

Decolonizing Indonesian History Curriculum, 1946-1964

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Abstract: Decolonization of history education mainly seeks to decenter Eurocentric narrative in history curriculum and teaching. Whilst this topic has been widely explored, the discussion related to the decolonization of history education has yet to be explored. This research aims to trace the complex process of decolonization of the history curriculum in Indonesia, which took place at the beginning of its independence, and how the political situation might have influenced this process. Historical research was conducted. Archival materials were obtained from various institutions both in Indonesia and overseas. The data were analyzed and interpreted using decolonization as a framework. This research found that the Indonesian government has tried to decolonize the history curriculum by foregrounding the role of Indonesians in History. However, the effort was not easy because the references used in teaching were still written using sources from the colonial period. Moreover, this research shows that political changes could affect the history curriculum.

Abstrak: Dekolonisasi pendidikan sejarah terutama berupaya untuk menghilangkan narasi Eurosentris dalam kurikulum dan pengajaran sejarah. Meskipun topik ini sudah banyak dieksplorasi, namun pembahasan terkait dekolonisasi pendidikan sejarah masih belum tereksplorasi. Penelitian ini bertujuan untuk menelusuri kompleksnya proses dekolonisasi kurikulum sejarah di Indonesia yang terjadi pada awal kemerdekaannya, dan bagaimana situasi politik mempengaruhi proses tersebut. Penelitian sejarah dilakukan. Bahan arsip diperoleh dari berbagai institusi baik di Indonesia maupun di luar negeri. Data dianalisis dan diinterpretasikan dengan menggunakan kerangka dekolonisasi. Penelitian ini menemukan bahwa pemerintah Indonesia telah mencoba mendekolonisasi kurikulum sejarah dengan mengedepankan peran masyarakat Indonesia dalam Sejarah. Namun upaya tersebut tidak mudah karena referensi yang digunakan dalam pengajaran masih ditulis menggunakan sumber-sumber dari masa kolonial. Selain itu, penelitian ini menunjukkan bahwa perubahan politik dapat mempengaruhi kurikulum sejarah.

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INTRODUCTION

The study of decolonization of the curriculum has lately caught the attention of many researchers. Tina van der Vlies (2021) calls it a topical issue. This is because curriculum, as an important element in education, can serve as a means to produce and reproduce colonial discourse and practice (Shihade, 2017). Decolonization trends in education generally aim to challenge the European-centric production and epistemology of the knowledge field (Naude, 2019). Although many countries in Asia and Africa have gained independence, their minds may still be dominated by colonial discourse. For example, academics in former colonies tend to value Western thought or knowledge more (Alatas, 2000), while non-Western knowledge is sidelined or unrecognized (Stein & De Oliveira Andreotti, 2016). Thus, there needs to be a new perspective and framework of analysis in relation to the production and



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reproduction of knowledge from the point of view of indigenous people in the field of education (Nakata et al., 2011).

Decolonization can be a *framework* for analyzing curricula as an essential part of educational praxis. Decolonization of the curriculum is part of the decolonization of knowledge that can be traced back to the traditions of postcolonialism, such as Edward Said (1978), Franz Fanon (2000), or Gayatri Spivak (1988) and the tradition of colonialism (*coloniality*) as reflected in the works of Anibal Quijano (2007), Maria Lugones (2007) or Walter Dignolo (2018). In the context of Southeast Asia, van Leur's classic work criticizing *Geschiedenis van Nederlands Indië* (History of the Dutch East Indies) as something "observed from the deck of the ship, the ramparts of the fortress, the high gallery of the trading house" (van Leur, 1955, p. 261) is often regarded as a pioneer of decolonization that aims to challenge the European narrative and put forward an Asiancentric history field (Blackburn & Wu, 2019; Nordholt, 2004). In contemporary contexts, Asian researchers such as Syed Hussein Alatas (2000) and Chen Kuan Hsing (2010) reminded us of the importance of putting forward an Asian perspective in producing and reproducing knowledge.

Findings from various previous studies suggest that the process of decolonization of the curriculum is tied to a particular historical and socio-political context. The curriculum's decolonization generally occurs after a country achieves political independence from invaders (Greene, 2017; Ismailova, 2004; vom Hau, 2017). Empirical studies also show that this process began long before political decolonization took place in some countries (Blackburn & Wu, 2019; Johnson, 2002; Sela, 2019). Decolonization is generally initiated by scholars or local leaders related to political and educational developments in the country. Some studies have also shown trends in the decolonization of education in former colonial countries such as The United Kingdom (Moncrieffe, 2020) and France (Otto, 2013). The studies also show that, among other subjects, History is the one that often undergoes decolonization of the curriculum.

Ismailova (2004) argues that History is the most ideological subject. History curricula and textbooks often reflect and reproduce certain ideologies and values in the context of formal education in schools. The history curriculum can be seen as a selective form of official knowledge (Apple, 1993) primarily concerned with what events should be taught to students and from which perspective. This selection process is often political.

Recent studies show the decolonization trend of historical curricula in former colonies and former colonists. For example, the decolonization of a curriculum in Germany that recognizes and emphasizes the importance of various life experiences and narratives from diverse groups to foster inclusion and social justice (Criser & Malakaj, 2020). Moncrieffe's research (2020) also shows the decolonization of the history curriculum in the UK. Examples of the decolonization of historical curricula in former colonies can be seen in Greene's research field (2017) in Uganda, which shows that curriculum changes were more oriented towards Ugandan society after the escape of British colonization. Meanwhile, Blackburn and Wu (2019) show how the history curriculum in Singapore and Malaysia is changing from European-centric to Asiatic and Singaporecentric or Malaysiacentric. However, this topic still needs more attention from researchers in Indonesia despite various historical sources leading up to this.

Historical research trends related to the curriculum of history subjects in Indonesia tend to be researchers who generally use 1947 as a starting point for curriculum development in Indonesia. However, we found archives showing that the first curriculum existed in 1946. The history lesson in this first curriculum emphasizes the importance of the role of Indonesians in the flow of History. In this regard, there has been decolonization in the sense of shifting focus from Nerlandocentric or Eurocentric to Indonesiacentric. Therefore, in contrast to some historians who tend to ignore the decolonization of historical education in Indonesia (Purwanta, 2018; Zulkarnain, 2020), we argue that the decolonization of historical education has occurred and continues to roll as indicated by various historical sources.

This research is significant because of three interrelated things. First, this research will fill the existing research gap in educational History, especially with new historical sources we found in Rentjana Peladjaran (lesson plan or curriculum) dating 1946 and 1952 that researchers have never used. The findings of these primary historical sources (mainly the curriculum 1952 we found at Cornell University USA and ISEAS Library Singapore) provide new information that has never been revealed. Second, this research wants to foreground a perspective from within or History from within in the study of the History of Indonesian education. Third, this study utilizes decolonization as a *framework* in historical methodology, especially in educational History. Therefore, this study aims to answer

two interrelated questions: how did the decolonization of the curriculum in history subjects in Indonesia take place? How did the political situation affect this process?

METHOD

In this research, we collected data by tracing historical sources. Initial data collection was conducted by tracing secondary sources related to decolonization and history curriculum in the early phase of Indonesian History. The next step is to explore the primary sources in the form of archives in the National Archives of Indonesia (ANRI), the National Library of Indonesia (PNRI), Leiden University Library, ISEAS Library, and Cornell University Library.

Some important sources found in PNRI include Curriculum 1946 and Curriculum 1947. Meanwhile, the 1952 curriculum archive was not found in Indonesia. We found two versions of the 1952 curriculum. The first version appeared in Bahasa Indonesia and is currently stored in the Cornell University Library. The second version is published in English and stored in several libraries abroad, including ISEAS Library Singapore. This second version was a summary of the first version. Meanwhile, the other curricula documents were obtained from PNRI and ANRI.

The data collected from the archive was verified and compared to previously discovered data. Then, we analyzed and interpreted them. In this study, we analyzed the purpose of historical education and the content of the material suggested in the curriculum. In conducting data analysis and interpretation, we use decolonization as a framework. Researchers and academics have diverse views on the decolonization of knowledge due to the different social, political, cultural, and educational contexts. In this study, we refer to Nayar (2010), who defines decolonization as an attempt “to seek freedom from colonial forms of thinking, to revive native, local and vernacular forms of knowledge by questioning and overturning European categories and epistemologies” (p.31).

The last stage is writing History (historiography) in an analytical, descriptive manner. In this case, we use a multidimensional approach to History, which stems from the view that historical education is not neutral and has always been related to various other aspects, especially political and economic.

DECOLONIZATION OF THE HISTORY CURRICULUM AT THE BEGINNING OF INDEPENDENCE

The period of the Japanese occupation of Indonesia was relatively short (March 1942-August 1945) but had a tremendous impact on the world of education in Indonesia. During this period, the use of Dutch was banned, and the structures and systems of schooling that tended to give privileged positions to Europeans were abolished. The Japanese occupation government uniformized the school into three levels only, namely public school (6 years), junior high school (3 years), and high school (3 years) (Syaharuddin & Susanto, 2019; Tilaar, 1995). Because, at that time, Japan was in wartime, then education received little attention other than being used as a means of propaganda for the benefit of war. Nevertheless, education and the socio-political atmosphere at that time further strengthened pride as an Asian nation that was not inferior to Europeans.

During the Japanese occupation, significant changes were introduced to diminish the Dutch influence in Indonesia. First, the Japanese occupation forces forbade the use of the Dutch language, previously the medium of instruction in higher-quality elementary schools, secondary schools, and colleges. Second, Dutch and European History were eliminated from the curriculum and substituted with the studies of Asian History, particularly of Japan and Indonesia (Thomas, 1966). Against this backdrop, Sanusi Pane, a nationalist intellectual, wrote his famous multivolume history textbooks from the Indonesian perspective to replace previous ones, mostly from Eurocentric perspectives (Mark, 2006). His contribution to the writing of Indonesian history textbooks proved influential in shaping History teaching in Indonesia during the Japanese occupation and persisted into the post-independence era (Utami, 2023).

With Japan's defeat in World War II, political decolonization began in Indonesia. Japan had surrendered, while the Allies, as the winners of the war, had not yet come to Indonesia. Indonesian leaders then viewed this situation as an opportunity to proclaim independence. However, as part of the Allies, the Netherlands felt it still had a right to Indonesia as its colony. Therefore, conflict is inevitable.

During a conflict in the early days of independence, the national education system was conceived, especially by Ki Hajar Dewantara. At that time, there were three levels of school, namely public school (6 years), junior high school (3 years),

Table 1. List of subjects for Junior High School in the Curriculum 1946

	Allocated hours/week														
	Section A					Section B					Girl's Junior High School				
	I	II	III	II	III	I	Section A II	Section A III	Section B II	Section B III					
1. Indonesian	6	6	6	5	5	6	6	6	5	5					
2. English	5	4	4	4	4	5	4	4	4	4					
3. French	-	-	-	-	-	-	-3	-3	-3	-3					
4. Exact Science	6	3	3	6	6	6	3	3	6	6					
5. Natural Sciences	2	1	1	3	3	-	1	1	3	3					
6. Chemistry	-	-	-	-	2	-	-	-	-	2					
7. Life Sciences	2	2	2	2	2	2	2	2	2	2					
8. Earth Science	2	2	3	2	2	2	2	2	2	2					
9. History	2	2	3	2	2	2	2	2	2	2					
10. Drawing	2	2	2	2	2	2	1	1	1	1					
11. Sound Art	1	1	1	1	1	1	1	1	1	1					
12. Hand Work	(2)			(2)	(2)	-	-	-	-	-					
13. Administrative Work	-	}4	}5	-	-	-	3	3	-	-					
14. Women Work	3	3	3	3	-3	3	3	3	3	2					
15. Body Motion	3	3	3	3	3	2	2	2	2	2					
16. Budi Pekerti Education	1	1	1	1	1	1	1	1	1	1					
Total	32	31	34	31	33	34	31	31	22	33					

Source: Kementerian Pendidikan, Pengadjaran, dan Kebudayaan (1946)

and high school (3-4 years). The first curriculum was launched in 1946, but only for the first public high school level. This curriculum is stipulated in the Decree of the Minister of Education, Education, and Education ttg. Djakarta 19 Nop 1946 No. 1153 Bhg. A. This curriculum, launched by Mr. Soewandi as the Minister of Education at that time, was still very simple and only contained a list of subjects and an explanation of teaching content that still needed improvement. Thus, the curriculum in this period was interpreted as a list of lessons and teaching materials (Kelly, 2004). In this curriculum, students streamlined in 2nd grade, namely Section A for Literature and Section B for Natural Sciences. History was compulsory from 1st to 3rd grade in all sections (see Table 1). This curriculum was similar to the initial draft proposed by Ki Hadjar Dewantara in the early days of Indonesian independence. This phenomenon can be explained by the fact that Mr. Soewandi appointed Ki Hajar Dewantara as the chairperson of the education system formulator (Zulkarnain, 2020).

The history subject taught at the junior high school level contained a series about Indonesian History and general History. The purposes of teaching History according to this curriculum were threefold: (1) strengthening the sense of nationality, (2) heightening ethics, and (3) awakening a sense of

humanity (Kementerian Pendidikan, Pengadjaran, dan Kebudayaan, 1946). Following these purposes, the contents were carefully selected.

Indonesian history content for 1st grade dates from antiquity to the end of the 16th century, as well as the general History of Asia, Africa, and Europe in the same period. For 2nd grade, the content of Indonesian History covered the 17th-19th centuries, mainly related to the arrival of the Dutch in the Indonesian archipelago and various resistances launched by the indigenous people. Meanwhile, the general history of 2nd grade junior high school contained material highly dominated by European history in the 17th-19th centuries. In 3rd grade, students learn about the History of Indonesia from the 19th century to the period of World War II and the History of the West as well as some Asian history in the same period. In addition, junior high school students also learned about the structure of the Indonesian state government. In more detail, the history content for junior high school can be seen in Appendix 1.

As noted in Appendix 1, the history curriculum had several characteristics in 1946. First, History became a compulsory subject that must be taken by all junior high school students regardless of their major. Second, the material taught could have been more extensive and denser, covering the History of Indonesia and world history. Third, the number of hours of lessons could have

been more extensive and may not be proportional to the amount of material that must be taught. Fourth, for the History of Indonesia, the content was Javacentric, meaning that the portion for the History of Java was much larger than the History of the outer islands. Fifth, the world's history content was still dominated by European History, while the History of Asia and Africa needed to be more discussed. Sixth, related to the fifth point, the textbooks used turned out to be books from the Dutch colonial period, whose world history was dominated by European history.

Despite its various shortcomings, curriculum 1946 for junior high school provided an overview of the initial efforts to decolonize the history curriculum in Indonesia, although it still needs improvement. Unlike the curriculum in the colonial period, which was dominated by the Dutch perspective, this new curriculum brought an Indonesian perspective amid political decolonization. Various resistances to colonialism were emphasized in teaching Indonesian History to “strengthen the nationalism” (Kementerian Pendidikan, Pengadjaran, dan Kebudayaan, 1946, p. 26).

Regarding history textbooks, there was an interesting phenomenon. The ministry suggested the use of books from earlier periods. For example, for Indonesian History material, the main reference book used was *Sedjarah Indonesia* by Sanusi Pane (1942, 1943). This book was actually written by Pane during the Japanese occupation and was later reproduced until the early days of independence (Karsono, 2005; Klinken, 2001; Surjomiharjo, 1995). This book was developed from his idea while teaching at the Guru Gunung Sahari School in the Dutch colonial period (Mark, 2006). Although Sanusi Pane's work was widely criticized by modern professional historians in the future, it actually filled the gap in historical writing at that time by offering a national perspective of Indonesia (Rofiq, 2016) that challenged the History of Europe (Ali, 2005).

The use of books from earlier periods, including those written by the Dutch, showed that there was a thorny problem in the teaching of Indonesian History in the early days of independence. It should be noted that at that time, the number of Indonesian historians was still very limited. The Department of History, which trained professional historians at the University of Indonesia (UI), was only established in 1950, while at Universitas Gadjah Mada (UGM) in 1951 (Curaming, 2008), so it is not surprising that the Ministry of Education, Teaching and Culture at that time turned to the books available and not written by Indonesian historians.

Table 2. List of Subjects for Elementary School in 1947

Subject	I	II	III	IV	V	VI
1. Indonesian	-	-	8	8	8	8
2. Javanese	10	10	6	4	4	4
3. Counting	6	6	7	7	7	7
4. Natural Sciences	-	-	-	-	1	1
5. Life Sciences	-	-	-	2	2	2
6. Earth Science	-	-	1	1	2	2
7. History	-	-	-	1	2	2
8. Drawing					2	2
9. Writing Exercises	}4	}4	}3	}3	-	-
10. Sound Art	2	2	2	2	2	2
11. Hand Work	1	1	2	2	2	2
12. Women Work	-	-	-	1	2	2
13. Body Motion	3	3	3	3	3	3
14. Hygiene and Health.	1	1	1	1	1	1
15. Character Education	1	1	3	2	2	3
Total	28	28	35	36	38	38

While at the curriculum for junior high school level, the Ministry of Education, Teaching and Culture wrote the recommended book, it does not mention the sourcebook or reference at all for the curriculum of History at elementary school. The first curriculum for *Sekolah Rakjat* (SR/elementary school) was published in 1947 (known as *Rentjana Peladjaran* 1947 or the 1947 Lesson Plan). The curriculum contained only a list of subjects, the number of hours per week, and subject matter (see Table 2).

History lessons at SR began to be given in 4th grade to 6th grade with varying numbers of lesson hours. In 4th grade, history lessons were only given for one hour/week. At this level, students were invited to learn about their history and the surrounding environment. In this curriculum, the subject matter was mentioned.

Starting with the life of teachers, students, prominent people, History of buildings (e.g., school buildings), modernity (lights, clothes, vehicles, weaponry, music, books, etc. History of city of residence, History of our country (at first glance), puppet shadow stories (in accordance with the spirit of children, e.g., the birth of Gatotkatja etc) (Kementerian Pendidikan, Pengadjaran, dan Kebudayaan, 1947, pp. 35–36).

Starting in 4th grade, History was given for two hours/week. At this level, students began to study Indonesian History until the 16th century. The emphasis was on the historical story of great people

Table 3. Subjects and Time Allocation for High School Section A

	No	Subjects	Time Allocation			Remarks
			1 st grade	2 nd grade	3 rd grade	
Major subjects	1	Indonesian Language and Literature	4	4	5	
	2	Regional Languages and Literature	2	2	-	
	3	Classical Javanese	2	2	-	
	4	English	4	4	6	*Optional subjects
	5	French	3*	3*	3*	
	6	German	3*	3*	3*	
	7	History (National and World History)	3	3	3	
	Important subjects	8	Geography	2	2	2
9		History of Art	1	1	1	
10		History of Culture	2	2	2	
11		Ethnology	1	1	1	
12		Economics	2	2	2	
13		Statehood and citizenship	2	2	3	
Additional subjects	14	Algebra	1	1	-	
	15	Hygiene	1	1	-	
	16	Drawing	2	2	2	
	17	Physical Education	3	3	2	
	18	Religious Education	2	2	2	

Source: Ministry of Education Republic of Indonesia, 1952

or heroes who were considered to be important to the Indonesian nation. The goal was to get an example of life from those heroes and big names (Kementerian Pendidikan, Pengajaran, dan Kebudayaan, 1947).

History lessons in the 4th grade of SR continued previous material on Indonesian History to the contemporary period (1940s at that time). In addition, there was also additional content about the relationship of the Indonesian nation with foreign nations such as Arabs, Indians, Chinese, and The Netherlands. The establishment of the Republic of Indonesia and citizenship were also important materials in 4th grade (Kementerian Pendidikan, Pengajaran, dan Kebudayaan, 1947).

The curriculum 1947 actually used an aesthetic approach by teaching History, which was close to students and also by learning from historical figures (Kuntowijoyo, 2001). This approach was considered more suitable for elementary school-level students. This was one of the positive values of the curriculum 1947. However, this curriculum also needs to be improved due to its very Javacentric nature. The use of puppet stories or other local sources can indeed be viewed as a form of decolonization of the curriculum, but it also indicated that the curriculum was still not in favor of areas outside Java.

It was also likely influenced by the conditions

of political decolonization that were taking place at the time. In the atmosphere of the National Revolution, Indonesia held several negotiations with the Netherlands. In the Linggarjati negotiations that began in November 1946 and were signed in March 1947, the territory of the Republic of Indonesia became very narrow, especially in Java, Madura, and Sumatra only (Tirtoprodjo, 1962). Meanwhile, the Dutch also occupied major cities on these three islands as well as other islands. Outside the Republican-controlled area, schools turned back into colonial-era systems and curricula (Tilaar, 1995).

Curriculum of History Lessons Post Recognition of Sovereignty: Curriculum 1952 and 1964

The recognition of sovereignty in December 1949 and the consolidation of the Indonesian state in 1950 affected various fields, including education. The government sought to organize education by issuing Law No. 4 of 1950 on Education and Teaching in Schools. Under this law, education and teaching are aimed at forming capable human beings and democratic and responsible citizens who care about the welfare of society and the homeland.

The law also established Indonesian as the language used in learning, although kindergarten and SR students in grades 1-3 were still allowed to use vernacular languages. The policy on the use of Indonesian was based on the spirit of nationalism

Table 4. Subjects and Time Allocation for High School Part B

	No	Subjects	Time Allocation			Remarks
			1 st grade	2 nd grade	3 rd grade	
Major's subject	1	Algebra	2	2	3	
	2	Trigonometry	2	2	2	
	3	Space geometry	2	2	2	
	4	Descriptive geometry	1	1	1	
	5	Physics	4	5	5	
	6	Mechanics	1	2	3	
	7	Chemistry	4	5	5	
	8	Biology-hygiene	2	2	2	
Important subjects	9	Indonesian	2	2	2	
	10	English	3	3	4	
Additional subjects	11	German	2*	2*	1*	
	12	French	2*	2*	1*	
	13	Geography + Cosmography	2	1	-	
	14	History	2	1	-	
	15	Statehood and Citizenship	2	1	-	* Optional subjects
	16	Economics	1	1	-	
	17	Bookkeeping	2*	2*	-	
	18	Drawing	2*	2*	2*	
	19	Physical Education	3	3	5	
	20	Religious Education	2	2	2	

Source: Ministry of Education Republic of Indonesia, 1952

as well as the decolonization of education. After Indonesia became independent, many schools and even universities still used Dutch as the language of instruction. This phenomenon was changed through the Education and Teaching Act of 1950. Since the 1951 academic year, all schools were expected to abandon using the Dutch language and switch to Bahasa Indonesia.

The 1952 curriculum divided the high school into three parts or majors: Section A for the Department of Languages, Section B for the Department of Natural Sciences, and Section C for the Department of Social Sciences. History was taught in all three majors with a somewhat different allocation of time and material. Information about the allocation of lesson hours in each major can be seen in Table 3.

The History taught in Section A covered the ancient to contemporary periods. Students in the 1st grade studied ancient History until the 1600s. In 2nd grade, they studied History from the period 1600-1850 and continued the period 1850 to contemporary in the 3rd grade. The curriculum explicitly mentioned the details of the instruction for those periods as follows,

1. Ancient History need not to be taught very extensively, an outline of the History and a more detailed discussion about the most important periods are sufficient for the pupils in order to get full understanding of Modern History in their 3rd year.
2. The time-limit of 1850 for the 2nd year is

given in order to have more time for modern history (Ministry of Education Republic of Indonesia, 1952, p. 14).

In this case, the periodization was applied to the contents of both national History and world history. There was no clear elaboration or discussion regarding the reasons for the periodization. Unfortunately, the English version of the curriculum document, obtained from the ISEAS Library, did not detail what materials should be taught in each class.

More detailed content on History subject for high school could be found in the Bahasa Indonesia version of the curriculum (stored in the Cornell University Library). According to this document, students in Section A did not only study the national and world history, but also the History of art and cultural History. Art History was allocated 1 hour/week and taught in grades 1 and 2, covering prehistoric art (stone and bronze era and ornamentation art), Indian art in the temples, and ornamentation. Meanwhile, 3rd graders learned about art that is influenced by Islamic culture in the form of architecture and ornamentation, as well as puppet art.

Cultural History got an allocation of 2 hours/week. In contrast to the National History and Art History, this curriculum outlined the contents of Cultural History in great detail. The description of

Table 5. Subjects and Time Allocation for High School Section C

	No	Subjects	Time Allocation		
			1 st grade	2 nd grade	3 rd grade
Major's Learning Eyes	1	Government and Citizenship	2	2	2
	2	State of the year	1	2	1
	3	Economics	3	3	3
	4	Social Geography	3	3	3
	5	Economic Geography	3	3	3
	6	Ethnology	1	1	1
	7	History	2	2	2
	8	Trade science and artamatics	2	2	2
Important subjects	9	Bookkeeping	2	3	3
	10	History of Economics	-	2	2
	11	Indonesian	3	4	3
	12	English	4	4	4
Additional subjects	13	German			
	14	French	2	2	2
	15	Chemistry and Commodity History	2	1	2
	16	Algebra	2	2	2
	17	Hygiene	1	1	-
	18	Drawing	2	2	2
	19	Physical Education	2	2	2
	20	Religious Education	2	2	2

Source: Ministry of Education Republic of Indonesia, 1952

the Cultural History subject matter for High School Section A can be seen in Appendix 2.

The historical learning in high school Section B did not get a large portion. In this major, which focused on mathematics and natural sciences, History was only taught in grades 1 and 2 with a limited allocation of time as shown in Table 4.

The position of History subject in high school Section B was only as an additional subject. The allocation of time for historical learning was also very limited and was only taught in 1st and 2nd grades. Therefore, the historical content in this department contained only general knowledge and only important materials so that students get some idea of what happened in the past. The history of the world was discussed from the period of the French Revolution to the contemporary period, and Indonesian history was outlined with an emphasis on modern history. The teaching of history was focused on the development of science, its relation to history, and its effects.

In the Department of Social Sciences or Section C, the history subject got a better time allocation compared to Section B. History belongs to the major subject group and was taught from 1st to 3rd grade, as shown in Table 5.

The history subject matter for High School

Part C was not so detailed. In this curriculum, it was only mentioned that the material for grade 1 is History until 1600, grade 2 in 1850, and grade 3 is History to contemporary times. Ancient history was not discussed too much; the outline was only conveyed. Meanwhile, 2nd grade material can be extended beyond 1850 so that 3rd graders can focus more on modern history.

An interesting thing about the high school curriculum for Section C was the economic history course given to grades 2 and 3. The material taught includes the way humans meet their living needs. For the 2nd grade, the content was divided into economic History for Indonesia (from 1870) and the world (Asia and the West started from 1870). Meanwhile, the material for 3rd grade covered contemporary History.

The textbooks suggested to be used in the teaching of History according to the 1952 curriculum actually still followed the books from earlier periods. For example, the book *Sedjarah Indonesia*, written by Sanusi Pane during the Japanese colonial period, was still used in this curriculum. More information about the suggested books for the 1952 curriculum can be seen in Table 6.

Table 6. List of History Textbooks in High School Sections A, B, C

No	Subjects	Writer	Title
1	Indonesian History	Drs. Sutjipto	Dari Lima Zaman Pendjadjahan menudju Zaman Kemerdekaan (From Five Periods of Colonization into the Period of Independence)
		Drs. Suroto	Indonesia di Tengah-tengah Dunia I, II, III (Indonesia in the midst of World I, II, III)
		Mr. M. Hoetaeroek	Tanahku, Negriku (My land, my country), especially for Section B
		Sanusi Pane	Sedjarah Indonesia I, II (Indonesian History I, II)
2	World History	Drs. Sutjipto	Sedjarah Dunia I, II, III (World History I, II, III)
		Drs. Suroto	Indonesia di Tengah-tengah Dunia I, II, III (Indonesia in the midst of World I, II, III)
		Mr. M. Hoetaeroek	Sedjarah Umum I dan II (General History I and II)
3	Culture History	Drs. Sutjipto	Seni Artja India (The Art of Indian Statues)
4	Economic History	Subijakto	Sedjarah Ekonomi I, II (Economic History I, II)
		Djoko Tirtomo	Sedjarah Ekonomi (Economic History)
		Surojo Warsid	Sedjarah Ekonomi (Economic History)

Source: Djalal, 1970

The curriculum in Indonesia changed again in 1964. This curriculum was also known as *Kurikulum Gaja Baru* (the New Style Curriculum). This curriculum was very political because it aimed to realize Sukarno's ideology about Manipolusdek. Education should be based on Pancasila and adhere to the *Panca Wardana* education system. Unlike the 1952 curriculum that divided students into three majors since grade 1, the New Style Curriculum emphasized the division of majors in the 2nd grade with four types of directions that must be provided in every school, namely the department of Culture, Social, Exact Sciences, and Natural Sciences. The purpose of high school education in this curriculum was to prepare students to enter education at the university level. The list of subjects according to the New Style Curriculum can be seen in Appendix 3.

The History of Indonesia was a part of a basic group subject that must be taken by students from all majors with an allocation of 1 hour/week. Based on this curriculum, there are two objectives of Indonesian History as follows,

- (1) Educate children to become moral citizens and have Pancasila spirit.
- (2) Provide sufficient knowledge of Indonesian History to children so that they can be used in their national life and to continue their studies to higher universities. (Urusan Pendidikan SMA Jawatan Pendidikan Umum, 1964, p 34).

As mentioned earlier, this curriculum had an ideological imperative. Therefore, this curriculum explicitly mentions that teachers who teach History

must be *Pancasilaist* and support the ideals of Indonesian socialism.

The material content of the History of Indonesia was also Proclamation-centric and viewed Socialist-Indonesian society as an eschatology. Furthermore, the curriculum document provided further explanation of the Proclamation as follows,

- (1) All the struggles of the Indonesian nation since the 17th century, namely since the Indonesian nation lost its independence, have only one goal, namely Free Indonesia: this ideal was finally achieved in 17-8-1945.
- (2) The era of independence and glory of the Indonesian nation before the 17th century, which reached the peak of glory in the era of Srivijaya unity and Majapahit scouting, always provided inspiration and spirit to the struggle for independence.
- (3) Proclamation dated August 17, 1945, means the birth of the Unitary State of the Republic of Indonesia, the outbreak of the Indonesian revolution during the construction of the Socialist-Indonesian Society. This is because the History after 17-8-1945 aimed to realize the ideals of the proclamation" (Urusan Pendidikan SMA Jawatan Pendidikan Umum, 1964, p, 35).

Meanwhile, the eschatology of the Socialist-Indonesian society referred to in this curriculum was described as follows,

- (1) The historical movements of the Indonesian nation since ancient times led to the establishment of a just and prosperous society or a Socialist-Indonesian society based on Pancasila.
- (2) Providing a review and selection of historical facts must always be guided by the strengthening and realizing the ideals of the Socialist-Indonesian

Table 7. Description of Indonesian History Content in the Curriculum of 1964

Grade	Term	Subject Matter	Indo-		
1	I	<ul style="list-style-type: none"> • Southeast Asian Geography • The oldest humans in Indonesia • Indonesian nation – the displacement of the Indonesian nation and livelihoods in prehistoric times. • Gotong-royong as a joint of the life of the Indigenous Indonesian people. • The first Indonesian governments. • Kingdom I: Srivijaya • Kingdom II: Srivijaya (continued) 			
		II		<ul style="list-style-type: none"> • Mataram in Central Java • East Java until the beginning of Kediri. • Kediri • Singasari • Government Time I: Majapahit • Kingdom Time II: Majapahit (advanced) 	
				III	<ul style="list-style-type: none"> • Malay kingdom in Sumatra • The entry of Islam in Indonesia, Pasai, Gresik, Demak, Malacca and other areas. • New imperialism invaded Asia. • Dutch imperialism invaded Indonesia. • Mataram tried to drive the Dutch away.
	2	I		<ul style="list-style-type: none"> • Mataram • Aceh's resistance to imperialism • Makassar fought for free trade. • Banten maintained its independence. • Maluku (Ternate, Tidore) among the competition between Portuguese and Dutch imperialism. • Trunajaya rebelled. • The struggle of Suropati. 	
				II	<ul style="list-style-type: none"> • Dutch imperialism divided Mataram • Naka pitted Dutch imperialism and British imperialism. • People's suffering: land taxes and forced cultivation. • Pattimura.
					III
		3		I	<ul style="list-style-type: none"> • Around the Presidential Decree of July 5, 1959
II			<ul style="list-style-type: none"> • Domestic events after the Presidential Decree mentioned above. • Foreign events related to the development of the Indonesian revolution. 		
III			Repeat		

Source: Djalal, 1970

society.” (Urusan Pendidikan SMA Jawatan Pendidikan Umum, 1964, p 35).

The content of History subject for the Curriculum of 1964 showed the political nature of this curriculum. As shown in Table 7, resistances against colonial power were emphasized in this curriculum.

Table 12 also shows that the content of the

nesian History was a lot and very dense. This was not comparable to the allocation of lesson hours provided which is only 1 hour/week. Thus, it was highly likely that not all materials were delivered in classroom learning.

World History lessons were taught in grades 2 and 3 for the Culture department with a 1 hour/week time allocation. Meanwhile, this lesson is allocated 2 hours/week in the Social Science depart-

Table 8. List of Suggested History Textbooks for the Curriculum of 1964

No	Title	Writer	Publisher
1	Indonesia di tengah-tengah Dunia I, II, III (Indonesia in the midst of the World I, II, III)	Drs. Soeroto	Djembatan
2	Sedjarah Indonesia (Indonesian History)	Sanusi Pane	Balai Pustaka
3	Sedjarah Dunia I, II, III (World History I, II, III)	Drs. Sutjipto Wirjosu- parto	Balai Pustaka
4	Tanahku, Negeriku (My land, my country)	M. Hoetaoeroek, S.H.	Erlangga
5	Seni Artja India (Indian Art of Sculpture)	Drs. Sutjipto Wirjosu- parto	Walujo
6	Sedjarah Kebudayaan Indonesia I, II (Indonesian Cultural History I, II)	Drs. Sutjipto Wirjosu- parto	Indira
7	Pra-sedjarah dan Sedjarah Kebudayaan I, II, III (Prehistory and Cultural History I, II, III)	Drs. Sukmono	
8	Sedjarah Perekonomian (Economic History)	Subijakto	Erlangga
9	Sedjarah Ekonomi (Economic History)	Surojo Warsid	Saksama
10	Sedjarah Umum I, II (General History I, II)	M. Hoetaoeroek, S.H.	Erlangga

Source: Urusan Pendidikan SMA Jawatan Pendidikan Umum, 1964

ment. The material in this lesson was very dense, ranging from the history of India, China and Japan, Europe and America. Unfortunately, material about African History has not been included in the curriculum.

In the department of culture, students also learn about the History of Culture, which in this curriculum was described as “a history about the art, sculpture art, carving art, ornamental art, painting, tradition, customs, defense, religion and literature” (Urusan Pendidikan SMA Jawatan Pendidikan Umum, 1964, p. 73). This course was intended as a fusion of Art History and Cultural History, which were separated and considered less efficient in the previous curriculum. Although discussing culture, this subject was required to develop the *Pancawardana* values with a great emphasis on the History of Indonesian culture. The cultural History of other nations was also taught in a glimpse, only as a complementary. The time allocation for this lesson is 3 hours/week.

Students in the Department of Social Sciences also learned about economic history. The content discussed in this subject covered the History of the Indonesian and world economy. The discussion of the History of the Indonesian economy remains directed at the spirit of proclamation-centric and

toward a Socialist-Indonesian society as in the subject of Indonesian History. Meanwhile, the History of the world economy was directed to an Asia-Africa-centric perspective.

The books used in this curriculum were not much different from the previous curriculum. More detailed information on the history textbooks suggested in the 1964 Curriculum can be seen in Table 8.

The 1964 curriculum showed the decolonization of a historical curriculum based on the spirit of nationalism. However, the strength of Sukarno’s ideology about *Manipolusdek* also entered the curriculum. The proclamation-centric features introduced in the history curriculum also show the strong projection of the present into the past, making it very likely to slip into anachronism. Thus, History was used to perpetuate the ideology of the ruler.

CONCLUSION

The dynamics of the development of the historical curriculum in Indonesia have a long history. The historical curriculum originally developed in colonial times still tends to be European-centric and puts the Indonesian nation on the periphery. Japanese arrival in Indonesia during World War II also

affected education, including curriculum and history textbooks. Japanese propagating anti-Western nature provided fresh air for the decolonization of the curriculum. Thus, efforts to steer the history curriculum into an Asian perspective were beginning to become increasingly apparent.

Attempts to decolonize the historical curriculum became clearer after the Proclamation of Independence. The government was trying to create a history curriculum that foregrounded nationalism and the role of Indonesians in History. However, the effort was not easy because the references used in teaching were still written using sources from colonial times.

This research shows that political changes often affect the history curriculum. This point of learning became political and was often used to perpetuate power. Decolonization, in creating a nationally based curriculum, always follows the interests of the ruling government, which sometimes denies or manipulates history.

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Appendix 1

History Subject Matter for Junior High School Based on 1946 Lesson Plan

Source: Keputusan Menteri Pendidikan, Pengajaran, dan Kebudayaan ttg. Djakarta 19 Nop 1946 No. 1153/Bhg. A

Grade : I

Hours/week : 2

Subject Matter :

A. History of Ancient Indonesia until the end of the 16th century

1. The origin of the Indonesian nation
2. Culture of our ancestors
3. The arrival of the Hindus
4. A little bit about Hinduism and Buddhism
5. Hindu kingdoms in Indonesia
6. The relationship of these countries with other parts of the Indonesian archipelago and with the outside world.
7. Mataram in central Java and in East Java
8. Kahuripan, Kediri, Singosari, Majapahit
9. Pajajaran
10. Kingdoms in Bali and on other islands.
11. The entry of Islam in Indonesia.
12. Short narration of Islam
13. The arrival of the Portuguese.
14. The transfer of Demak power to Pajang and then Mataram.
15. The growth of Banten and the fall of Sunda.
16. Cirebon
17. The arrival of other Europeans

Book : G. de Haas and J. Poen: "Alg. Gesch. v.h. Mulodiploma" (teacher book)

B. General History of Antiquity until ± 1500

1. Summary Brief History of the nations of Egypt, Funisia, Assyrian Israel, Babylon, Persia, Greece, Rome.
2. Arabs and the religion of Islam.
3. The Germans and Celts of the Middle Ages.
4. Feudalism
5. Crusade
6. The conflict between the power of the state and the church.
7. The fall of the Roman-East kingdom
8. European adventures around the world

Book : E. Hardjasuita - "Sedjarah Indonesia untuk Sekolah Landjutan"
Sanusi Pané - "Sedjarah Indonesia" volume II (teacher book)

Grade : IIA and IB

Hours/week : 2

Subject Matter :

A. History of Indonesia from ± 1600 to ± 1800

1. Arrival of Dutch people in Indonesia.
2. V.O.C.
3. Kingdom of Banten, disputes with the Netherlands.
4. The Kingdom of Mataram, the expansion of the area in Java and other islands, as well as disputes with the Dutch.
5. Trunojoyo War
6. Banten's efforts to maintain its independence.
7. Dutch attempts to control the land of Java entirely.
8. The Suropati War and continued Dutch efforts divided Mataram.
9. Chinese murder.
10. The Madurese War.
11. Division of Mataram.
12. Dutch colonial wars to control areas outside Java: in East Sumatra, in Minangkabau.
13. About the government of the Company, the forced surrender of produce, the decline and finally the dissolution of the Company.
14. The most important points of the composition of the government of the Republic of Indonesia.

Book: Sanusi Pané – “Sedjarah Indonesia” volume II (teacher book)

B. General History from ± 1500 to ± 1800

1. Changes in the Christian churches of Germany, France and England.
2. Flow of opposing gereje change (counter-reform)
3. France’s attempts to take control of Europe and its consequences.
4. Absolutisme and Aufklärung.
5. The French Revolution.
6. New understanding in the political and economic field.
7. Napoleon I.

Kitab: G. de Haas and J. Poen: “Alg. Gesch. v.h. Mulodiploma” (teacher book)

Grade : IIIA

Hours/week : 3

Subject Matter :

A. History of Indonesia from ± 1600 to the present day

1. French - Dutch.
2. British government.
3. The Dutch are back.
4. The politics of Liberalism for themselves.
5. Diponegoro War.
6. Forced planting rules.
7. Priest’s War and Minangkabau War.
8. Summary of Dutch actions on other islands to plant or strengthen its power before and after 1859 (Madura, Bali, Sulawesi, Kalimantan, Maluku).
9. Aceh War.
10. National movement.
11. Indonesia in World War II

Book : Sanusi Pané – “Sedjarah Indonesia” III

A.J. Eykman and Dr. F.W. Stapel – “Concise Textbook of History of Ned. Indië v/h Mulo” (teacher book)

B. History of the World

1. Vienna Conference. Revolutions of 1830 and 1849.
2. France is expanding again.
3. German and Italian unity movement
4. Russian expansion.
5. The growth and development of British, French, etc. American imperialism.
6. The reaction of the Eastern nation against Western imperialism.
7. Japanese.
8. First World War.
9. Several political and economic schools were practiced after World War I.
10. League of Nations, Atlantic Charter, UNO.

Book: G. de Haas and J. Poen: “Alg. Gesch. v.h. Mulodiploma’
History of India, China, Japan, Philippines.

Contents were taken from G. Nye Steiger, H. Otley Beyer and Conrado Benitez – “A History of the Orient”.

Grade : III B and Women Junior High School IIIA, IIIB

Hours/week : 2

Subject Matter :

A. The History of Indonesia as in class IIIA.

B. General History as in class IIIA.

C. Knowledge of the makeup of state government as in class III A.

Appendix 2

High School Cultural History Material Section A, Curriculum 1952

Class 1	Class 2	Class 3
<p>A. Prehistoric Culture in Indonesia and other regions of the world</p> <p>B. Conception of what is meant by the History of culture and its relationship with other sciences such as world history, geography, language and literature, archaeology, ethnology, and so on.</p> <p>C. Periodization of the prehistoric period and the characteristics of each period.</p> <p>D. Migration of nations, especially those related to the theory of the origin of the ancestors of the Indonesian nation. Influence, development, and cultural change: cultural elements that come from outside Indonesia and their influence on Indonesian culture.</p> <ol style="list-style-type: none"> 1. Beliefs and perspectives on primitive communities, such as animism, dynamism, and so on. 2. Primitive communities have distinctive characters, structures, and customs related to property rights, marriage rules, the social position of the chieftain, and his position as a saint. 3. Ceremony to be part of the community (initiation) <p>D. Indian culture</p> <p>E. History of the Aryans and their culture before they came to India</p> <p>F. Hindu culture and Vedic culture</p> <p>G. Brahmin Period</p> <p>H. Upanisad Period</p> <p>I. Buddhist period</p> <p>J. The Trimurti period had trends</p>	<p>Continue the material given in class 1.</p> <ol style="list-style-type: none"> A. Additional about the influence of Indian culture to the surrounding countries. B. Indian influence in Kalimantan, Sumatra, and Java. C. Culture of the Mataram Period I D. Culture of the Kahuripan-Daha period E. The culture of the Majapahit period and the entry of Islam in Indonesia and its development. F. Indonesian culture in the early days of Indian influence <p>Note: An outline of the cultural History of China, Tibet, and Japan should also be discussed in teaching.</p>	<p>A. Islamic culture and the beginning of the development of Islam in Indonesia</p> <ol style="list-style-type: none"> B. Arabic before the time of the Prophet Muhammad C. History of the pulse and development of Islamic culture in the time of the Caliphate. D. The Qur'an and hadith E. Fiqh and <i>madzhabs</i> in Islam F. Shiar: the conception of "ahkam" and "arkan" in relation to: G. Syahadat H. Prayer I. Fast J. Zakat K. Haji L. Some important things in the Muslim community's way of life (marriage, inheritance, etc.) M. Guardians in Indonesia N. Islam during Demak-Mataram II (Sultan Agung) O. Christianity in Indonesia P. The growth and development of Christianity Q. Protestant and Catholic Missions of Rome R. Repetition of important things given in 1st and 2nd grade S. A brief history of the influence of European culture in Indonesia, especially from the early period of the Renaissance.

Source: Ministry of Education Republic of Indonesia, 1952

Appendix 3

Table A. List of Subjects in 1st Grade High School Based on the Curriculum of 1964

	No	Subjects	Time Allocation
Basic Group	1	Citizenship	2
	2	Indonesian language and literature	4
	3	Indonesian History	1
	4	Indonesian Geography	1
	5	Religious Education/Character Education	2
	6	Physical Education and Health Education	3
Special Group	7	Exact Science	4
	8	Natural Sciences	3
	9	Chemistry	3
	10	Life Sciences	2
	11	History	2
	12	English	3
	13	One Eastern language or other foreign language	2
	14	Economics and Cooperatives	2
	15	Drawing	2
Craft			2
Sports			2

Source: Urusan Pendidikan SMA Jawatan Pendidikan Umum, 1964

Table B. List of Subjects in 1st Grade High School Based on the Curriculum of 1964

	No	Subjects	2 nd grade Time Allocation	3 rd grade Time Allocation
Basic Group	1	Citizenship	2	2
	2	Indonesian language and literature	4	4
	3	Indonesian History	1	1
	4	Indonesian Geography	1	1
	5	Religious Education/ Character Education	2	2
	6	Physical Education and Health Education	3	3
Social Subjects Groups	7	Indonesian Language and Literature II	1	1
	8	History	2	3
	9	Earth Science	2	2
	10	English	3	3
	11	Exact Science	3	3
	12	Accounting	3	3
	13	Economics and Cooperatives	3	3
	14	Drawing	2	2
Elective Group	15	One Eastern language or another foreign language	2	3
	16	Regional languages	2	2
	17	Knowledge of Nature	2	2
Craft			2	-
Sports			2	2

Source: Urusan Pendidikan SMA Jawatan Pendidikan Umum, 1964

Appendix 3

Table C. List of Subjects in 2nd and 3rd Grades (Exact Science) High School Based on the Curriculum of 1964

	No	Subjects	2 nd grade Time Allocation	3 rd grade Time Allocation
Basic Group	1	Citizenship	2	2
	2	Indonesian language and literature	4	4
	3	Indonesian History	1	1
	4	Indonesian Earth Sciences	1	1
	5	Religious Education/Character Education	2	2
	6	Physical Education and Health Education	3	3
Exact Sciences Group	7	Algebra and Analytical Measuring Science	3	4
	8	The Science of Measuring Angles	1	1
	9	Space Measuring Science	2	2
	10	Mechanics	2	2
	11	Natural Sciences	4	4
	12	Chemistry	3	3
	13	Life Sciences and Health Sciences	2	2
	14	English	2	3
Elective Group	15	Drawing	2	2
	16	Economics and Cooperatives	2	2
	17	Natural Earth Science and Falak Science	2	2
Craft		2	-	
Sports		2	2	

Source: Urusan Pendidikan SMA Jawatan Pendidikan Umum, 1964

Table D. List of Subjects in 2nd and 3rd Grades (Natural Science) High School Based on the Curriculum of 1964

	No	Subjects	2 nd grade Time Allocation	3 rd grade Time Allocation
Basic Group	1	Citizenship	2	2
	2	Indonesian language and literature	4	4
	3	Indonesian History	1	1
	4	Indonesian Earth Sciences	1	1
	5	Religious Education/Character Education	2	2
	6	Physical Education and Health Education	3	3
Natural Sciences Group	7	Chemistry	4	5
	8	Life Sciences and Health Sciences	3	2
	9	Natural Sciences	4	4
	10	Algebra and Analytical Measuring Science	3	3
	11	The Science of Measuring Angles	1	1
	12	Space Measuring Science	1	1
	13	Mechanics	1	2
Elective Group	14	English	2	3
	15	Drawing	2	2
	16	Economics and Cooperatives	2	2
	17	Natural Earth Science and Falak Science	2	2
Craft		2	-	
Sports		2	2	

Source: Urusan Pendidikan SMA Jawatan Pendidikan Umum, 1964