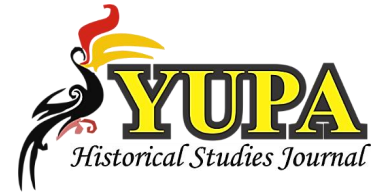


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Utilization of Local History Studies of The Soeracarta Heritage Society Forum as Enrichment in Learning History at Regina Pacis Senior High School in Surakarta

Christianto Dedy Setyawan¹, Sariyatun², Cicilia Dyah Sulistyaningrum Indrawati³

^{1,2,3} Universitas Sebelas Maret, Surakarta, Indonesia

¹christsetyawan@yahoo.co.id, ²sariyatun@staff.uns.ac.id, ³ciciliadyah@staff.uns.ac.id

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Abstract This research was conducted to find out the utilization of local history study of Soeracarta Heritage Society forum in enriching the insight of SMA Regina Pacis Surakarta students. This research used descriptive qualitative method. The data collection techniques applied were interviews and direct observation. Data analysis in this study used interactive model analysis. The results showed that: 1) the identification of local history studies in the history learning process at SMA Regina Pacis Surakarta is still not optimal due to the lack of breadth of insight. 2) the utilization of local history studies of Soeracarta Heritage Society forum is very effective in enriching the insight of SMA Regina Pacis Surakarta students.

Keywords: Local History, Soeracarta Heritage Society, History Learning

Abstrak Penelitian ini dilakukan untuk mengetahui pemanfaatan kajian sejarah lokal forum Soeracarta Heritage Society dalam memperkaya wawasan siswa SMA Regina Pacis Surakarta. Penelitian ini menggunakan metode kualitatif deskriptif. Subyek penelitian ini adalah kelas X IPS 3. Teknik pengumpulan data yang diterapkan ialah wawancara dan observasi langsung. Analisis data dalam penelitian ini menggunakan analisis model interaktif. Hasil penelitian menunjukkan bahwa : 1) identifikasi kajian sejarah lokal dalam proses pembelajaran sejarah di SMA Regina Pacis Surakarta masih belum optimal karena kurang luasnya ruang lingkup wawasan. 2) pemanfaatan kajian sejarah lokal forum Soeracarta Heritage Society sangat efektif dalam memperkaya wawasan siswa SMA Regina Pacis Surakarta.

Kata kunci : Sejarah Lokal, Soeracarta Heritage Society, Pembelajaran Sejarah



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INTRODUCTION

History is part of the long journey of mankind throughout his life. The past events that unfold in life are certainly very broad. History is the science of man and time (Kuntowijoyo, 2013: 10). With history, humans can study the dynamics of human life in a certain period and region. History provides an overview from multiple perspectives on the dynamics of human life, nations, and countries. History studies uniqueness because it pays attention to the past based on a certain time and place. The broad scope of history has an impact, namely the lack of exposure to certain areas of history that are rarely touched in learning. I encountered this in my research at SMA Regina Pacis Surakarta, namely regarding aspects of local history.

Local history is defined as the story of a group of people who live in a limited geographical area (Abdullah, 2010: 15). Local history is closely related to the geographical boundaries of a region. Local history can discuss historical events at the village, sub-district or district level. The scope of local history revolves around the beginnings, developments, triumphs, and setbacks found in a particular region. Local history is the smallest unit of history that is in direct contact with the grassroots community. Ironically, the existence of students in a region is not directly proportional to their understanding of local history. Insight into the figures, events, and buildings in the immediate environment is lacking.

Local history has a distinctive identity that builds its characteristics so that its existence can be recognized by the community. All the events that took place in the past are not buried by the present or the future, but become a reflection of self-worth. Not recognizing history is the same as not recognizing oneself. Therefore, reflecting on history is a wise action for humans (Permanasari, 2015: 13). Local history does not only stand for past events in a region but also has benefits for human life in the present and future. Local history has a role in building the identity and pride of local communities (Rahayu, 2020: 5). Knowing local history will foster an attitude of belonging to cultural heritage sites or historical descriptions found in the area where a community group lives.

The author chose to study local history in the Soeracarta Heritage Society (SHS) forum because there are many discussions and findings within the historical community that will enrich students' insights if brought to the classroom. In the discussion activities, workshops, and historical blusukan held by SHS, there are many discussions about local history in Surakarta and its surrounding areas. The research location was chosen at SMA Regina Pacis Surakarta because the author teaches at the school so that the aspect of knowing students in terms of attitude and academic competence has been built. One effective way to enrich students' local history knowledge is to bring the results of the SHS forum study into the classroom in the form of fun learning. Students will become more aware of the history in Surakarta. This article guides readers on the utilization of the SHS forum study results that have a direct impact on student learning in the classroom.

METHOD

This research used qualitative research methods. The research location was SMA Regina Pacis Surakarta and the Soeracarta Heritage Society community secretariat. The population of this study were grade X students. The sample of this study was class X IPS 3 with the interview process conducted with four students. The steps that researchers take are using qualitative methods. Researchers analyze learning through direct observation and interview methods. The observation technique was used to find out the history education learning activities at SMA

Regina Pacis Surakarta. This technique is used to observe and explore information about the behavior and state of the research environment in accordance with the actual and actual conditions (Nazir, 2014: 154).

Interviews can be defined as the process of obtaining information for research purposes by means of question and answer (Nazir, 2014: 170) Interviews were conducted with informants to obtain relevant data related to the research problem. In this case, the author interviewed a sample of students to find out their level of understanding of local history, which in this case is the history of the Colomadu Sugar Factory contained in the second semester material of class X. Interviews were also conducted by the author to two history teachers who taught in class X IPS 3 and two SHS community administrators. By conducting thorough observations and interviews, it is hoped that real and holistic research results can be obtained.

In the process of collecting data at school, the researcher conducted in-depth interviews regarding four students' understanding of local history in Surakarta, especially about the Colomadu Sugar Factory. The interviews were conducted by asking open-ended questions and in a non-formal atmosphere, namely outside of class hours. Interviews with two history teachers were conducted separately by asking open questions about lesson planning, level of understanding, and integration of local history material into teaching materials. Interviews with two SHS community administrators were conducted at the same time with the focus of questions on the basis of discussion forum activities, the consideration of discussing the history of the Colomadu Sugar Factory, and the impact of discussing local history outside the community forum. Observation in the field was carried out to obtain data in the field through observation during the process of learning activities taking place at school.

Regarding data validity, researchers used triangulation of sources and methods. This was carried out considering several sources of information obtained and the research methods applied. In terms of data analysis, researchers used an interactive model analysis including data reduction, data presentation, and conclusion drawing and verification. Reduction is needed to sharpen the analysis of data and eliminate unnecessary data. Data presentation is needed to bring together the various data obtained so that it can be seen as a whole through narrative text. Conclusion drawing and verification are needed to describe the research results and find the stability of the data obtained.

RESULT AND DISCUSSION

Soeracarta Heritage Society Forum History Discussion

On October 27, 2017, Soeracarta Heritage Society (SHS) held a historical discussion with the theme Tjolomadoe Story at Rumah Banjarsari. This activity, which was open to the public, was a continuation of the historical blusukan agenda to the former Colomadu sugar factory five days earlier. The discussion forum that discussed the history of the Colomadu sugar factory presented Sukronedi (BPCB Central Java), Wahyu Broto Raharjo (archaeologist), and Yunanto Sutyastomo (chairman of Soeracarta Heritage Society) as speakers.

The Colomadu sugar factory is located in Malangjiwan Village, Colomadu District, Karanganyar Regency, Central Java Province. The Colomadu sugar factory was founded by KGPAA Mangkunegara IV in 1861. In addition to these buildings, in the era of KGPAA Mangkunegara IV many economic support buildings were erected such as the Tasikmadu sugar

factory, rubber factory, and rice mill. The Colomadu sugar factory conducted its first milling season in 1863. At that time the factory was led by an administrator named R. Kamp. The factory area covered an area of 95 hectares. With a milling period of 95 days, the factory produced 3900 quintals of products. The Colomadu sugar factory was equipped with advanced technology that had an impact on optimizing sugar production.

During the Japanese colonization, the Colomadu sugar factory was led by De Labre who was then taken prisoner by the Japanese, so the leadership of the company was held by Sempu Sundaru. During the Japanese colonial period, sugar production declined sharply due to the difficulty of obtaining labor. In 1946, the Mangkunegaran swaprja government was abolished and the following year the Colomadu sugar factory was taken over by the Indonesian government. In 1998, the Colomadu sugar factory was closed. This is inseparable from the phenomenon that occurred since the early 1990s when the company, which is included in the PTP XV-XVI (Persero) area, suffered many losses. Many farmers prefer to plant secondary crops so that the amount of sugar cane entering the factory cannot meet the daily production needs. This closure caused the condition of the Colomadu sugar factory to be neglected.

In its heyday, the Colomadu sugar factory was an area built with various infrastructures. On the east side of the factory stood an administrative work building that coordinated various matters related to staffing and factory performance. On the east side, there is an administrative office house with European architecture. The building, now called Royal Besaran, serves to receive guests and was once used as a resting place for KGPAA Mangkunegara IV. On the opposite side of the factory forecourt, there was a large area where factory employees lived and Panti Suko was built as a means of entertainment for workers from fatigue. Music and sports entertainment are activities held at Panti Suko. In 2018, the long-stalled Colomadu sugar factory was revitalized by the state. The new face of the factory turned into a multifunctional building as a museum, cafe, economic business gallery, seminar room, and music concert area.

Understanding of Local History of Regina Pacis High School Students in Surakarta

To see the extent of local history understanding of SMA Regina Pacis Surakarta students, research was conducted in class X IPS 3. In the class, a lesson on the history of Islamic Mataram was being taught by the teaching teacher. When the teacher held an apperception in the form of a picture show about Pura Mangkunegaran, it was seen that many students did not recognize it. In the interaction between the teacher and students, it was found that some students knew the location of Pura Mangkunegaran but not many had visited the building. Upon further investigation, it turned out that this was not only the case for students who came from outside Solo, but also for students who lived in the Solo area. It is ironic that students are blind to their surroundings.

The sense of unfamiliarity found in SMA Regina Pacis Surakarta students is caused by several things. First, students admitted that what they knew about Islamic Mataram was limited to the scope of the establishment of the kingdom up to the division of the kingdom in the Treaty of Giyanti and the Treaty of Salatiga. What students understand is limited to what is presented in the textbook. Beyond the textbook material, students are not moved to seek deeper insights into Islamic Mataram after the Treaty of Giyanti and the Salatiga Treaty. The coverage of material that does not lead to details about Mangkunegaran causes students to think that they do not need to learn that far. Secondly, students are less familiar with Mangkunegaran because

students are more familiar with national history and even world history. Students are not familiar with local history because their carrying capacity does not make them familiar with aspects of locality. Students' daily lives revolve around school, tutoring, and home. It is like a repetitive cycle of routine. As a result, students do not realize that there are historical buildings around their school or home.

Third, students do not participate in history communities or public forums that discuss history. Surakarta is a city that has many historical communities such as Soeracarta Heritage Society, Solo Societeit, and Soerakarta Walking Tour. The Surakarta City Government also often holds seminars, public talks, and exhibitions that emphasize historical aspects. This is less optimized by SMA Regina Pacis Surakarta students. In fact, by joining these communities and activities, students' insights will increase. The lack of understanding of local history by students is also triggered by this.

Efforts to Enrich Local History Insights in Class X Learning Materials Through the Results of the Historical Studies of the Soeracarta Heritage Society Forum

Concrete actions to enrich local history insights in SMA Regina Pacis Surakarta students are carried out by integrating the results of the SHS forum's historical studies into classroom learning. The essence of the material discussed within the scope of the community covers detailed matters so that it will be useful to add depth to students' historical insights and foster awareness of local history in the surrounding environment. When the teacher enters the classroom and teaches the material about Mangkunegaran through the material obtained from SHS, there is an increase in students in terms of attention, enthusiasm, and knowledge. Learning activities become more lively because many historical facts in Surakarta are newly known by students. Especially for students who live around Pura Mangkunegaran or De Tjolomadoe, they are more interested in the historical material taught.

The material from the SHS forum study was taught in the form of presentations in front of the class through Canva. The core material presented by the teacher included the founding of Mangkunegaran, the era of Mangkunegara IV, and the Colomadu Sugar Factory. The material is delivered by including unique facts that have never been written in History textbooks. For example, achievements during the reign of Mangkunegara IV, things that made the Colomadu Sugar Factory develop, and historical buildings around the Colomadu Sugar Factory that still stand today. This kind of material integration makes students explore their curiosity about the history of Mangkunegaran. They are triggered to be actively involved in learning activities by asking questions to the teacher. The course of learning on the material that is usually limited to the aspects of the Giyanti Agreement alone then becomes more colorful. A summary of the material presented in class based on the material from the SHS forum study can be seen in the table below.

Number	Aspect	Focus of Discussion
1.	Royal Institution	Pura Mangkunegaran
2.	King Figure	History of Mangkunegara IV
3.	Reign Period	Mangkunegara IV's policies in various fields
4.	Economy	The building layout of Colomadu Sugar Factory area
		Management of Colomadu Sugar Factory
		Achievement of Colomadu Sugar Factory
		Impact of the existence of Colomadu Sugar Factory

Teaching local history as a complement to national history offers a new dimension for students. Teaching historical material based on the results of the SHS community forum study makes students aware of the importance of having insight into the history of the surrounding environment. This is evidenced by the results of interviews with students which show an increase in the scope of knowledge about local history in the context of Mangkunegaran. Students are helped by additional material in the form of new findings or study results that have not been published in student reading books.

CONCLUSION

Local history talks about past events that happened in our neighborhood. Local history material, in this case related to Mangkunegaran, is rarely written in textbooks. In classroom learning, teachers also rarely discuss it. As a result, there is a void in students' knowledge that is not accommodated by learning activities at school. The existence of historical communities such as the Soeracarta Heritage Society, which regularly organizes historical discussions by presenting experts, provides a new dimension in understanding local history. The results of the study forums in the community that are integrated into learning materials in the classroom have proven to be able to expand the scope of students' knowledge.

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