



Critical Thinking in Jong Sumatranen Bond Materials Through Learning History in XI Class of SMA Sukabumi

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Abstract: Jong Sumatranen Bond (JSB) is a movement pioneered by young Minangkabau students, which is oriented towards the progress of Sumatra and ultimately as one of the pioneers in the national interest, namely encouraging the development of national political awareness and no longer on the interests of certain tribes or certain regions. This attitude of nationalism is evidenced by the organization's desire to change its name to Pemuda Sumatra. The organization which was founded by the youth of Sumatra in Jakarta on December 2, 1917 in the STOVIA building aims to strengthen the bond between students from Sumatra. They instill confidence that someday they will become leaders, and participate in building knowledge to learn about Sumatran culture. The results of this achievement can be seen from the implementation of the Youth Congress 1 (1926) and II (1928) which has broken down the barriers of regional nationalism and gave birth to the mainstream of national organizations. History learning aims to create a generation of people who are educated and have a nationalist, wise and wise attitude. For this purpose, it can be realized through education in schools. Textbooks in schools become a reference in learning, in this case the subject of history accommodates these goals. The history textbook contains material related to the implementation of past national values for today's needs. One of the important points in the application of this textbook is the cultivation of character values that build a strong nation in unity, namely Nationalism. The author's aim is to analyze the content of nationalism character values in history textbooks for class XI. The results of the research that have been analyzed show that there is an



instillation of the value of nationalism in history textbooks in the organizational material of the early Indonesian movement and also the youth oath.

Keywords: Jong Sumatranen Bond, Nationalism, History Learning, Sumatra, Politics

Introduction

History learning is essentially a subject that comes from the social life of the community and is selected using the help of theories or concepts from other social sciences. Sayono (2006) explains that the history subject in high school contains two missions, namely: First, for intellectual education. Second, for value education, humanitarian education, education for moral development, identity, nationalism, and national identity. However, the reality on the ground indicates that the national and moral attitudes of students as young people have faded, they have forgotten to maintain the noble values of the nation's culture inherited by the founding fathers (Aman, 2014: 23). One of the reasons is the lack of references to these local events (Hardina, 2017).

The use of one of the national organizations (read: Jong Sumatranen Bond) as a media to raise awareness of history can be used as an alternative solution in fostering character and fostering student nationalism. This is an interesting thing as well as challenging students to think critically in interpreting the history of Indonesian nationality through the history of the Jong Sumatranen Bond national organization.

Jong Sumatranen Bond (JSB) is a regional youth organization originating from associations from Sumatra. Besides JSB, there are similar organizations such as Tri Koro Dharmo and Jong Minahasa. This organization was formed to be able to produce national leaders who can also learn and develop Sumatran culture. JSB has six branches, four in Java and two in Sumatra, namely Padang and Bukittinggi. Quoting Edy Suwardi (2007), JSB had a different goal from the goals of the youth organizations that existed at that time, this organization aimed to raise awareness among its members to be called and appear as leaders and guides of their people.



Therefore, the arag movement underwent a transformation from everything that was local or regional in nature to become Indonesian national in nature.

History learning is closely related to the growth of national awareness through figures or events that occurred in the past. As revealed by Agung & Wahyuni (2013), history subjects are subjects that instill knowledge, attitudes, and values regarding the process of change and development of Indonesian society and the world from the past to the present. On this basis, history subjects should be used as compulsory subjects in schools (Pernantah, 2016).

A quick look at the 2013 curriculum in Basic Competence (KD) for Core competence (KI) 1 (religious attitude) tells us that it is necessary to appreciate the example of leaders such as Soekarno and Mohhammad Hatta that can be used in awakening nationalism and critical thinking from historical events that have occurred. happened (Umasi, 2016). Students can be invited to think critically about what Soemitro (1994:32) quoted, that this archipelago is inhabited by hundreds of tribes with diverse cultures and different beliefs and religions. This fact encourages the pioneers of independence to have a unified understanding that the nation is a group of people who have the same historical background, destiny, goals and ideals.

This formula unites all ethnic groups in Indonesia into one nation that will lead the Indonesian people to the gates of independence. That's why readiness in the learning process is very necessary for the continuity of a good learning process (Ibrahim, 2018). Every lesson in school has its own vision, here history learning has a vision of forming students' national awareness by critical thinking. However, history learning which should play a role in preparing generations who are ready to face the challenges and changing times does not present dialogue in the classroom and does not prioritize the attitude of building students' critical thinking skills. The teacher here has an important role in teaching historical material that is close to the reality of students' lives and is able to stimulate the stimulus so that students can think more critically.



On this occasion, it is important that critical education through critical pedagogy with a local historical content approach in the study of history learning in schools is realized, in order to produce students who are critical and think reflectively so that they can respond to the developments and demands of the times. This is the aim of this research. What is different from this research compared to other research lies in an in-depth study of the literature so as to provide a comprehensive picture, and critical pedagogy in history learning is carried out with a local historical content approach, where the author uses the history of Jong Sumatranen Bond as a medium in channeling values. character and the introduction of Indonesian noble values in the context of history learning in schools.

Methods and Research Design

Methods. This research is a Critical Pedagogical Research in Social Sciences and Historical Education that uses a qualitative approach. Borrowing the opinion of Hezkia (2016) a qualitative approach is a process of taking written data from events or phenomena. To explain this research used descriptive method with literature review as a data collection technique. The process of collecting data comes from secondary data originating from documents such as books, educational history theories, theses, theses, dissertations or relevant research journals (Hadari & Martini, 1992).

Research Design. This research was conducted in November 2022. The variables of this research are critical thinking in case studies of local history and learning history. The data in the study is a source of information needed by the author in the research conducted. Borrowing the opinion of Nazir (1988: 111), that literature study is a technique of collecting data by conducting a review study of books, literature, notes, and reports that have to do with the problem being solved.



Results and Discussion

Jong Sumatranen Bond was established on December 9, 1917 in Jakarta. This organization was founded by young students from the island of Sumatra. Like Tri Koro Darmo, Jong Sumatranen Bond was also established at the STOVIA Building, Jakarta. Citing Tri Karyanti (2010), the purpose of this organization is to strengthen brotherly relations between young students from Sumatra and invite its members to appreciate Sumatran clothing, arts, language, crafts, agriculture and history. In his activities, Jong Sumatra came from Sumatra to become the nation's leader. Every youth is instilled a sense of love for their own culture. In a short time, branches were established in various cities, such as in Bogor, Bandung, Padang, Bukittinggi, and others.

The figures of Jong Sumatranen Bond are Mohhammad Hatta, Mohammad Yamin, M. Tamsil, Bahder Johan, Assaat, Abu Hanifah, Adnan Kapau Gani. In an effort to accelerate the organization's goals, there are efforts that have been taken: eliminating feelings of racial prejudice among the Sumatran people, strengthening feelings of mutual help and together elevating the status of the Sumatran people by using special propaganda tools, lectures, etc. (Leirissa, 1989:7). Sadulloh (2011) once said that pedagogy is a science that discusses education, namely a science that focuses on children's education. So, pedagogy tries to explain the intricacies of children's education and is a theory of children's education. Daryanto and Tantrial (2012) also added the opinion of Uyoh, that in pedagogy, the teacher is the main character who plays an important role in learning.

Because a teacher in the learning process will manage all teaching processes, starting from planning, selecting materials and determining learning methods. The idea of critical pedagogy was strongly influenced by the Brazilian thinker and practitioner of education, namely Paulo Freire (1921-1997). Critical pedagogy is very concerned with configuring the relationship between teacher and student by using meaningful dialogue. Critical pedagogical concepts were born from the reflections and life experiences of Paulo Freire. Critical pedagogy basically can also be understood in two meanings, first critical pedagogy as a thinking



paradigm. in this case it is built on the basis of critical thinking to always question and criticize education itself. Second, critical pedagogy as a social movement.

The ultimate goal of critical pedagogy is to give birth to an egalitarian, humanist, democratic education praxis based on critical thinking among students (Hidayat, 2013). Quoting Piki setri (2020), history learning should serve to make students aware of the process of change and community development in the time dimension and to build historical perspectives and awareness in determining, understanding, and explaining past national identity. the present, the future in the midst of a changing world (Agung & Wahyuni, 2013). Based on the objectives and nature of history learning above, history learning can be developed using critical pedagogical studies or approaches.

History learning in critical pedagogical studies is an approach that seeks to help students in the historical learning process by questioning and criticizing any existing historical material and events so that it will give birth to a reflective thought that makes students able to learn and interpret every historical event and material contained in the text. history learning in schools. then history learning can be developed using critical pedagogical studies or approaches. History learning in critical pedagogical studies is an approach that seeks to help students in the historical learning process by questioning and criticizing any existing historical material and events so that it will give birth to a reflective thought that makes students able to learn and interpret every historical event and material contained in the text. history learning in schools.

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Discussion and Recommendations

The organizational movement during the Indonesian national movement was something that opened a new dynamic in the history of the Indonesian nation. Organizations such as Jong Sumatranen Bond are one of the organizations that transform local struggles into national struggles and produce important figures who play a role in national awareness, such as Mohhammad Hatta. The role and contribution of national figures and historical events in the past, when reconstructed into the historical learning process with the concept of critical thinking, transfers important values that can strengthen national identity in the current generation and an effective way to do this is through the learning process in schools.

This is the conclusion regarding Critical Thinking of the Jong Sumatranen Bond material in history learning in class XI. The best lesson that can be drawn from the legacy of Jong Sumatranen Bond's struggle is about the values of nationalism that break down walls called ethnicity, religion, or race. The attitude of regional nationalism has turned into nationalism. And of course these values will form the identity of the nation today if it is built in historical learning that emphasizes critical thinking patterns. Such historical learning not only strengthens critical pedagogical concepts but has created reflective thinking that enables students to learn and interpret every historical event in history learning materials in their schools. This research has weakness, such as lack of bibliography. Therefore, for the next research, we recommend to add the references.



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