

# The Monument of Heroic Events and Students' Historical Imagination in Padang

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**Abstract:** Nowadays, history teachers are challenged to present exciting and meaningful history learning for students. To achieve that, being a creative teacher is a demand and a challenge for history teachers must do. This study aims to explain the use of historical relics in the form of monuments as sources and media for learning history. This study uses a qualitative approach, with data collection techniques, namely, field observations on the historical menu, interviews with history teachers, and literature studies on relevant historical works. The findings of this study indicate that the City of Padang has many historical monuments applicable to history learning materials. The monument was built to commemorate important events around the independence revolution in Padang, which teachers still need to optimize as sources and media for learning history. Monuments can be used as sources and media for education history, which aims to provide students with a better understanding and description of the events of the revolution and teach students to interact directly with historical sources. Collingwood's approach to the importance of imagination in historical reconstruction can be adopted in the learning process. The teacher can develop students' historical imagination by creating a learning atmosphere that makes monuments and monuments the object of their imagination of historical events. Thus, students are expected to appreciate better the fighters' struggle in the war in Padang to defend independence. In addition, students are also likely to assess inspiration and values that can be used as motivation and role models in the life of the nation and state.

**Abstrak:** Saat ini, guru sejarah memiliki tantangan untuk menghadirkan pembelajaran sejarah yang menarik sekaligus bermakna bagi para siswa. Kreativitas guru menjadi tuntutan dan tantangan yang harus yang mesti dipenuhi oleh guru sejarah. Penelitian ini bertujuan untuk menjelaskan bagaimana benda peninggalan sejarah berupa monumen dapat dimanfaatkan sebagai sumber dan media pembelajaran sejarah. Penelitian ini menggunakan pendekatan kualitatif dengan melakukan kunjungan lapangan, wawancara, dan studi pustaka terhadap karya-karya sejarah yang relevan. Temuan dari penelitian ini menunjukkan bahwa Kota Padang memiliki banyak monumen bersejarah. Monumen tersebut dibangun untuk mengenang peristiwa-peristiwa penting sekitar revolusi kemerdekaan di Kota Padang yang selama ini belum dioptimalkan oleh guru sebagai sumber dan media belajar sejarah. Monumen dapat dijadikan sebagai sumber dan media pembelajaran sejarah yang bertujuan untuk memberikan pemahaman dan gambaran yang lebih baik kepada siswa mengenai peristiwa revolusi. Imajinasi sejarah siswa dapat diciptakan dengan menghadirkan siswa langsung di tempat monumen tersebut berada kemudian dikolaborasikan dengan kemampuan guru dalam mendeskripsikan konteks dari peristiwa yang terjadi. Dengan demikian, siswa diharapkan dapat lebih mengapresiasi perjuangan para pejuang di Kota Padang serta membuat penilaian sendiri tentang inspirasi dan nilai yang bisa dijadikan motivasi dan role model dalam kehidupan berbangsa dan bernegara dalam perang kemerdekaan.



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## INTRODUCTION

The education curriculum in Indonesia places history subjects as one of the subjects that play a role in shaping the character and identity of citizens from the perspective of the past (Aman, 2011; Boon, 1989; Wineburg, 2009; Yefterson & Salam, 2018). Kartodirjo (2014) explains that teaching history is needed for nation-developing. Learning history as part of the subject contains scientific, informative, ethical, and national values (Kochar, 2008). Through history learning, students are given a stimulus to develop their historical awareness. The historical awareness in question is an awareness of the past accompanied by a deep understanding to obtain the values and wisdom from each historical actor and historical event. The resulting historical awareness is attention reflected to answer current problems.

Meanwhile, Hasan (2012) suggests that the essential goals of history education include two things; first, as a medium that can develop the potential of students to recognize the nation's values that are continuously preserved and remain the property of the country of today. Through history education, students learn to know their government and themselves. The second goal is as a vehicle for education to develop the discipline of history. The historical material has been oriented to using textbooks without creating the use of other learning resources such as the environment. Teachers can relate the relevance of material containing historical events and students' contextual contemporary problems. Thus, students have difficulty interpreting the material that has been studied. Ideally, achieving history learning objectives in the cognitive, affective, and skill domains requires learning management that brings students closer to teaching resources in the environment (Fatimah et al., 2020). Environmental-based learning resources in history learning utilize heritage sites as monuments as learning resources. As stated by Petitpas (2012) (in Alberts & Niendorf, 2017), "the educational process with historical material that makes a historical menu in the development of environmental-based learning content, which includes unique historical events, environment, culture, economy, literature, and art in a certain place." Using environmental learning resources such as heritage sites and historical memorial monuments can lead students to acquire critical, creative, practical, and solution-thinking skills. Using historical learning resources in the environment around students impacts experiences by observing objects and increasing students' empathy in preserving these historical relics

(Sayono et al., 2019).

History subjects have a strategic function in fostering national character in students. This is a responsibility for the world of education, especially for teachers to continue to be creative and innovative in the classroom. However, the findings in the field show that the quality of learning presented by teachers in the school needs to be evaluated a lot. One of the main problems students complain about in learning history is the density of material or discussion that must be understood about Indonesian history. On the other hand, teachers also have limitations and an inability to draw the relevance of contemporary issues with specific historical contexts. Only a few teachers have taken advantage of the surrounding environment and drawn its relevance to its historical context (Lionar et al., 2020). Whereas history will be fascinating and valuable for students if it can be actualized in solving and answering contemporary problems, especially if students can study history and its relevance to environmental conditions around where they live (Yefterson et al., 2020).

Studying history is valuable to strengthen national identity through traces of events. Learning history will be meaningful if history learning can involve students studying history by studying historical evidence directly. Thus, students can now experience the process (Sayono et al., 2019). Direct student involvement by checking evidence on historical sites and monuments will provide learning that produces more meaning, compared to learning that relies only on. The literature review shows that education conducted by previous researchers can know to achieve the ideal goals of history learning. Historical monuments are used in history learning to strengthen positive attitudes and characters' personalities. The teacher carries out the classroom by linking the national historical events discussed with the local context of the event. One of the applications is that teachers use learning methods by making field trips and studying to visit historical monuments directly (Novariyanto, 2020).

Based on the observations of researchers from the implementation of history learning at several high schools in Padang City during the Covid 19 pandemic, only a few teachers have integrated the potential of monuments and other historical relics into contextual history learning. However, several examples of case teachers are trying to blaze a trail down that path. The history teacher has used historical heritage sites from the Dutch East Indies era and the war of independence in learning history. The teacher has managed learning by introduc-

ing the Dutch fort site located at Gunung Padang and the memorial to the struggle of Bagindo Aziz Chan at Simpang Tinju to his students. However, the teacher's narrative illustrates that using the fort and monument sites is more recreational than substantive.

History teachers need help explaining historical information related to these two sources. The reason is that adequate references have not been found that can explain the historical context and values that can be taught to students. Again, this is motivated by the low ability of teachers to draw relevance and meaning to the context of the events described through these sites and monuments. So students will find it difficult to get a picture of information and draw the relevance of historical events in their knowledge (Choi & Rasmussen, 2002; Miz-zaro, 1997; Weller, 2007). In addition, the teacher also admitted that it was difficult to use sites, monuments, and other sources as part of learning because there were no adequate and complete references and literature on the potential of sites and other historical relics in West Sumatra. In its implementation, teachers who have not made fully used monuments as learning resources for students in history learning. It can be concluded that teachers' knowledge of historical sites and monuments and using these historical sources as learning resources are still limited.

This study further explains the various monuments in the form of headstones in Padang that can be used as sources and media for learning history. Furthermore, these monuments can be used as learning resources and media to develop students' historical imagination. This study encourages history teachers to use the historical imagination approach proposed by Collingwood in the learning process so that students engage with historical sources and use their imaginations in explaining events surrounding the revolution in the City of Padang. The historical imagination built by students through direct experience and construction of affairs presented by the teacher with a descriptive-imaginative approach is expected to increase students' love and appreciation for the struggles of the Heroes in the City of Padang.

## METHOD

This study uses a descriptive qualitative approach. Data was collected through field observations, interviews, and literature studies. Field observations were carried out in two aspects: observing the process of implementing history learning in schools that used monuments as a source of learning histo-

ry and watching various monuments in the City of Padang that had the potential to learn history. Interviews were conducted with several teachers as implementers of the learning process who used monuments as learning resources. Interviews were conducted to determine the motives, goals, and benefits of implementing history learning using monuments. Meanwhile, a literature study through relevant books and articles (Zed, 2017) was carried out to obtain historical data regarding the existence of a monument as a symbol or commemoration of a historical event. Through literature study, narratives will be constructed regarding the background of the presence of historical monuments. The analysis is carried out through the steps introduced by Miles and Huberman (1992), which include data reduction (data reduction), data display (data display), and conclusion drawing and verification (conclusion drawing/verification).

## TUGU AS A MONUMENT TO COMMEMORATE EVENTS AROUND THE REVOLUTION IN PADANG CITY

The City of Padang is one of the stages of various heroic events in Indonesia's war of independence between 1945-1949. The struggle of the people of Padang City to defend Indonesia's independence is immortalized by developing several monuments in several places that can still be found today. To commemorate, and perpetuate some heroic events in the City of Padang during the revolution, several memorial monuments were built in the form of monuments scattered in several places in the City of Padang. Although these monuments have become part of student's daily life, not many students know the historical background of these monuments. In addition, the teacher also acknowledged that there are not many references that can be referred to that explain in more detail the various events that occurred in the City of Padang due to the limited research and writing of local history that discusses the history of the town of Padang during the independence revolution. The following are several memorial monuments in the City of Padang and an explanation of the historical context of these monuments.

### People's Struggle Monument in Gaung Area

In the *Gaung* area, not far from Teluk Bayur Harbor, Padang City, there is a monument that can be seen to this day. The *Gaung* People's Struggle Monument has a height of approximately five meters. The Allies built this monument in 1986 to commemorate the scorched earth incident in Kampung Gaung and Sungai Baramah. The memorial also



Figure 1. Struggle Monument People Gaung

recorded some important information about the *Gaung* scorched earth incident. Then on the monument were also recorded several names of freedom fighters the Dutch shot on the coast of *Gaung* Beach.

The *Gaung* people's resistance against the arrival of the Allied troops occurred around November 17, 1945. The *Gaung* people intercepted the allied forces, namely, two British soldiers or Dutch crew members, assuming they were killed then. The people of *Gaung* blocked an Allied officer named Major Anderson and his nurse, causing them to die in the *Bukit Lampu* area. The Allies responded to these two events by shooting dead 11 residents of *Gaung* on December 9, 1945, in the Coastal region of *Gaung* (Irwan, 2019). 11 youths of *Gaung* as a result of the counter-attack and two of them are not known by name and identity.

The identified nine victims were: Balok, Lapau, Buyuang Etek, Bahar, Akup, Naika, Asam, Tinda, and Syamsuddin. December 10, 1945, was the bitterest day in the people's struggle for *Gaung* in the face of the Allies. A scorched-earth incident in the *Gaung* area and its surroundings caused various aspects to suffer losses. Scorched earth The *Gaung* of the Allies has scorched as many as one school units, one mosque, one madrasa unit, two surau units, and 256 residential units (Irwan, 2019).

As a form of appreciation for the struggle of the *Gaung* people, the government established a monument in 1986. This monument is known as the *Gaung* People's Struggle Monument. This monument is also a record of the struggle carried out by the echo community and its surroundings during the revolutionary period of 1945-1949. The *Gaung* people's Struggle Monument is a monument that is full of meaning from a struggle carried out by the echoing people as evidence of a form of patriotism in the fight for Indonesian independence. This monument is very relevant to be used in history learning through reflection on the events behind the existence of this monument. The events of the

struggle of the *Gaung* people showed their enthusiasm not to want to be colonized again, as well as their efforts to maintain independence from the threat of the allied bloc and the Dutch in November 1947.

### Simpang Haru Monument (Tugu Padang Area)

The Padang Area Monument was built in 1990 and was completed in 1992 at the *Simpang Haru* roundabout, Padang City. The monument was built to commemorate the events of the heroic battle between students from the Technical School and the people of Padang City against the Allies/Dutch in the war of independence. This monument is shaped like a "flame of fire" decorated with relief carvings with images that tell the people's struggle to defend freedom. Currently, the Padang Area Monument is getting more magnificent with the results of the renovation in 2016, namely the addition of the words "Tugu Padang Area" and ornamental gardens around it.

In September 1945, in the early weeks of the arrival of the allied troops, the City of Padang became crowded and crowded with refugees from the interior. The seizure of the occupied territory sparked a commotion among the Allied forces and the Indonesian Republican army, coupled with the intervention of the provocation of the Dutch, who still wanted to rule in the City of Padang. Indeed, since the beginning of the arrival of the Allied troops to Padang City, the Republicans had helped provide facilities to meet their needs. However, the Allies still wanted to expand their power throughout the City. The issue of refugee shelter was not immediately resolved until there was a violent seizure of territory which caused an incident at the



Figure 2. Monument Padang Area

*Simpang Haru* Technical School (Kageo Gakko, former Ambacht School, Now Vocational School) *Simpang Haru* (Mestika Zed et al., 2002).

At around 10:00, on November 27, 1945, when the class was taking place, the atmosphere was shocked by the arrival of a group of armed men full of luggage who suddenly entered the grounds of the Technical School. The armed group was KNIL Ambon soldiers who devoted themselves to the interests of the Dutch. Their arrival at the Technical School began with throwing things from behind a wire fence into the school area. The action aimed to occupy the Technical School and subsequently make it a residence (dormitory). The students and teachers at the school could only look at each other and wonder without being able to hold it in (Mestika Zed et al., 2002).

Said Rasad, a teacher who serves as principal at the Technical School, ventured to meet the Ambonese KNIL to ask about their commander. The Dutch commander's house was close to the Technical School and was immediately visited by Said Rasad. Arriving in front of the KNIL commander's house, Said Rasad immediately introduced himself and told the incident at his school using fluent Dutch. The climax of the conversation Said Rasad said "*Mag ik u op de hoogte stellen, dat dat gebouw van de Republieke in Regeering is*" (May I inform you sir, that this [school] belongs to the Republic). Hearing that sentence, the KNIL commander kicked Said Rasad out violently and asked the guards to forcibly pull him out (Mestika Zed et al., 2002).

After returning from the KNIL commander's house, Said Rasad was subjected to brutal attacks from the Dutch until he fell unconscious. Said Rasad received help after the intervention of Police Commissioner Johnny Anwar, who brought him to seek treatment from doctor Akman. Not only Said Rasad, but another Technical School teacher named Nurdin was also a victim of KNIL brutality from the Ambonese. News of the incident began to spread among the youth of the Republic; the Dutch army persecuted the Republican teacher information circulated. The news sparked the anger of Republicans from various circles. The wrath of the Republicans escalated as the issue spread that power over the City of Padang would shift from the hands of the Allies to the hands of the Dutch (Mestika Zed et al., 2002).

Shortly after the physical violence against two technical school teachers, the Ambon KNIL soldiers immediately occupied the school as a dormitory. In the evening, the Ambon KNIL and several Dutch

NICA soldiers held a party to welcome the plan to hand over the City of Padang from the Allies to the Dutch. The youth fighters of the Republic of Indonesia who knew about the event immediately moved to attack the KNIL Ambon and NICA under the leadership of Rasjid B. In the sudden attack by the youth of the Republic, several KNIL soldiers from Ambon and NICA soldiers were killed. This attack also managed to surprise the Allies and the Netherlands. British military police who came to the scene with Republican Police Commissioner Johnny Anwar said, "This is like war" (Mestika Zed et al., 2002).

The *Simpang Haru* incident ended up being a big problem for the Republicans. The sudden attack that the youth of the Republic had carried out caused the British army and the Dutch KNIL to respond by searching the people's houses in the vicinity, even in *Bandar Buat, Marapalam, and Parak Gadang*. The youths and all the men were gathered on the street to check if anyone was carrying firearms. Hundreds of youths were arrested and put in prison. Not only that, but the Dutch also raided and burned people's houses in *Simpang Haru, Parak Gadang, and Subarang Padang* areas. Victims of the youth also fell. Since that incident, the Allies began to enforce a strict curfew in Padang City from 6 pm to 6 am (Mestika Zed et al., 2002).

### **Syarif Youth Monument**

Pemuda Syarif is one of the fighters from the City of Padang who was persistent against the Dutch. The heroism of the Syarif Youth is commemorated with a monument that can be seen to this day. This monument is located on *Jalan Pemuda* Kota Padang, which was built to recognize and perpetuate the struggle of Muhammad Syarif. The return of the Netherlands after the proclamation of the independence of the Republic of Indonesia made the youth not only silent about this. The form of their struggle can be seen from various sides. The youths in Padang joined the struggle organizations, *Laskar*, and some acted as spies, couriers, or ant soldiers. The initial attack carried out by the Dutch army in the City of Padang was carried out indiscriminately. The parties who were part of the Dutch side also carried out provocations and intimidation so intense that this made the people and youth resist these actions. On January 7, 1947, the Dutch heavily attacked at least some areas using cannons. The site includes *Alai, Kelawi Village, Andalas, Anduring, and Gaung* areas. The Dutch launched an attack to protect their troops, trying to advance to the *Am-pang, Anduring, Lubuk Begalung, and Pisang* direc-



Figure 3. Syarif Youth Monument

tions. The movement of the Dutch forces would also face obstacles from the Republican side. An Indonesian soldier named Saad carried out a “*jibaku*” (death attack) using land mines so that two trucks belonging to the Dutch army were destroyed (Husein, 1992).

### **Rimbo Kaluang Battle Monument**

The *Rimbo Kaluang* Battle Monument is located in *Rimbo Kaluang* Park, Padang City. This monument is a form of government appreciation for the fighters who have sacrificed their lives to achieve complete Indonesian independence. *Rimbo Kaluang* used to be a Dutch rubber plantation. At that location, the soldiers (youth) who joined the Kurandji Tiger Army devised a strategy to attack the NICA Allied forces. Hence, this park is now a historical place that must be known and interpreted as part of an identity that shows nationalism for the younger generation.

During the revolution in West Sumatra, various parties gave up their lives to fight for the independence of the Republic of Indonesia. One of these parties was the troops led by Ahmad Husein, which consisted of ranks of the people (Indonesian troops including Jamaluddin Wak Ketok, Abdullah Anjang, Maksum, etc.), youth, and company II T.K.R. together they fought against NICA’s allies in *Rimbo Kaluang* which took place on February 21, 1946. Those battles lasted from 24.00 to 5 in the morning. The incident became an extraordinary struggle for the Republic of Indonesia, not knowing that good day at midnight, noon, and rain. However, for the sake of the integrity of the Republic of Indonesia, the natural challenges faced are not a barrier for the fighters of the Republic of Indonesia to continue to fight for independence. This is a tremendous service, and for today’s young generation, it is necessary to uphold the mandate of independence by diligently studying and being devoted to both parents, homeland, and nation. Of course, some parties become victims in the battle, resulting



Figure 4. Rimbo Kaluang Battle Monument

in death or just gunshot wounds. Both sides, both the *Kurandji* Tiger troops and the British/Allied troops, felt the consequences.

On the British side/Allied bloc, based on reports received from PMI (Indonesian Red Cross) Padang City, in that battle, at least 40 people died, and the rest were injured. Meanwhile, on the side of the fighters of the Republic of Indonesia, a corporal named Corporal Rivai died and was buried as the first Hero of the Nation at the “*Kurandji* Heroes Cemetery” cemetery (Husein, 1992). Apart from Corporal Rivai’s death, another loss was the disappearance of Private Bahar without knowing where his body was. However, because of the sacrifices of our predecessors, the Allied position in *Rimbo Kaluang* was in an uproar and shattered. So when this incident happened, the British stated that the name for the troops attacking the British forces in *Rimbo Kaluang* was The Tiger of Kurandji / “*Kurandji* Tiger.”

### **Market Monument *Bandar Buat***

The Market Monument *Bandar Buat* is in front of the *Bandar Buat* Market in *Lubuk Kilangan* District, Padang City. This monument was built to commemorate the bombing of the *Bandar Buat* market by the Dutch during the war of independence. If you pay attention to the monument showing the shape of people looking up and pointing in the air, this is a picture of the situation at the time of the bombing. The problem was when Dutch planes bombed the airport area, which took many lives. However, at this time, the monument needs to be well-known by the public, especially concerning its historical significance.

On January 18, 1947, the *Bandar Buat* market became one of the targets of a large-scale attack by the Dutch by air. Along with their attacks on other areas in the City of Padang, such as *Lubuk Begalung*



Figure 5. Market Monument Bandar Buat

and Pasar Usang, the Dutch attacked the Bandar Buat market. Bandar Buat market became the area with the most significant number of victims in the attack using the Mustang-type aircraft. West Sumatra Resident, Moh. Rasjid said that the Dutch had massacred 50 innocent people and also injured 100 people. The attack coincided with a market day when people were busy gathering (Mestika Zed et al., 2002).

The Dutch attack on Padang City had occurred several times since the end of 1946. Two days after the return of the Allies, the Dutch attacked the main headquarters of the BKR (People's Security Agency) in an area called Kampung Jawa, which resulted in the death of a Republican soldier named Nurmatias who served as Deputy Commander of the BKR. In addition, nearly 100 BKR members were arrested. After the attack in the early morning hours, Dutch officer Captain Tiddens came to Johnny Anwar with Numatias' body. They conveyed a message from J.W Sluyter to Ismail Lengah and Rasjid in Bukittinggi. In their letter, the Dutch requested that the Republicans recognize them as the new rulers of West Sumatra (Mestika Zed et al., 2002).

The Dutch request was rejected by the leader of the Republic in Bukittinggi. Rasjid firmly stated his rejection of the request of the Dutch, who tried to re-colonize the republic. Because of this refusal, the Dutch brought four Mustang P-51 fighter planes from Medan on January 7, 1947. The planes immediately attacked several areas: Alai, Kalawi Village, Sarang Gagak, Lubuk Lintah, and Kalumbuk. Victims from the Republicans fell, and some survivors fled toward *Bandar Buat*. The next day the Dutch again attacked with aircraft; the target was the defense base of Company I, Battalion *Kuranji*, in the area of the Semen Padang Factory - Indarung (Darwis, 1947). The fighting at the begin-

ning of the second week of January signaled that the Dutch had started a large-scale attack on the City of Padang in the east. Republicans did not stand still with the attack. The figure of Ahmad Hussein, leader of the Republican Army, Battalion *Kuranji*, gave the order to counterattack Jamaluddin Wak Ketok. In their revenge mission, they attacked the Dutch military camp at Simpang Haru and took Dutch civilians, hostage.

On January 18, 1947, the two parties, represented by Sluyter and Ismail Lenah, met to discuss the attack on the Eastern Front. The meeting of the two sides was held at the Tabing airfield at around 10:00 am. The day before this meeting, the convoy of Dutch vehicles was again hit by a mine near the Marapalam bridge, resulting in many soldiers' deaths. While the negotiations were in progress, a Dutch airplane circled in the sky of Padang City. The P-51 Mustang aircraft was conducting reconnaissance before dropping the attack. The tense atmosphere of negotiations between Sluyter and Ismail Lengah finally reached a dead end, the Dutch still did not want to stop their attacks, and the Republicans did not want to remain silent about the Dutch actions (Nugraha, 2014).

When Ismail returned off guard from the negotiations, four Dutch Mustang aircraft were seen flying around *Bandar Buat*, and that day coincided with the market day when the place was busy with traders and buyers. The *Bandar Buat* area is getting increasingly crowded because refugees visit it. The Dutch aircraft initially only passed by. Unexpectedly, from the air, the Dutch plane hit the market crowd with gunfire. The Millet and Mortar shells fired from the aircraft in the attack shocked those present. The residents scattered to save themselves without direction. The attack did not stop for two hours, and there was no resistance from the Republican side (Nugraha, 2014).

Towards the afternoon, the atmosphere around the Bandar Buat market began to be conducive. The Dutch Mustang plane was nowhere to be seen. One by one, the residents who survived the attack started to return to the vicinity of the market, looking for their respective families among the victims. It was a somber market scene when residents saw the market conditions because of the Dutch air raids. There is a lot of damage from the Bandar Buat market to Simpang Gadut. The victims were scattered everywhere, even with the body's condition that was not intact. The seriously injured victims were evacuated by the Indonesian Red Cross (PMI) to the People's School in the Gadut intersection using carts, bicycles, and carts. The survivors gener-

ally fled; they feared further attacks from the Netherlands (Nugraha, 2014).

News of the Dutch attack on the Bandar Buat market had already spread to other areas in West Sumatra. On January 21, 1948, from Bukittinggi, Resident Rasjid condemned the actions of the Dutch through his telegram to Sluyter. Rasjid asked the Netherlands to take responsibility for the attack. As a result of the activities of the Dutch, 50 civilians became victims, and hundreds of the injured filled hospitals in *Solok*, *Kayu Tanam*, *Bukittinggi*, *Sawahlunto*, and *Payakumbuh*. Thousands of Padang City residents left the City and fled to the Solok and Lubuk Selasih areas. Based on the Dutch action, Rasjid responded by blocking the Dutch food supply. Food and vegetables from the site are prohibited from entering the City of Padang (Nugraha, 2014).

### Boxing Junction Monument

The Junction Boxing Monument is located at the intersection of three roads that link *Jalan Jhoni Anwar* with *Jalan Gajah Mada*, Padang City. This monument was inaugurated on July 19, 1983, by the Mayor of Padang Syahrul Ujud to commemorate the death of the Mayor of Padang Bagindo Aziz Chan, who died in the battle against the Dutch during the war of independence. Until now, the Simpang Boxing Monument still stands firmly in the shape of a fist which is a symbol of the fighting spirit of the people of Padang City. The killing of the Mayor of Padang occurred so quickly on the first day of Ramadan, around 5.00 pm on July 19, 1947. The death of Aziz Chan in that incident occurred two days before the Dutch launched their attack, known as the Dutch military aggression I (Mestika Zed et al., 2002).

Bagindo Aziz Chan is the third Mayor of Padang appointed after Mr. Abubakar Djafar. The perceived predicament made the government feel it was essential to fill the power vacuum. Bagindo Aziz Chan, who was holding the position as an executive member of the West Sumatra government representing Islamic parties, was finally chosen to be the Mayor of Padang.

Aziz Chan is known as a warrior figure. He has a complex, courageous personality and doesn't like wishy-washy. Such a personality makes Aziz Chan respected by friends and foes, in this case, the Netherlands. Aziz Chan's attitude made the Dutch dislike him. The Dutch consider Aziz Chan to be an obstacle to their mission. So according to the Dutch, Aziz Chan should be removed. According to the Dutch, the absence of elements of the govern-



Figure 6. Junction Boxing Monument

ment of the Republic of Indonesia in the City of Padang would make it easier for them to carry out their mission (Mestika Zed et al., 2002).

The killing of Padang Mayor Aziz Chan happened in such a short time. On the afternoon of July 19, 1947, Aziz Chan and his family were about to travel from Padang to Padang Panjang. Their journey stopped in the Purus area because a Dutch Lieutenant Colonel detained the car carrying Aziz Chan and his family named Van Erps. Van Erps asked Aziz Chan to accompany him to the Nanggalo area, the demarcation line. The Dutch said that in Nanggalo, an incident needed to be discussed (Amura, 1979).

Having been involved in a short conversation, Aziz Chan finally agreed to go with Van Erps in his Jeep. A Mazuki and Aziz Chan's wife, who suspected the Dutch intentions, were asked by Aziz Chan to wait in the car. Arriving at *Nanggalo*, Dutch officers instructed the Mayor of Padang to get off the jeep and inspect the incident scene. At that time that the murder of the Mayor of Padang took place. Several blows hit Aziz Chan's head, accompanied by a shot that pierced the base of his ear. Aziz Chan died instantly, and the Dutch took his body to the Padang General Hospital (Mestika Zed et al., 2002).

Aziz Chan's death in the *Nanggalo* incident was initially only known by the Dutch. Only a few hours later, the sad news reached his family and quickly spread throughout West Sumatra. The incident shocked the people and the leaders of the Republic. In the information conveyed, the Dutch stated that Aziz Chan died because an "extremist" army shot him, but the Republicans did not easily believe the Dutch version of the statement. The Republicans alleged that the Dutch had carried out the murder by shooting Aziz Chan in the back (Kahin, 2005).



News of Aziz Chan's death was received in different versions. At the time of the incident, the Dutch, who were together with Aziz Chan, reported that a stray bullet from an extremist in the demarcation line area killed the Mayor of Padang. However, the Republicans still believed that the Dutch only engineered the report. The news with different versions also reached the resident capitals in Bukittinggi and Padang Panjang. Information was received that Aziz Chan was killed by communists in the *Lubuk Buaya* area while on his way from Padang City to Padang Panjang City. Several prominent figures went to the residence of Mr. Resident. St. Moh. Rasjid in Guguk Malintang looks sad and puzzled about how the murder of Aziz Chan happened—the telephone contact made by Resident Moh. Rasjid seeking information from Padang, was cut off. Finally, an agreement was reached that the leaders of the Republic and Aziz Chan's immediate family would leave for Padang City after eating Suhoor to pick up his body (Mestika Zed et al., 2002).

The group to pick up Aziz Chan's body was led by Resident St. Moh. Rasjid and other West Sumatran leaders, namely Chatib Sulaiman, Marzuki, Dr. A. Rahim Usman, Djamalus Jahja, Agam Regent Major Talib and others. At around 5.30, the group arrived at the Taping station area near the boundary of the Dutch occupation area. The Republican Police Chief in West Sumatra made contact with Dutch guards. After about an hour of waiting, the group of Republican leaders was allowed to enter the City because they were not allowed to carry weapons. Seeing the bad behavior of the Dutch, Major A. Talib, who was carrying guns, and Resident St. Moh. Rasjid did not continue the journey (Amura, 1979).

The Republican leaders continued their journey with a tight escort from the Dutch. Arriving near the headquarters of the Dutch army, the group was again detained and asked to wait for about an hour, and then they were brought to Aziz Chan's house. There you can see the body of Aziz Chan, escorted by the Dutch army. The body that day was also brought to Bukittinggi by train. Arriving in Bukittinggi at night Aziz Chan's body was examined by four doctors, and it was stated that his death was caused by several heavy blows to his head, which resulted in severe injuries to his skull. Aziz Chan's body was interred that same night at around 02.00 in the morning at the Bukittinggi Happy Heroes Restaurant with a big ceremony (Amura, 1979).

## UTILIZATION OF HISTORICAL MONUMENTS ON HISTORICAL MATERIALS

Historical monuments can be used in history learning, especially when teachers develop history learning materials. The narratives of historical events at the national level in textbooks only contain some important events surrounding the war of independence in certain places. It is necessary to develop content containing local historical narratives and utilize monuments as a source and media in history learning. This development is carried out in schools in implementing the 2013 curriculum and the newly implemented *Curriculum Merdeka* in schools in the City of Padang. The development of materials with local content positions local history as a reinforcement to the national history materials discussed in student textbooks. Development of local content by utilizing relevant historical monument learning resources to be used to develop learning resources on post-independence Indonesian history materials. After proclaiming the independence of the Indonesian nation in 1945, Indonesia entered a new chapter in its history as a nation or nation-state. This period is known as the era of the war of independence or is often referred to as the period of the Physical Revolution (1945-1949).

The historical narratives built during this period mainly cover various political events in the armed struggle. This period is also considered one of the most heroic times in the history of Indonesia. A series of events in various regions generally occurred as a response to the entry of the Allies and NICA after the surrender of Japan in World War II. The historical narrative is then also wrapped with various ideas about Nationalism, Patriotism, Self-sacrifice, etc. On this basis, the development of research in the use of local historiography (the City of Padang) in this revolutionary period is helpful as a reinforcement for understanding and internalizing national values in the context of fostering national identity in secondary schools. The approach of utilizing historical monuments in the City of Padang presented in this paper adopts the methodological framework of Collingwood. Historical sources in the form of monuments in the student's environment can be visited directly and then taught imaginatively to students. The following describes the relevance of local historical materials that can strengthen national historical materials.

The table 1 shows the suitability of the local history material in the City of Padang, which was developed to support the National historical narrative while maintaining the independence of the City of Padang (Yefterson et al., 2020). Several historical

**Table 1.** The suitability of the material for National History, Local History of Padang City, and Historical Monuments related to the Event

<b>Materials in the Kemendikbud book</b>	<b>Advanced materials and sub-materials are locally based in Padang City</b>	<b>Historical Monuments in the City of Padang</b>
<ol style="list-style-type: none"> <li>1. Revolution to Uphold the Banner of the Republic of Indonesia</li> <li>2. Early Challenge of Independence                             <ol style="list-style-type: none"> <li>a. Initial Conditions of Independent Indonesia</li> <li>b. The arrival of the Allies and the Netherlands</li> <li>c. Freedom or Death</li> </ol> </li> </ol>	<p>Historical Events Related and Relevant to Local History in the City of Padang</p> <ol style="list-style-type: none"> <li>1. Early challenges of independence                             <ol style="list-style-type: none"> <li>a. The arrival of allies in West Sumatra</li> <li>b. The West Sumatran People’s Resistance against the Allies/NICA</li> </ol> </li> <li>2. Between war and diplomacy                             <ol style="list-style-type: none"> <li>a. Dutch military aggression I and popular resistance in West Sumatra</li> <li>b. Dutch military aggression II in West Sumatra</li> </ol> </li> <li>3. Youth and their struggles during the revolution in Padang and its surroundings                             <ol style="list-style-type: none"> <li>a. The role of the Tabing/Koto Tengah youth at the beginning of the 1945 revolution</li> <li>b. The Tiger Of Kurandji                                     <ol style="list-style-type: none"> <li>1) Combined ranks of the people with Ahmad Husein’s troops who ravaged British troops in Rimbo Kaluang</li> <li>2) Rasjid, A. Rachman, Aladin Uncu, Abdullah Kaigun, Marsini, Musa, and Kundur, the youth who took the initiative to attack the Technical School in Simpangharu</li> <li>3) The struggle of couriers, spies, and ant soldiers during the revolution</li> </ol> </li> </ol> </li> <li>4. Figures and struggles of figures from West Sumatra in the revolutionary period                             <ol style="list-style-type: none"> <li>a. Bagindo Azis Chan</li> <li>b. Mr. H. St. Moh. Rasjid</li> <li>c. Djamaluddin Adinegoro</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Gaung People’s Struggle Monument, Padang City</li> <li>2. Padang Area Monument/ Simpang Haru Monument, Padang City</li> <li>3. Syarif Youth Monument, Padang City</li> <li>4. Rimbo Kaluang battle monument, Padang City</li> <li>5. Pasar Bandar Buat Monument, Padang City</li> <li>6. Junction Boxing Monument, Padang City</li> </ol>

events that occurred in the City of Padang show conditions that are local situations that are the result of events in the national context. The material included the challenges of the early independence of Indonesia in the City of Padang, between war and diplomacy and youth and their struggles during the revolution in Padang and its surroundings. All the historical monuments in the table above are memorial monuments relevant to all local historical events in Padang City during that period.

In the section 1, the use of historical monuments in Padang is also relevant in implementing the Curriculum *Merdeka*. Its relevance is seen in the scope of the History of the Struggle for Independence and its suitability for attaining Historical Thinking Skills, Historical Consciousness, Historical Research, and Historical Practice Skills. Further-

more, learning this material can be used by teachers in class XI history subjects where students in Class XI can develop basic historical concepts to study historical events in local, national, and global trajectories.

#### **DEVELOPING IMAGINATION IN LEARNING HISTORY**

The description above shows the great potential of the monument, especially in the form of a memorial that can be used as a source of learning history. Then, historical monuments can be used in history learning activities. This paper offers to adopt the methodological approach described by Collingwood about the importance of imagination space in reconstructing history into learning. According to Collingwood, historians need their imagination to

reconstruct and understand the past. Collingwood's methodological approach can provide a basis for developing instructional strategies that recognize the important role of imagination in the learning process of history (Burns, 2006; Collingwood, 1994; Guyer, 2018; Lemisko, 2004). Just as historians can use their imaginations to understand the situations faced by historical figures, it is an important part of reconstructing historical events so that teachers and students can also apply these ideas to historical learning resources close to the school environment (Guyer, 2018). They understand the past by approaching historical learning resources. History learning resources in the form of historical monuments will train students' essential characteristics as humans, including empathy for what the figures have gone through related to the events and monuments that are being observed and studied. Historical imagination differs from imagination in general by prioritizing the involvement of teacher and student experiences with primary sources (Schinkel, 2005; Smith, 2000).

A history teacher from SMA N 6 Padang explained the experience in managing history learning in implementing the 2013 curriculum. In achieving students' essential competencies (KD 4.1), assignment and project-based learning were applied (F. Suryadinata, personal communication, 2 September 2022). In the learning process, the teacher assigns students to visit every monument in the City of Padang then students are required to explain the historical context of the memorial. At this stage, the teacher has introduced students to historical sources often found in their environment. Monuments as historical learning resources in this context have been used by teachers not only as learning media, but students are invited to be involved in the historian's work process by using primary sources in the historical reconstruction process. The task framework made by the teacher requires students to build their historical narrative of the monuments they have visited. Students, in this case, must read some literature and conduct interviews with local historical figures and experts (F. Suryadinata, personal communication, 2 September 2022). This work process has led students to develop their imagination skills in explaining the past.

As a primary source in historical writing, monuments in the form of memorials are visual representations of the ideals of society or culture, achievements, religion, and heroes that existed at one point (Waters & Russell, 2013). Monuments are created to last in time and to signify the importance of whatever memory they wish to pass on

to the future (Waters & Russell, 2013). Memory differs from history in that it requires the presence of, and experience derived from, events; or, at least, this applies to individual memory. Collective memory includes many elements or events not experienced directly by the individual (Berger, 2009).

By utilizing monuments of historical events and sites in history learning, the teacher provides opportunities for students to participate in the historical process. History learning is not just learning through memorizing information from reading or lectures. Students can study history through historical monuments to identify concepts contained in events and build interpretations of events (Alberts & Niendorf, 2017; Waters & Russell, 2013) as well as practice problem-solving skills (Problem-Solving) to complete task instructions from teachers (Baron, 2014; Rasku-Puttonen et al., 2002). Using learning resources such as monuments and historical sites allows students to understand better the historical events they are studying and involve the emotions that students feel when looking at an event (Alberts & Niendorf, 2017; Austin, 2002).

The involvement of the human dimension in history learning is significant because students cannot be forced to have certain emotions. Involving students with learning resources from historical heritage can bring out students' feelings and create a connection between the past and the present through experiences and expectations (Alberts & Niendorf, 2017; Schinkel, 2005). The history teacher at SMA 13 Padang tries to connect the present and the past by teaching students the historical background of the monuments and streets of Padang (David, personal communication, 2 September 2022). In addition, students are invited to get to know the historical actors of the physical revolution period and their contribution to history. Teachers' imaginative descriptions stimulate students to be more active in learning. In addition, history learning by involving students in visiting historical heritage sites will impact increasing interest and new values such as caring, empathy, and independence resulting from the historical learning process (Alberts & Niendorf, 2017). As with learning resources for films, textbooks, or other reading materials, learning resources like student monuments can collect information and encourage students to think critically. At last, it will help students interpret monuments as part of commemorating historical events that become identities.

For professional history teachers, using monuments as learning resources is a good step in improving history learning content (Baron, 2014).

Learning with increased content will improve history learning quality to achieve learning objectives. The use of historical monuments in developing a history laboratory allows the repeated use and use of these historical monuments. The in-depth history learning material through direct exploration of the material allows the development of advanced skills with a multicultural perspective on the life of a democratic society (Baron, 2014). Teachers with historical knowledge and understanding can help students find their compassion and empathy for an event by directly involving historical sources in the form of the monument. Imagination built with a historical, methodological approach is expected to provide new experiences and perspectives for teachers and students in interpreting historical events. When students are assigned to visit the monument and then make a report of the visit, it enriches the teacher's teaching materials. The teacher acknowledged that students' findings in the literature search process and some interviews conducted with community leaders, lecturers, and local government officials were valuable resources in developing local history materials (F. Suryadinata, personal communication, 2 September 2022).

In implementing the 2013 curriculum, before the enactment of the independent curriculum, there was no written obligation for teachers to explain local history materials to students. Some of the teachers interviewed in this study have yet to utilize the monument as a learning resource and medium fully. The teachers complained about the dense content of the material that must be taught, while the hours of history lessons could have been better (E. Kasyati, personal communication, 2 September 2022). Some of them confess and are interested in using monuments to explain the struggles of local people in the war for independence so that they feel proud of their ancestors (Afdal, personal communication, 2 September 2022). It is not very meaningful for students to talk about the contribution of other regions in the independence revolution without an explanation of what their ancestors experienced in the area. The spirit of nationalism in the region, especially Padang, is no less potent than in other places. It is proper for the region's struggle to get the appreciation it deserves from the younger generation. A senior history teacher in the City of Padang has done this for a long time. The teacher from SMAN 7 Padang believes that to foster students' interest in learning history, a learning process is needed that can create an impression from students' memories by inviting them to travel to the past in historical events. Historical tourism means

visiting places familiar to the student is wrong to visit historical monuments (E. Kasyati, personal communication, 2 September 2022). The historical imagination that emerges from a visit to a historical monument becomes a bridge that connects the past with the present. On the other hand, we may believe that imaginative ability is a skill that can foster creative students.

## CONCLUSION

The Padang, with its wealth of sources and historical relics in the form of monuments, is an asset in improving the quality of history learning in schools. Historical monuments will help students understand past events in their locality. Thus, the effort to live history will be more substantial; then, it will build historical awareness in students. Developing imagination through historical monuments is an effort that history teachers should make; this method is part of a method that brings students closer to the past that is impossible to reach. Developing historical imagination will help students live past events with empathy, encourage them to build meaning from each event, to give birth to positive values in the life of the nation and state.

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