

Colonization is Opposed to Freedom: Anti-Dutch Memories and the Didactic Practice of Indonesian History Teachers

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Abstract: This research examines the complexity of anti-Dutch memory in Indonesia by focusing on the idea that colonization is opposed to freedom. This research was carried out using qualitative methods. Data was collected using interview techniques, observation, and document study. The collected data was analyzed using a thematic analysis approach. An in-depth analytical exploration reveals how Dutch colonialism practices limited freedom. The concept of freedom in the context of colonialism includes restrictions on human rights, detrimental economic systems, and oppression of local culture. Anti-Dutch memory records persistent resistance through rebellion and war as a manifestation of freedom. The idea of independence was reflected in the Proclamation of Indonesian Independence in 1945, and liberator figures such as Soekarno became symbols of the struggle against colonialism. Anti-Dutch memory plays a central role in forming Indonesian national identity, constructing collective memory as a cultural heritage passed down through generations. This analysis enriches historical and social understanding, shows the complexity of teaching history, and emphasizes the importance of a contextual approach. This analytical exploration guides reflection on general statements and provides a basis for a deeper understanding of how essential freedom was in the struggle against colonialism. This article contributes to the Indonesian history education research literature. It opens space for further discussion about the impact of anti-Dutch memory on national identity and actual freedom in Indonesia.

Abstrak: Penelitian ini mengkaji kompleksitas memori anti-Belanda di Indonesia dengan berfokus pada gagasan bahwa penjajahan bertentangan dengan kebebasan. Penelitian ini dilakukan dengan menggunakan metode kualitatif. Data dikumpulkan dengan menggunakan teknik wawancara, observasi, dan studi dokumen. Data yang terkumpul dianalisis dengan menggunakan pendekatan analisis tematik. Eksplorasi analitis mendalam mengungkap bagaimana kolonialisme Belanda mempraktikkan kebebasan yang terbatas. Konsep kebebasan dalam konteks kolonialisme mencakup pembatasan hak asasi manusia, merugikan sistem ekonomi, dan penindasan terhadap budaya lokal. Memori anti-Belanda mencatat perlawanan yang gigih melalui pemberontakan dan perang sebagai wujud kebebasan. Ide kemerdekaan tercermin dalam Proklamasi Kemerdekaan Indonesia tahun 1945, dan tokoh pembebas seperti Soekarno menjadi simbol perjuangan melawan kolonialisme. Memori anti-Belanda berperan sentral dalam pembentukan jati diri bangsa Indonesia, mengkonstruksi memori kolektif sebagai warisan budaya yang diwariskan secara turun-temurun. Analisis ini memperkaya pemahaman sejarah dan sosial, menunjukkan kompleksitas pengajaran sejarah, dan menekankan pentingnya pendekatan kontekstual. Eksplorasi analitis ini memandu refleksi atas pernyataan-pernyataan umum dan memberikan dasar untuk pemahaman yang lebih mendalam tentang betapa pentingnya kebebasan dalam perjuangan melawan kolonialisme. Artikel ini berkontribusi pada literatur penelitian pendidikan sejarah Indonesia. Hal ini membuka ruang untuk diskusi lebih lanjut mengenai dampak memori anti-Belanda terhadap identitas nasional dan kebebasan aktual di Indonesia.



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INTRODUCTION

Indonesian history is a long narrative about this nation's struggle to gain independence from colonialism (Ahmad, 2016; Kurniawan et al., 2019; Utami, 2021). The Dutch colonial era was one of the most controversial periods in Indonesian history, leaving strong memories among generations who experienced or heard stories from that time. This research focuses on the relationship between anti-Dutch memories and the didactic practices of history teachers in Indonesia. Since Indonesia's independence in 1945, this nation has tried to build a strong national identity, which cannot be separated from the experience of the colonial period (Frakking et al., 2022; Utomo, 2022). Memories of the past, especially under Dutch colonialism, have had a profound impact on the way history is taught in Indonesian schools. In this context, this research explores how anti-Dutch memories are reflected in the teaching practices of history teachers in Indonesia and to what extent this may influence students' understanding of their past (Lévesque & Clark, 2018).

Anti-Dutch memories in Indonesia are a historical legacy and integral to the national identity (Bijl, 2012; Zurbuchen, 2005). While some consider it a source of inspiration and fighting spirit, others consider it a reminder of their ancestors' suffering. An analysis is needed to understand how these memories play a role in shaping the didactic approach of history teachers, especially in teaching the Dutch colonial period (Heryanto, 2022; Triyana, 2022). History teachers' didactic practices are vital to transmitting historical narratives to the younger generation (Lévesque & Clark, 2018; Pajriah & Suryana, 2021; Yefterson et al., 2020). In the Indonesian context, where resistance to colonialism is central to national history, the role of history teachers becomes increasingly essential (Kurniawan, 2023b). How they teach and convey historical narratives can shape students' views of their past and influence how they understand the concepts of freedom and liberty (McGregor, 2013).

This research is a continuation of previous studies that have discussed issues related to collective memory and identity, especially in the context of relations between Indonesia and the Netherlands. Pattynama's (2012) study on cultural memory and Indo-Dutch identity formations provides insight into identity formation related to relations between the Indo and Dutch communities in Indonesia. Jaskułowski et al. (2018), in their research on *Teaching the Nation: History and Nationalism in Polish School History Education*, pro-

vide a perspective on how history and nationalism are taught in Poland. Foray (2015), with his research on the *Trauma of Liberation: Dutch Political Culture and the Indonesian Question in 1945*, investigated the impact of Indonesian independence politics on Dutch political culture. Bijl's (2012) research on colonial memory and forgetting in the Netherlands and Indonesia discusses how colonial memory is maintained or forgotten in the Netherlands and Indonesia.

Meanwhile, Mogot's (2015) research, *Beyond the Dutch Indies: Colonial Memory of the Second and Third Generation Indo in Literary Texts and Monuments*, explores colonial memory from the perspective of the second and third generation of Indo. Doolan (2021), in his research, explores the concept of "unremembering" or ignoring the history of decolonization and how this affects society's collective understanding and perception. The research also discusses challenges or problems in understanding and remembering the history of decolonization and how this is reflected in collective memory. This research creates a richer and more contextual basis for understanding how anti-Dutch memory in Indonesia is closely linked to the concept of national identity and how historical teaching plays a crucial role in maintaining collective memory. By embracing various perspectives from previous research, this research can provide a valuable contribution to further understanding the complex dynamics of relations between Indonesia and the Netherlands in the context of history and memory.

This research involved an in-depth study of several history teachers in various schools in Semarang. Through in-depth interviews and classroom observations, this research investigates their didactic approaches to topics related to Dutch colonialism. Whether they tend to emphasize aspects of resistance and struggle or focus more on the negative impacts of colonization is the central question explored in this research. In addition, this article also considers the extent to which this didactic approach is reflected in students' understanding of their history. Do students tend to develop anti-Dutch views, or are they more likely to take a more objective approach to their past? This research hopes to provide in-depth insight into how history is taught in Indonesia by exploring the relationship between anti-Dutch memories and history teachers' didactic practices. In addition, the results of this research can contribute to developing a more balanced and objective history curriculum that reflects the diversity of viewpoints in Indonesian society.

After a better understanding of how anti-Dutch memories influence approaches to teaching history, Indonesia's young generation will have a fuller understanding of their history and appreciate the values of the freedom they collectively fought for.

METHOD

The research method used in this article is designed to provide an in-depth understanding of how anti-Dutch memories are reflected in the didactic practices of history teachers in Indonesia. By focusing on the interaction between historical memories and classroom teaching, this research attempts to unpack the complexity of factors that influence students' understanding of their past. This research was conducted from June to October 2023. The location of this research was a high school in Semarang, Central Java Province, Indonesia. The schools studied were SMA N 1 Semarang, SMA N 4 Semarang, SMA N 5 Semarang, SMA N 8 Semarang, and SMA N 12 Semarang. The research process was designed to obtain complex information from the history teachers involved.

This qualitative research design uses a case study approach as a conceptual framework (Yin, 2018). Case studies allow researchers to investigate phenomena in a real-world context, enabling an in-depth understanding of the experiences and views of the people involved. The focus on a few history teachers in various schools in Indonesia allows the research to explore the diversity of didactic approaches that may exist. This research involved twenty-five history teachers from various high schools in Semarang. The sample selection process

was carried out carefully to ensure a good representation of the various school contexts in Indonesia. History teachers from urban and rural schools and various levels of education were invited to participate in this research. Considering these differences, it is hoped that the research results will provide a more comprehensive picture of the relationship between anti-Dutch memories and teaching practices.

This research involved eighteen history teachers from various backgrounds who worked at Semarang High School. Demographically, the participants in this study were between 27 and 40 years old and had a minimum of 5 years of teaching experience and a maximum of 20 years. Apart from that, the participants in this research were also diverse regarding ethnicity and religion. Table 1 reflects the condition of the participants in this study.

All history teachers whose names are listed in the basic education data (DAPODIK) can participate in this research, and all teachers have agreed to participate. While obtaining approval from the teacher, information is provided in the hope that awareness will arise that participation in this research is a valuable contribution to the development of science. However, this does not give them any privileges; if they refuse, it will not negatively impact them. Teacher rights and research details are outlined in an agreement document approved by the school principal.

In-depth interviews are the main instrument for gaining insight from history teachers. Structured and open-ended questions were designed to explore their perspectives and experiences related to teaching topics related to Dutch colonialism. Interviews were recorded and then analyzed in depth. Direct observations were conducted to understand better how didactic practices are reflected in the classroom. Researchers observed how teachers delivered material, interactions with students, and student responses to learning. This observation includes several learning sessions to get a more complete picture. Documents, such as lesson plans, teaching materials, and student assignments, are analyzed to see the extent to which the didactic approach is reflected in the planning and implementation of learning. Document analysis can also help understand how fundamental concepts, such as resistance and independence, are conveyed in teaching contexts.

The collected data was analyzed using a thematic analysis approach. The initial step involves coding the data to identify naturally emerging patterns and themes. Thematic categories of anti-

Table 1 Characteristics of Student Participants

No	Characteristics	Information	F
1	Gender	Male	9
		Female	9
2	Age	25-30	5
		31-35	7
		36-40	6
3	Teaching experiences	5-10	7
		11-15	8
		16-20	3
4	Professional Teacher Certification	Yes	14
		No	4
5	Ethnic	Javanese	12
		Sundanese	3
		Chinese	3
6	Religion	Islam	11
		Catholic	4
		Protestant	3

Dutch memories and teaching practices were identified and further analyzed. This analysis provides a better understanding of how teachers integrate national historical narratives into their curriculum. This study complied with research ethics guidelines, including participants' rights to anonymity and confidentiality. Teachers willing to participate were asked to provide written informed consent before starting the study, and they could withdraw at any time without negative consequences. Research results are presented in aggregate to maintain individual and school privacy. Through this research method, a deeper understanding can be created of how anti-Dutch memories are reflected in the didactic practices of history teachers in Indonesia. The results of this research will provide a clearer view of the factors that influence history teaching in Indonesia and contribute to the development of a more balanced and objective curriculum.

RESULTS AND DISCUSSION

Anti-Dutch Memory in Indonesian Society: The Formation and Role of Education

Anti-Dutch memory is essential in understanding Indonesian society's history and identity. Forming this memory involves various factors, and one significant element is the influence of the education system. This section discusses in depth how anti-Dutch memory was formed in Indonesian society and the extent to which education played a role in maintaining and spreading this memory.

Anti-Dutch memory in Indonesia is not only the result of historical events but is also influenced by interpretations and narratives that develop in society. This memory formation is closely related to individual life experiences, oral stories, literature, and mass media (Dragojlovic & McGregor, 2022; Pattynama, 2012). Events of Dutch colonialism, such as Prince Diponegoro's resistance or tragedies during the colonial period, created heroic narratives embedded in collective memory (Utami & Widiadi, 2016). The social and economic disparities resulting from Dutch colonialism also played an essential role in shaping anti-Dutch memory. The suffering of indigenous people due to exploitation and oppression is an integral part of this memory narrative. These events triggered emotions and a spirit of resistance that was passed on from one generation to the next. Oral stories, traditions, and cultural heritage are essential in transmitting anti-Dutch memory. Grandparents, parents, and local figures are often the source of stories that shape children's perceptions of the past. Local rituals and traditions also frequently present narratives that depict re-

sistance to colonialism as part of cultural identity (Van Ooijen & Raaijmakers, 2018). Art and literature, such as folk songs or folklore, provided a form of artistic expression to strengthen and spread anti-Dutch memory. Through art, Indonesian people celebrate past heroes and remind the younger generation of the values of resistance and independence.

The role of modern mass media cannot be ignored in the formation of anti-Dutch memory. Documentaries, historical films, and media publications give a new face to stories of the past, renewing and spreading anti-Dutch memory to younger generations. In addition, social media platforms provide space for discussion and disclosure of personal experiences related to the history of colonialism (Mogot, 2015). The education system is crucial in forming and maintaining an anti-Dutch memory (Foray, 2015). The history curriculum in Indonesian schools officially includes material on Dutch colonialism, providing a substantial knowledge base for the younger generation. However, how the historical story is presented and understood by students also influences how anti-Dutch memories are formed. An in-depth analysis of history curricula can reveal how word choice and narrative focus affect students' perceptions of history (Zara, 2022). A critical approach to colonial events can help students develop a more nuanced understanding of the impact of colonialism, which in turn strengthens anti-Dutch memories. The role of history teachers in presenting historical material is also very significant. Teachers are responsible for guiding students through narratives that political views may influence. An inclusive and critical educational approach can help young people understand and appreciate the complexity of anti-Dutch history.

Apart from formal education, non-formal education facilities also significantly impact the forming of anti-Dutch memory. Museums, libraries, and local history centers allow people to learn more about history and past struggles. Educational events, seminars, and workshops have also become essential to maintaining anti-Dutch memory and encouraging open discussion (Adams, 1997; Kurniawan, 2011). In the context of forming anti-Dutch memory, critical education has a central role. Society must be empowered to understand history objectively, consider various perspectives, and accurately explore historical facts. Critical education helps avoid manipulating historical memory for specific political or ideological interests. Anti-Dutch memory in Indonesian society is not only a reflection of historical events but also the result of

interpretations, narratives, and learning approaches. From oral stories to mass media, from formal to non-formal education, every aspect plays a vital role in forming and maintaining these memories. The importance of critical education in presenting history gives hope that anti-Dutch memory can be passed on with integrity and diversity, building a deeper and more contextual understanding of Indonesia's past.

Anti-Dutch memory in Indonesia is a window that holds the knowledge of freedom and resistance to colonialism (Yefterson et al., 2020). This narrative analyzes how these memories reflect the knowledge of freedom that resisted Dutch colonialism in Indonesia. This collective memory is not only about past historical events but also about how Indonesian society absorbed and compiled knowledge about freedom in the context of colonialism. Anti-Dutch memories are closely related to the rebellion and resistance of the Indonesian people against Dutch colonialism. Events such as Prince Diponegoro in Java, the resistance in Aceh, and various other resistance movements formed a dramatic stage where knowledge of freedom was fought for tenaciously. The stories of national heroes who led the resistance carried messages of freedom that were raised and immortalized in collective memory.

Anti-Dutch memory is filled with solid symbols of independence. The Red and White flag, struggle songs, and national symbols became integral to the knowledge of freedom. These symbols symbolize physical resistance, the spirit, and determination to achieve freedom from colonialism. Anti-Dutch memories provide the basis for the narrative of national awakening. The thought and spirit of freedom through resistance to colonialism became the foundation for fostering unity and the spirit of independence. This knowledge is passed on from generation to generation through historical stories and the values that were fought for. Anti-Dutch memory also reflects knowledge of human rights and human dignity. Resistance to Dutch colonialism was often based on ideas of justice, equality, and human rights. Understanding these values is the foundation for building a society that respects individual and collective rights.

Anti-Dutch memories significantly formed the Indonesian national identity (Halbwachs, 1992; Kurniawan, 2011; McGregor, 2013). Knowledge of freedom, realized in the resistance to Dutch colonialism, became the main element that united various ethnic and cultural groups in Indonesia. The national identity gained from this resistance created a

solid foundation for understanding freedom as a fundamental right. Anti-Dutch memories strengthen the spirit of patriotism and nationalism. The struggle against Dutch colonialism taught us that freedom requires sacrifice and dedication. This knowledge continues to inspire the Indonesian people, encouraging a spirit of love for the country and loyalty to the country. The knowledge of freedom that emerged from anti-Dutch memories provided the impetus for continuing the struggle for independence. Even though Indonesia has achieved independence, the values and knowledge of freedom continue to be the driving force in facing challenges and building a better future. Anti-Dutch memories instill knowledge of the importance of sovereignty and independence. The struggle against Dutch colonialism opened our eyes to the need for political, economic, and cultural independence. This knowledge strengthens the resolve to protect the nation's sovereignty and carve out one's destiny.

History teaching in Indonesia includes events of resistance to Dutch colonialism as an integral part of the curriculum. The content of this curriculum reflects anti-Dutch memories as knowledge of freedom is passed down to the younger generation. A deep understanding of the history of resistance creates awareness of the importance of freedom in the context of national history. History teachers are essential in connecting anti-Dutch memories with knowledge of freedom. They convey historical facts and guide students to explore the values, motivations, and consequences of the struggle against Dutch colonialism. History teachers help shape students' critical views of history and knowledge of freedom. History teaching can be enriched through interactive approaches that actively engage students with anti-Dutch memories. Group discussions, simulations, or research projects can help students understand how the necessary knowledge of freedom shapes national identity and values. Utilizing visual and audio resources, such as documentaries or historical recordings, can enrich students' learning experiences. This helps revive the atmosphere of resistance and strengthens the knowledge of freedom through a more profound sensory experience. Anti-Dutch memories and the knowledge of freedom that emerged from this resistance impacted history and permeated social and political change. Indonesia's independence process created the basis for a more democratic and inclusive political system. Anti-Dutch memories also develop an understanding of the importance of tolerance and justice. The struggle against Dutch colonialism taught the values of inclusivity, respecting the rights of all in-

dividuals, and opposing all forms of injustice.

The emergence of anti-Dutch memory in Indonesian society cannot be separated from several historical, social, and cultural factors that shaped and maintained collective perceptions of the colonial period. Anti-Dutch memory stems from the long experience of Dutch colonialism in Indonesia. The colonialism phase involving economic exploitation, political oppression, and cultural restrictions became the primary basis for forming this memory. For example, the ban on speaking Indonesian, the ban on press media that is critical of the government, and what makes the biggest impression is racial discrimination and injustice in the eyes of the law.

Anti-Dutch memory was also formed through resistance and rebellion that reflected the desire for independence. Works documenting events such as the Diponegoro Uprising and the Aceh War made the colonial government increasingly oppressive toward the natives. Apart from that, the education system is also an essential factor. History curricula, textbooks, and teaching methods are vital in shaping young people's views of the colonial past. Educational studies and history textbooks, such as Wood's (2005), can help analyze how education forms anti-Dutch memory. By combining reference sources, this analysis provides a holistic view of the various aspects that shape anti-Dutch memory in Indonesian society. By detailing each dimension, one can understand the complexity and dynamics of the relationship between the colonial past and society's collective understanding.

Anti-Dutch memory grows between facts and myths about Dutch colonialism in Indonesia. The most significant historical fact is the duration of Dutch colonialism in Indonesia, which lasted almost three centuries. This fact creates a solid basis for anti-Dutch memory, considering the long period of colonial rule, which had profound economic, social, and political impacts. The practice of economic exploitation by the Dutch colonial government, such as the forced cultivation system, became a historical fact that sparked feelings of dissatisfaction and resistance among the community. The results of this exploitation created an understanding that colonialism was a form of oppression. The myth about 350 years of Dutch colonialism is often a narrative that strengthens anti-Dutch memory. Although it does not accurately reflect the actual duration, this myth magnifies and extends the duration of colonialism, creating dissatisfaction and a sense of injustice among the people. National heroes who led the resistance against the Dutch, such

as Diponegoro, Kartini, and Sudirman, are often considered mythological figures representing the spirit of struggle and freedom. Mythologizing these heroes can strengthen the perception that fighting the Dutch was the right struggle.

Historical facts presented in the history curriculum can be essential in shaping anti-Dutch memory. However, certain myths or conveying biased historical narratives can change people's perception of the role of the Netherlands in Indonesian history. How history teachers teach and approach the topic of Dutch colonialism can influence how students understand and form their memories. An approach that emphasizes the negative aspects of Dutch colonialism can strengthen anti-Dutch memories. Facts such as an apology statement or Dutch diplomatic efforts can shape a new political reality. However, myths surrounding the true intentions of these actions can also influence how people interpret and their collective memory of bilateral relations. Controversy or disagreement regarding specific political or diplomatic policies can strengthen anti-Dutch memories if people feel these actions do not reflect justice or peace. Anti-Dutch memory in Indonesian society cannot be understood only through facts or myths in isolation. Historical facts provide the basic framework, while myths shape the narrative and emotions. In this situation, a complex symbiosis occurs between facts and myths, which complement each other and form a solid collective view of the Dutch colonial period in Indonesia. Therefore, a comprehensive analysis must consider both dimensions.

Knowledge of freedom against colonialism, especially in the context of anti-Dutch memories, impacted Indonesia's relations with the international world. Indonesia's foreign policy and views on global issues reflect an independent attitude and rejection of external hegemony or domination. Indonesia's cultural and artistic heritage draws heavily on anti-Dutch memory. Music, fine arts, literature, and theatrical performances often reflect a spirit of freedom and resistance. These works become artistic manifestations that create a cultural identity and transmit knowledge of freedom. Anti-Dutch memory in Indonesia holds stories of the heroic past and is a source of deep understanding of freedom. Through resistance to Dutch colonialism, Indonesian people built a national identity that respected freedom, unity, and human dignity. These memories form a strong foundation for teaching history, defining the nation's view of individual rights, and directing Indonesia's journey as an independent and sovereign country. By understanding

and appreciating anti-Dutch memory, citizens can continue to enrich their knowledge of freedom and pass it on to future generations.

Exploring the Curriculum and Teacher's Role in Conveying Anti-Dutch Memories

Teaching history in Indonesia allows society to understand historical roots and internalize critical values. In this context, the history curriculum and the role of teachers are critical elements in conveying collective memory, especially anti-Dutch memory. This article will describe the content of the history curriculum in Indonesia and then examine how history teachers practice learning, especially in dealing with Dutch colonialism.

The history curriculum in Indonesia reflects efforts to teach students about their country's history. Its contents cover various historical periods, from prehistoric times to the period of independence (Kurniawan, 2023a). When exploring this curriculum, it is essential to understand the extent to which its content reflects anti-Dutch memory. The content of the history curriculum covers events of Dutch colonialism, mainly focusing on the experience of the struggle against colonialism. However, paying attention to how this narrative is conveyed in the curriculum is necessary. It is also essential to evaluate whether the curriculum provides space for students to develop a critical understanding of these historical events. This distinction can influence how students internalize anti-Dutch memories as part of their national identity (Purwanta, 2018). The history teacher's role is decisive in delivering the history curriculum and shaping students' views of historical events, including anti-Dutch memory. History teachers are not only transmitters of information but also facilitators who guide students in understanding and analyzing the complexity of history.

First, it is necessary to understand how history teachers understand and convey the topic of Dutch colonialism. Teachers who can adapt learning according to the context and needs of students can create a more dynamic and inclusive learning environment. The use of teaching methods is also an important aspect. An approach like this can help students become more involved in learning history and build a deeper understanding of the topic of Dutch colonialism. The diversity of teaching materials also needs to be considered. This way, students can gain a complete perspective and understand that history is not always black and white. In the context of anti-Dutch memory, it is essential to consider a multicultural approach to teaching history. History teachers can create awareness of the plu-

rality of perspectives (Stoel et al., 2017; Yogev, 2013), allowing students to explore history from multiple points of view. This approach can also help overcome stereotypes and prejudices in the collective memory. History teachers can emphasize universal values and differences within Indonesian society, providing a more critical understanding of historical events and anti-Dutch memory.

The material content that is the basis for developing anti-Dutch memory in schools includes the Diponegoro War (1825-1830); teachers often emphasize the Diponegoro War as an example of Resistance to Dutch colonialism. This event is considered a symbol of the struggle against oppressive Dutch colonial expansion. Apart from that, there was also the Aceh War, which was quite heroic. The impression emerged among students that the Aceh War was a resistance that succeeded in eroding Dutch domination in the East Indies. A period that was quite important in forming anti-Dutch memory, namely the Resistance in the 20th Century, such as the *Sumpah Pemuda* or Youth Pledge (1928) and the Resistance against Japanese colonialism, provides further understanding of the spirit of nationalism that involved Resistance to any colonialism. In the following period, the Proclamation of Independence (17 August 1945) became the initial milestone in forming the Indonesian state. The focus on this moment strengthens the narrative that Indonesia is liberating itself from colonialism. In the revolutionary period, two battles that gave an anti-Dutch impression were the Battles of Ambarawa and Surabaya. Both strengthen knowledge about the importance of opposing colonialism.

Critical educational approaches in the curriculum can expose students to a deeper analysis of colonialism and colonialism. This can create a more complex understanding of the roots of anti-Dutch memory. In this case, history teachers are essential in conveying material content in an appropriate context. Interesting and critical teaching methods can positively impact students' understanding of Resistance to the Dutch. Finally, it was understood that the history curriculum in Indonesia had a significant role in forming anti-Dutch memory in society. By including material that highlights the struggle against colonialism, the revolutionary period, and the struggle to maintain independence, the curriculum forms a strong foundation for a collective understanding of Indonesia's past. The importance of presenting information with critical and diverse perspectives provides an opportunity to form a mature and complex view of the history of colonialism, which in turn influences anti-Dutch

memories among Indonesia's younger generation.

Besides, learning methods that actively engage students, such as research and history projects, can effectively deepen their understanding of anti-Dutch memory. History teachers can provide projects that allow students to investigate historical topics that interest them (Jaskułowski et al., 2018), including aspects of Dutch colonialism that may not be covered in depth in the curriculum. Creating projects like these expands students' knowledge and provides opportunities for them to develop research, critical analysis, and problem-solving skills. By actively involving students in learning, history teachers can create an environment where anti-Dutch memories become more vivid and meaningful.

Although there is excellent potential in history teaching practices in Indonesia, obstacles and challenges also need to be overcome. Limited human and material resources can hinder the development of a diverse and in-depth curriculum. Training and support for history teachers in adopting innovative approaches is also essential to ensure the quality of learning. In addition, political sensitivity can sometimes limit history teachers' freedom in presenting controversial material such as Dutch colonialism. Efforts to create an open, critical, and inclusive learning environment must be strengthened to ensure students gain a balanced and contextual understanding of historical events. Teaching history in Indonesia is an essential foundation in shaping people's understanding of their past, including anti-Dutch memory. Evaluation of the history curriculum, the role of the history teacher, and teaching approaches and methods are critical steps in optimizing student learning experiences. Through joint efforts to face obstacles and challenges, citizens can ensure that history teaching in Indonesia becomes a vehicle that enriches, enlightens, and stimulates students' interest in their history, including anti-Dutch memory, which is an integral part of national identity.

Challenges in Maintaining Anti-Dutch Memory in Indonesia: Globalization, Foreign Influence, and Controversy

Maintaining anti-Dutch memory in Indonesia involves internal efforts and confronts external challenges from globalization and foreign influence. In addition, controversies in managing historical narratives are also part of the struggle to ensure that anti-Dutch memory remains alive and relevant. This article will discuss these challenges, analyze the impact of globalization and foreign influence, and

highlight the controversies and obstacles faced by history teachers.

In the era of globalization, information and ideas can spread quickly and widely through various communication channels. This can influence how society understands and teaches history, including anti-Dutch memory. Globalization brings universal concepts and views that may differ from local narratives (Bubandt, 2008; Misiaszek, 2017; Zajda, 2022). The influence of international media and information sources can shape people's perceptions of specific historical events, including Dutch colonialism in Indonesia. Moreover, the global narrative could damage or degrade the values contained in the anti-Dutch memory maintained by Indonesian society. An educational approach based on a global curriculum can also eliminate local aspects and minimize the empowerment of anti-Dutch memory in the national context. This challenge requires a wise strategy in integrating global understanding with maintaining the integrity of local historical narratives.

Maintaining anti-Dutch memory also faces internal controversies that can create tensions within society. The biggest challenge in maintaining anti-Dutch memory is choosing the focus and historical narrative that will be conveyed. In a diverse society like Indonesia, there are various points of view and experiences regarding Dutch colonialism. Harmonizing a narrative that reflects this diversity while retaining the essence of anti-Dutch memory is a crucial challenge. Some critics may see anti-Dutch memory as an expression of excessive nationalism or disloyalty to global values. Maintaining this memory requires understanding that this effort is not intended to create global strife but to understand and appreciate the role of history in shaping national identity. Another challenge arises from ideological conflicts in society (Nayar, 2004; Ross, 2012). Some groups or individuals may have different views about Dutch colonialism and anti-Dutch memory, which can create tension and conflict in efforts to maintain this memory together. There are fears that the maintenance of anti-Dutch memory could be threatened by possible attempts at historical revision from both within and outside the country. The public must remain alert to efforts to change or cast doubt on historical events related to resistance to Dutch colonialism.

History teachers are essential in overcoming the challenge of maintaining anti-Dutch memory. History teachers often face political pressure, especially in sensitive historical contexts like Dutch colonialism. Certain governments or groups may in-

fluence how history is taught to achieve specific political goals. More resources, whether in historical literature, teacher training, or access to supporting materials, can hinder delivering rich and in-depth teaching about Dutch colonialism. Creating critical awareness of historical events requires special skills and approaches. History teachers must be able to guide students to understand and evaluate information sources critically, which is often a challenge in the globalization of information. Globalization brings different values and world views. History teachers must address the challenge of preserving local and national values while opening space for balanced global understanding.

Overcoming the challenges of maintaining anti-Dutch memory requires a holistic strategy involving various parties, including the government, educational institutions, and the public. Develop a balanced, critical, and inclusive history curriculum to ensure a holistic understanding of historical events, including Dutch colonialism. This involves engaging historians, educators, and other stakeholders. Encourage critical educational approaches that enable students to understand multiple perspectives and develop the analytical skills necessary to respond to diverse information. Utilize information technology to present diverse learning resources, including global sources, and facilitate broader and deeper student discussions. Encourage open dialogue among society, especially involving various groups and generations, to create a shared understanding of anti-Dutch memory. Initiatives such as seminars, workshops, and conferences can be an effective means of achieving this goal. Support in-depth historical research and publications that can help unearth new or forgotten aspects of historical events related to Dutch colonialism.

Maintaining anti-Dutch memory in Indonesia involves collaborative efforts by various parties. While bringing new challenges, globalization and foreign influence also open opportunities to enrich our understanding of history. Controversy and obstacles, while not wholly avoidable, can be overcome with a thoughtful and inclusive approach. By facing this challenge, Indonesia can maintain and strengthen anti-Dutch memory as an integral part of its national identity.

Sustainability of National Identity and Intergenerational Relations

Anti-Dutch memory in Indonesia is not just a historical record but has also become integral to national identity. The influence of Dutch colonialism on Indonesian society has formed a collective nar-

rative that plays an essential role in shaping national identity. This article will discuss the impact of anti-Dutch memory on the formation of Indonesian national identity and examine how this memory is transmitted from generation to generation.

Anti-Dutch memory has become one of the pillars in the construction of Indonesian national identity. National identity is a collective image of who we are as a nation, and Dutch colonial history plays a central role in shaping this narrative (Pattynama, 2012). The struggle against Dutch colonialism became a heroic foundation that illustrates the spirit of independence and resilience of the Indonesian people. Historical events such as Prince Diponegoro, the resistance in Banten, or the battle against the Dutch in several regions have been immortalized as essential moments in anti-Dutch memory. This historical record and a heroic story create the identity of a national hero and a spirit of struggle inherent in the nation's soul (Zurbuchen, 2005). Its impact is felt in various aspects of Indonesian society, from art and literature to politics and culture. Resistance songs, poetry, and works of art that raised the theme of resistance to Dutch colonialism became cultural expressions that strengthened anti-Dutch memory as an inseparable part of national identity.

Anti-Dutch memory functions not only as a tool for forming national identity but also as a unifying nation. Within the framework of building national identity, anti-Dutch memory reminds Indonesian people of events that united various ethnic and cultural groups in a common struggle. During the colonial period, various ethnic groups in Indonesia united to fight colonial power. Anti-Dutch memory created an awareness of national solidarity that continued to be strengthened and passed on to subsequent generations. Indonesian national identity, in this context, is not just a particular ethnic or religious identity but a shared identity built on the spirit of resistance to colonialism. Anti-Dutch memory also significantly impacted the country's leadership and policies. Indonesian national leaders often refer to the struggle against colonialism as a source of inspiration and legitimacy. Anti-Dutch memory narratives are frequently presented in official speeches and government policies to remind people of the historical roots that bind them. Apart from that, Indonesia's foreign policy can also be influenced by anti-Dutch memories. Indonesia's views on international issues reflect an independent attitude and disapproval of forms of colonialism or imperialism. Anti-Dutch memory became an essen-

tial catalyst in shaping the country's views and actions in the global arena.

Indonesian art and culture profoundly reflect the impact of anti-Dutch memory. Artists, writers, and cultural figures often explore historical themes related to Dutch colonialism in their works. Indonesian literature is full of stories of heroism against colonialism, which function as entertainment and a medium to convey messages of identity and patriotism. Fine arts, theater, and music also often raise themes of resistance to Dutch colonialism. A clear example is a drama or musical performance that depicts these historical events to entertain and pay tribute to anti-Dutch memory.

One key aspect in the continuity of anti-Dutch memory is how this memory is transmitted from one generation to the next. Intergenerational relationships play an essential role in preserving and strengthening collective memory, thereby ensuring that the values of resistance to Dutch colonialism continue to live and be relevant (Grzywacz, 2013). Many anti-Dutch memories are transmitted through oral heritage and family traditions. Grandparents, parents, and other family members are often the primary sources who tell experiences and historical stories related to Dutch colonialism. These stories convey historical facts and the values, emotions, and spirit of resistance inherent in anti-Dutch memory.

Schools and history curricula play a central role in transmitting anti-Dutch memory. Formal learning provides a more systematic knowledge base about historical events and the contribution of struggles to national identity. A well-designed history curriculum can help students better understand Dutch colonialism and its impact. In the current era of information technology, social media and technology provide new ways to transmit anti-Dutch memory. Videos, articles, and online discussions can help spread an understanding of history and strengthen national identity (Heryanto, 2018). However, ensuring that the information presented remains accurate and contextual is essential. Special events, commemorations, or celebrations like National Heroes' Day in Indonesia provide opportunities to revive anti-Dutch memories. Through these ceremonies, the community can celebrate and honor the services of national heroes who were involved in the resistance against Dutch colonialism.

Critical and inclusive understanding needs to be strengthened to ensure the continuity of anti-Dutch memory and its impact on national identity. It is essential to recognize that anti-Dutch memory is not a single narrative. Various ethnic groups, lo-

cal communities, and individuals had different experiences and perspectives on resistance to Dutch colonialism. Including diverse perspectives can provide a more comprehensive understanding of historical complexity. History education should encourage a critical understanding of historical narratives. Students must be invited to ask, analyze, and question the information they receive. This will help avoid compartmentalizing history into simple narratives and trigger a deeper understanding of the historical context.

Open and inclusive dialogue between generations, ethnic groups, and communities is critical to strengthening and renewing anti-Dutch memory. In-depth discussions can help overcome differences of opinion and reunite unity within the framework of national identity. Acknowledgment of complex historical events and justice for victims of Dutch colonialism are also essential parts of continuing anti-Dutch memory. This process may involve official recognition, apologies, or reconciliation efforts that can help build a strong foundation for a more inclusive collective memory. The impact of anti-Dutch memory on Indonesian national identity will continue to grow. Especially with global challenges and changes in societal dynamics, it is essential to ensure that these memories remain alive, relevant, and able to inspire future generations. A solid and inclusive national identity is an essential asset in facing the future, and anti-Dutch memory will continue to play a vital role in building the foundations of a unified and diverse Indonesian national identity.

Colonization is Opposed to Freedom: Defending the Narrative

Dutch colonization in Indonesia created limitations on individual freedom. Through political, economic, and social control, Indonesian people experience restrictions on their fundamental rights. This condition creates a paradox where individual freedom is sacrificed for colonial interests. Dutch colonialism was characterized by political and economic oppression. Policy determination by colonial rulers often conflicted with local interests, hindering political participation and economic growth. The result was a need for more freedom in managing one's affairs and dependence on colonial policies. Freedom to express cultural identity and diversity was also limited under Dutch colonialism. Colonial policies often denigrated and ignored local cultural riches, creating repression of expressions of local identity.

Dutch colonization in Indonesia created eco-

conomic inequality and limited human rights as a whole (Oostindie, 2008). Freedom of speech, assembly, and religion were often restricted to suppress potential resistance and ensure colonial hegemony. The colonial economic system that favored the Dutch caused significant economic inequality. This creates detrimental economic dependency for Indonesian society, hampering local economic development and reducing freedom to manage one's resources. Dutch colonization often involved the suppression of local culture. The imposition of Dutch as the official language and the emphasis on colonial values resulted in restrictions on the freedom to maintain and develop cultural identity. Anti-Dutch memory records events of rebellion and war as tangible manifestations of the struggle for freedom. Movements such as the Diponegoro resistance and the battle for independence represent the tenacity of the Indonesian people in achieving freedom from colonialism (Ross, 2012; Utami, 2021). Freedom was central in Indonesia's Declaration of Independence in 1945. Anti-Dutch memory recognized that independence was an inalienable right, and that colonialism was a severe threat to the achievement of this right. Anti-Dutch memory also reflects appreciation for liberator figures such as Sukarno, Hatta, and others who led the struggle against colonialism. They are considered pioneers of freedom and integral to Indonesia's national narrative.

The idea that colonization is opposed to freedom significantly contributes to the construction of collective memory in Indonesia. Anti-Dutch memory is not only about fighting physical colonialism but also depicts resistance to the oppression of freedom and fundamental rights. Anti-Dutch memory forms a solid Indonesian national identity. Self-identification as a nation that was once colonized and succeeded in liberating itself strengthens a sense of unity and nationality, viewing freedom as the primary value. Anti-Dutch memory is not only a historical heritage but also a cultural heritage guarded and passed on from generation to generation. This creates an emotional bond with the past and provides a basis for understanding the self and the nation. Analytical exploration allows researchers to understand the complex nuances of anti-Dutch memory better. Researchers can delve into the roots and impact of resistance to Dutch colonialism by looking beyond general statements. This in-depth analysis details the relationship between the concept of freedom and the context of research on anti-Dutch memory in Indonesia. This clarifies how the struggle against colonialism occurred in the

physical arena and the arena of freedom. This analytical exploration also has implications for historical and social understanding. Explaining the concept of freedom in the context of colonialism opens the door to further reflection on how history shapes society and shapes social norms.

Anti-Dutch memory in Indonesia reflects persistent resistance to colonialism. Rebellions and wars such as those that occurred in the 19th and early 20th centuries are proof of how Indonesian people rejected the unfreedom imposed by the colonialists. Collective memory also reflects the importance of national liberation from Dutch colonialism (Bijl, 2013; Oostindie, 2008; Pattinama, 2012). The idea that colonialism is the main obstacle to national freedom and independence is strengthened in the narrative of the Indonesian independence struggle. National heroes who led the resistance against the Dutch, such as Diponegoro, Kartini, and Sudirman, became symbols of freedom and resistance. Anti-Dutch memory highlights the role of these heroes in fighting oppression and fighting for independence. The understanding that colonialism is inimical to freedom played a vital role in forming Indonesia's national identity. Anti-Dutch memory created a historical narrative and became the basis for national values and the spirit of freedom. In the research context, this understanding provides insight into how anti-Dutch memory influences history teaching in Indonesia. History curricula tend to reflect that colonialism threatened freedom, and the rebellion against the Dutch was a concrete manifestation of the struggle for freedom. The understanding that colonialism is contrary to freedom has implications for maintaining anti-Dutch memory. Globalization and foreign influence threaten this understanding, and controversy may arise in efforts to maintain collective memory.

Anti-Dutch memory is not only focused on the past; instead, it creates a drive for actual independence. Political, economic, and cultural freedom remain values to be pursued, and anti-Dutch memory encourages Indonesian society to maintain and practice these values in a modern context. Anti-Dutch memory is not just about fighting colonialism; it also created the foundation for forming an independent nation. The understanding that colonialism is a form of unfreedom is one of the main drivers in forming a national identity based on freedom. Reflections on anti-Dutch memory underscore the importance of dialogue and shared understanding in society. Through open discussion, people can understand various perspectives on how

colonialism conflicts with freedom and how this shapes collective understanding.

The in-depth analysis underscores the complexity of history teaching in Indonesia. Incorporating the idea of colonization as opposed to freedom in the history curriculum can open space for a deeper understanding of the complexities of resistance to colonialism. This reflection emphasizes the importance of a contextual approach in teaching history. Teaching history is about physical events and the values and concepts that motivate historical action. The discussion highlighted the contradiction between colonialism and the idea of freedom, exploring the roots of Indonesian society's resistance to Dutch colonialism. In the research context, understanding this complexity provides a deeper understanding of how anti-Dutch memory plays a crucial role in shaping national identity and historical understanding in Indonesia.

CONCLUSION

This research explores the complexity of anti-Dutch memory in Indonesia, focusing on its position after the Dutch apologized for their colonial actions. Various elements have emerged from the analysis, including societal responses, changes in history teaching, and their impact on arts and culture. This research's conclusions result from an in-depth understanding of the dynamics that influence the perception and maintenance of anti-Dutch memory in Indonesia. The main conclusion of this research is that the anti-Dutch memory position remains complex and nuanced. Although the Dutch apology was considered a positive step by some members of the public, there was still disagreement and mixed feelings regarding the quality and completeness of the apology. Anti-Dutch memory remains relevant as an integral part of Indonesian national identity, and challenges continue to arise in adapting it to the dynamics of bilateral relations and changes in approaches to teaching history.

This research shows that anti-Dutch memory remains essential in the Indonesian national identity struggle. The implication is the need to continue to preserve and care for this memory as an inseparable part of historical heritage, strengthening the sense of nationality and the spirit of resistance. The research implications highlight the importance of open dialogue and reconciliation in responding to changes in the position of anti-Dutch memory after the apology. This shows the need for inclusive conversations between various social groups to build shared understanding and achieve more profound reconciliation. This research shows that the Dutch

apology has influenced the teaching of history in Indonesia. The implication is the need to continue updating the history curriculum with a contextual and critical approach to reflect the dynamics of change in collective memory.

The research implications also underline the role of art and culture as a mirror of society in responding to contemporary historical events. Through their creative works, artists and cultural figures are important in reflecting and conveying society's views on anti-Dutch memory. The research implications reflect that collective memory management is an emerging challenge. By understanding the complexity, the implications of this research emphasize the need for an inclusive approach and deep understanding to maintain collective values in the context of global change and dynamics. This research provides insight into how the position of anti-Dutch memory in Indonesia can influence bilateral relations with the Netherlands. The implication is the need for diplomacy that is sensitive and responsive to the dynamics of Indonesian society in responding to historical actions.

Future research could more deeply explore the perspectives and experiences of individuals from various societal groups regarding the Dutch apology. Additionally, research could broaden the scope to include the impact of changing anti-Dutch memories on the younger generation and its role in shaping their views on history and national identity. Longitudinal studies could also better understand how anti-Dutch memory positions develop.

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