Human activities from time to time will disappear by itself if not written down. The historical records of several world civilizations where they have historical records can be studied so that people from time to time know civilizations thousands of years ago.



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Based on this description, the writing of history has an important position, especially in the inheritance of history itself. The same thing was expressed by Abdullah and Surjomihardjo (1985) that the writing of history is the essence of studying history itself. Historiography is the end point where all historical evidence or facts are written, having previously gone through a process of criticism and interpretation. Historiography is not only for historians to read, but can be an additional knowledge for the general public.

Historical facts are an important element in the process of writing history. According Mulyana and Darmiasti (2009, p. 1), they suggested that historical facts have a role in showing past reality, if historical facts are true then historical reality is true and vice versa. Given the importance of the position of facts in history, it is necessary to be careful in choosing and sorting out historical facts. The facts contained in history textbooks are those having a certain level of value and opinions about what have relative value (Hugiono & Poerwantana, 1987, p. 69). Collingwood (2994, p. 7) criticizes the values of textbooks which make descriptions of historical events and state little about the values obtained from the perspective of an author. Different views on values in textbooks can be understood as an interest of the nation in preparing its young generation. This is in line with the opinion of Kaufman (2013, p. 78) which states that the purpose of school is to prepare students in the future. Values contained in textbooks, especially in school textbooks, naturally refer to government policy because history is a subject that has the task of passing down the past and strengthening nationalism.

On August 17, 1945, Indonesia proclaimed itself as an independent country. Indonesia's independence does not necessarily make Indonesia a fully sovereign country, a lot of work must be completed by the Indonesian government at the beginning of independence. The problem that emerged at the beginning of independence according to Kahin (1985) was one of them was nationalism in defending the Indonesian state. This is understandable considering that during the early period of Indonesian independence, there were several important events which had the potential to destabilize nationalism, namely: 1) The arrival of allies to Indonesia by bringing the Dutch who had the intention to regain Indonesia; 2) Pros and Cons of the people in maintaining Indonesian independence.

This reality encourages trust and not to the newly formed Indonesian republic government. Meanwhile, every country in the world wants its

country to last a long time, it requires the loyalty of its people in supporting the country's political ideals through a series of past records (Abdullah & Surjomihardjo, 1985, pp. xxi). One way to strengthen nationalism is through the field of education especially historical education. The initial period of government independence formed the Ministry of Teaching followed by the formation of the Teaching Investigation Committee of the Republic of Indonesia chaired by Ki Hadjar Dewantara, the committee was tasked with planning and up to other matters related to the administration of education (Ministry of National Education, 2012; Poesponegoro & Notosusanto, 1993, p. 186).

The purpose of Indonesian education at that time was broadly to create citizens who have loyalty to their country, so the learning process was directed to achieve these educational goals. According to Said (1981, pp. 10-13) and Rasyidin (2012, p. 196) revealed that the method used was to establish Indonesian language as the language of instruction in the learning process and the existence of character education which included working enthusiasm, kinship and patriotism with the aim of strengthening students' identity as a part of Indonesia nation. Educational goals can be achieved through a learning process that has learning objectives in line with educational goals. In the Revolution period, it was not an easy thing because for learning history textbooks as a support to learning still had a history writing style that used Dutch books, so writing historical textbooks were still colored by Nerlandocentric. This can be understood because the conditions of the era still could not fully support Indonesian writing. According to Hugiono and Poerwantana (1987, p. 72), they revealed that the preparation of history in general was influenced by intellectuals of his day.

Meanwhile, Indonesian writers have a passion for writing history that uses an Indonesian-centric perspective even though the sources are limited to the Dutch sources. These efforts indicate that there is a desire of the writers to strengthen the nationalism of the Indonesian people through textbooks. This desire coincides the basic Indonesian government that it is necessary to establish historical awareness among students considering that at that time, Indonesia had just finished confronting the Netherlands. So the importance of growing historical awareness is a collective memory of the nation. The nation's collective memory according to Adam in Wineburg (2006, p. xiii) is something that remains alive in the memories of the people. Thus, to follow up on the importance of planting histori-

cal awareness for the younger generation, the government initiated the first History Congress, held in Yogyakarta in 1957. In the congress, there were several issues that were discussed, especially regarding how the direction of writing Indonesian history could shape the personality of the Indonesian nation (Mulyana & Damiasti, 2009, p. 6).

The determination of the direction of historical writing in Indonesia was indeed determined at the first Historical Congress. But the process of learning history in school must still take place. According to Mulyana and Darmiasti (2009, p. 40) that historical textbooks were not satisfying at that time because they still used Dutch sources. For example, in the subjects of Indonesian History and *Sedjarah Umum*, the sources used are dominated by Dutch sources. Furthermore, in the 1950s in the curriculum at that time, the subjects of history were divided into two branches namely Indonesian History and *Sedjarah Umum*. Anwar Sanusi as a writer at that time, he also wrote two types of books with the same title, namely Indonesian History and *Sedjarah Umum*. Indonesian history which contains the journey of the Indonesian people from pre-history to modern and World history which discusses the development of world conditions from time to time.

It is important to study Anwar Sanusi's textbooks, especially in the subjects of world history related to political and historical themes that have a short time gap. One of them is the history of World War II which was completed in 1945, which affected Indonesia (Kahin, 1985, p. 5). The thing you want to review is whether it fully uses Netherland-centric historiography or the little influence of Indonesian centrists is already in the History textbook. Especially in the material part of World War II, it is the role of the Netherlands in the war and its relationship with Indonesia, considering that at that time, Indonesia and the Netherlands had just finished confrontation.

Previous research related to the history of textbook historiography, namely: first, Mulyana (2013), paper entitled *Nationalism and Militarism: Historiography Ideologies of High School History Textbooks*. This paper focuses on the historiography of textbooks that cannot be separated from the interests of the state in strengthening the state ideology. History Textbooks in high school are inseparable from the interests of the state contained in the curriculum through its narratives. The narrative of nationalism to establish the love of the young generation towards their nation and country through historical education as a tool. The narrative about

militarism in the textbooks is inseparable from the journey of the nation which faces various problems threatening the disintegration of the nation and the military takes part in solving these problems. Second paper by Budiono and Awaludin (2017) entitled *The development of historiography of Historical Textbooks in Indonesia from the New Order to the Reformation*. The author understands that the textbook is used as a source of learning for students and not infrequently the teacher also delivers material in accordance with what is in the textbook. The textbook itself is inseparable from the interests of the ruling government to legitimize power. Third paper by Irshanto (2019) entitled *National Awareness and New Elite in the History of Textbook Historiography for Class XI Curriculum 2006*. This paper has almost the same focus as the two previous journals which stated that the existence of textbooks cannot be separated from the interests of the ruling government.

Based on previous research, the writing of history textbooks as one of historiographic works does not escape from various interests. This article has the aim to carry out the *Sedjarah Umum* book by Anwar Sanusi dealing with relations between Indonesia and the Netherlands in the 1950s considering that at the end of 1949, the Indonesian state was officially recognized as a sovereign nation.

## METHOD

This paper uses qualitative research methods using a discourse analysis approach. According to Maleong (2017, p. 6) revealed that qualitative research is research that produces data in the form of words or descriptions of something that is the object of research by researchers. The data analyzed were text or writing, in this study using a *Sedjarah Umum* textbook written by Anwar Sanusi. This is in line with the opinion of Arikunto (2006, p. 54) that research must be in accordance with the conditions at the time of the study or textbook as it is.

Discourse analysis approach is used to study more comprehensively. The approach is a way to study the language used by the writer, so that the study is carried out structurally using texts in context as well as functionally through the analysis of actions taken by the author to achieve their meaning (Arifin, 2017, p. 2). The method of discourse analysis or content analysis is carried out on historical textbooks written by Anwar Sanusi (1956) with the title *Sedjarah Umum*.



Figure 1. *Sedjarah Umum*, The History Text Book by Anwar Sanusi as a Research Subject

Sanusi (1956, p. 4) in discussing Indonesian history using references to Dutch writers such as (1) G. de Haas through the book *Alhemene Geschiedenis voor het MULO-diploma*; (2) *Geschiedenis der Wereld* by Prof. Dr. H. Brugmas and Dr. F. H Fischer; (3) *Leerboek der Algemene en Vaderlandse Geschiedenis* by Dr. A. Blonk and Dr. Jan Romein; (4) *De Ontwikkelingsgang der Historie* by Dr. E. Rijpma and M.V. Roelofs; (5) *Diktat Sedjarah Umum* by R. Soedarman; (6) *Ichtisar World History* Arif Effendy and other sources. Based on the reference sources used, the majority still use the Netherlands so that it becomes an interesting study to deter Anwar Sanusi as an Indonesian writer who uses many Dutch sources, especially the study of world histories relating to the Netherlands and Indonesia as two countries that have historical relationship.

While reviewed from the contents of the *Sedjarah Umum* book, the first theme or advanced theme or topic 45 discusses the French Revolution until the 69th friend who discusses the revenues of new tools and regions. At the end of the book, the book closes with the Final Examination or Final Examination which consists of two parts, namely

part A and part B.

Through these textbooks, the author examines texts relating to the role of the Netherlands in the Second World War and Dutch relations with Indonesia. The focus of the article was chosen because the writer wanted to know the relationship of the text to the context of Indonesia and the Netherlands, considering that in the 1950s the two countries had only resolved bilateral conflicts. In addition, this historical textbook by Anwar Sanusi was published about one year before the first historical seminar was held in Yogyakarta in 1957, so the context he wanted to study was the spirit of centric Indonesian writing.

### NETHERLANDS IN WORLD WAR II: ARBITRATION AND VICTIMS

The *Sedjarah Umum* textbook by Anwar Sanusi analyzed is the twelfth printed book. This text book is a book that writes about the development of world history that began in the French Revolution until World War II. Generally, in this book is written about the Netherlands. This can be understood because in this book it is more focused on the countries that will later be actively involved in World War II. World War II material in textbooks consists of several topics, namely: 1) Towards World War; World War II; 3) difficulties after World War II. This article reviews how the role of the Dutch in World War is based on Anwar Sanusi's book. First, there is no mention of the sub-matter Towards World War in the Netherlands. In this part of the country which is widely referred to is Germany as the main actor in the occurrence of World War II and the Balkans as one of the regions experiencing political dynamics by involving large countries.

Second, the sub-material has the title of Second World War. In this section, the author mentions the role of the Netherlands in responding to the second great war in all of Europe. To measure the position of the Netherlands in World War II from a historiography review of textbooks, here are a few excerpts showing the Dutch position, namely:

*Kegagalan perundingan-perundingan itu njatalah sudah, ketika Rusia dengan tiada disangka<sup>2</sup> pada tanggal 23 bulan Agustus mengadakan peresudjujan non-agresi (tak-serang-menyarang) dengan Djerman. Maka Hitlerpun memberikan Rusia menjelesaikan urusannja mengenai Pro-pinsi<sup>2</sup> Laut Timur.*

*Dengan alasan hendak membela golongan mnoritet Djerman di Polonia pada tanggal 1 September Hitler mulai dengan penjerbuannja ke Polonia itu. Dengan segera raja Leopold III dari*

*Belgia bersama-sama dengan Ratu Wilhelmina dari Neterland memajukan diri sebagai perantara, namun ditolak oleh Djerman (Sanusi, 1956, p. 95).*

The picture above shows how the European situation at the beginning of the second world war, the major countries involved in the previous war re-engage in the second major war. In the narration written by Anwar Sanusi, it is not explained how Dutch involvement began in the second great war. But in the part of the process of the occurrence of World War II, the author gives an overview of the role of the Netherlands in responding to the existing political situation. Amid the uncertainty of European politics, the Dutch tried to offer themselves as mediators in the conflict between Germany and Britain and their allies. Looking at the historical record, the Dutch who were not involved in the first world war were affected so it did not rule out the possibility that their territory would be affected or become a target of World War II. Based on geographical location, according to Lapien (2017) the Netherlands is a country that is in Western Europe with a small area when compared to other European countries. In addition, the role of the Netherlands can be reviewed in the following sentence excerpts contained in the *Sedjarah Umum* textbook by Anwar Sanusi.

*Inggeris dengan bergegas-gegas menolong Norwegia; pasukan<sup>2</sup> Inggeris diturunkan di Narwik dan pada beberapa tempat lainnja. Akan tetapi oleh kelebihan djumlahnja tentara Djerman dapat memukul mundur tentara Inggeris itu. Kekalahan itu melemahkan kedudukan perdana menteri Chamberlain, sehingga pada tanggal 10 mei 1940, bersamaan dengan waktu Belanda diserbu Djerman, pemerintah diganti oleh Wiston Churchill (Sanusi, 1956, p. 95).*

The above statement reinforces the previous quote that there was concern from the Netherlands, where its territory was targeted in the Second World War so that it offered itself as a party when together with Belgium which would facilitate peace between Britain and Germany. Dutch concern was evident when Britain finished carrying out its duties to help Norway but reaped failure and at the same time the Netherlands became one of the targets of the German invasion in the Second World War. The invasion clearly shows that the Dutch began to enter the vortex of Europe's big problems. However, in the text, it is not further explained how the Dutch joined one or two of the European military power blocs. Based on other sources, it is known that in the Second World War the Dutch joined the Allied bloc. The alignments can be understood because the

Dutch territory was attacked by Germans who were none other than leaders in the fascist bloc.

*Setelah penaklukan Norwegia selesai Djerman dalam bulan Mei dengan tank-tank dan kapal-kapal udaranya menyerbu Belanda dan belgia. Dalam waktu yang singkat „Blitzkrieg („Perang-Kilat”) itu dapat menaklukan kedua negara ketjil itu. Kini Bandar-bandar sepanjang pantai laut Utara dan Kanal djatuh ketangan Djerman. Tentara Inggeris terpaksa mengundurkan diri ke Dumkerken, dan dari sana menjebrang ke Inggeris dengan meninggalkan banjak alat perang jang berharga (Sanusi, 1956, p. 96).*

The above narrative reinforces the Dutch position in World War II as a casualty of the invasion of Germany. In the text, the Netherlands and Belgium represent a small geographical country or political influence. First, the geographical review of the Netherlands as a small country, compared to other European countries involved in World War II. Second, it is considered that Dutch political influence was not a major factor in the war. Germany, Italy, the United Kingdom, France and Russia were the major countries involved in World War II as the author often wrote those countries in the process of the great war.

## **DUTCH-INDONESIAN RELATIONS AFTER WORLD WAR II**

The relationship between the Netherlands and Indonesia began with a sub-material on Difficulties after World War II. In this section, the author describes how the conditions of countries involved in World War directly such as Britain and France as the victorious countries in World War II, Germany, Italy and Japan as the losing party in the war. In addition, the author also writes how the conditions of countries that were previously ruled by fascist countries. Mentioned how the impact felt by Palestine, India, Pakistan and other countries. One of them also touched on the impact that Indonesia felt after World War II ended. The following is a quote that shows about how the condition of Indonesia after World War II, namely:

*Indonesia, jang sedjak tanggal 17 agustus 1945 memproklamirkan negaranja sebagai negara yang merdeka mengalami masa katjau jang tiada putus-putusja. Dengan Djalan tipu-muslihat, kekerasan dan daja upaja lainnja Belanda entjoba mendjdjah Indonesia lagi. Akan tetapi, segala usaha Belanda itu gagal, sehingga pada achir 1949 terpaksa djuga mengakui kedaulatan Indonesia dan sedjak itu berangsunr-angsur menarik diri dari Indonesia (Sanusi, 1956, p. 102)*

The sentence above shows that the Netherlands as a country that had ruled Indonesia before the Second World War faced a big problem, namely the Dutch occupation that wanted to re-establish its power in the area that it had once mastered. On the other hand, although the Dutch used various methods in controlling Indonesia, they could not easily take over Indonesian territory. Anwar Sanusi (1956) revealed that the efforts carried out by the Dutch reaped failure. This was marked by the recognition of the sovereignty carried out by the Dutch in 1949 which had an impact on the withdrawal of both military and Dutch influence in Indonesia.

If you look at what is written in Anwar Sanusi's book with the title *Sedjarah Umum* which was used by students at the school in his time. It has raised the writing of the history of Indonesian textbooks, it is marked by the use of the word Indonesia, Dutch colonial efforts and the unyielding spirit implied in the textbook. According to Mulyana and Darmiasti (2009, p. 4), it was revealed that the replacement of the Dutch East Indies into Indonesia was an attempt to write history based on the Indonesian perspective. Whereas in that period, there was a dilemma in writing history because the enthusiasm to compile Indonesia centric historiography was very large but it collided with the sources at that time.

Sources that are widely used to compile historical texts, after Indonesian independence are books used by the Dutch such as books written by Dr. F. W. Stapel so that the books published are not very satisfying for the interests of national education (Mulyana and Darmiasti, 2009, p. 5). Furthermore, Anwar Sanusi's writing is a decolonization that shows a picture of the development towards geo-political unity as faced today, so that the principle of integration is seen by using sentences that show Indonesia as a sovereign state unit.

The writing of the *Sedjarah Umum* book with an Indonesian perspective written by Anwar Sanusi uses most of the sources of Dutch writing, but is also supported by writings from Indonesian writers such as R. Soedarma, M. Hutauruk, Arif Effendi, and Dr. T. S. G. Mulia (Sanusi, 1956, p. 4). The spirit of writing Indoensentric history without ignoring historical facts is because it is part of writing modern history. Historical facts according to Mulyana and Darmiasti (2009, p. 1) reveal that historical facts have an important role as true historical facts based on existing facts. In line with the opinions above, Rofiq (2016, p. 51) reveals that somehow in historiography in Indonesia has limitations, so as to minimize, it is to put forward the facts and

also an objective interpretation in accordance with historical sources.

The *Sedjarah Umum* written by Anwar Sanusi also has limitations in terms of source because it is dominated by Dutch sources, it is indeed in accordance with the era in which Indonesia in the 1950s had very few historical sources written by Indonesians even though there were none definitive quantitative data. More than that, writing by Anwar Sanusi has historical facts that fit the context of the event. Textbook historiography contributes in shaping rational and critical patterns of thought based on historical facts and giving appreciation or appreciation for human values (Kartodirjo, 1982, p. 43).

## CONCLUSION

The historiography of the *Sedjarah Umum* written by Anwar Sanusi lies between the two steps of the style of writing history. Nerlando-centric is so obvious when discussing World War II. Dutch position in the war was shown as a third party who took the initiative to solve the problem or called arbitration and also victims in the war. The victim was shown by the invasion carried out by Germany against the country. At first, it was intended as a kind-hearted party to mediate problems between Germany and the Allies. However, not long after these negotiations Germany invaded the Netherlands. Through this description, it is illustrated that in the Second World War, the Dutch were the victims. This is not wrong because it is in accordance with historical facts that are so. On the other hand, it also shows that Netherland-centric arises in the text because the sources that are referred to are Dutch sources. This book was published one year before the first historical seminar was held in 1957, so that this book also did not forget to mention the relationship between Indonesia and the Netherlands after the Second World War which was described as not so good because the Netherlands and all its endeavors tried to return to Indonesia. The narration shown in Anwar Sanusi's textbook addresses two different sides. This role was seen when the Dutch was portrayed as victims and the Dutch was also portrayed as those who colonized Indonesia and was not willing to let go of Indonesia, so that with all their efforts they tried to reign over Indonesia.

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