

WHAT AND HOW TO IMPROVE THE LOCAL HISTORY MATERIAL IN HISTORY LEARNING

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ABSTRACT

The simple formula used to explain the local history in this paper is the history that tells about the dynamis life of a community with its culture in an area, a certain regionality. In the “locality” perspective of location or geography aspect which include the village, city, region, and province and its variety, Indonesia would have many of it. However, the local history has a strategic role while providing a wide possibility in improving the national history writing. In term of theme, the possibility for the local history materials writing and development is interesting and open. However, there is a challenge, which is the limitation in gaining the historical resources, particularly the written one. Therefore, the local history material development in Indonesia relies on the oral tradition and oral history.

Key words: *Local history, material development, oral resources.*

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Introduction

Each nation will certainly write its history, national history is very important as the realization of self-identity that is loaded with various dynamics in establishing and developing the nation. Like Indonesia, in the early post-independence, came the idea of the national history existence which contains past experiences regarding the good things/triumph or the defeat or destruction of any event experienced. The need for history existence was urgent which immediately realized by a symbol of identity and simultaneously validated the existence of the state as well as the considerable new nation of Indonesia (Kartodirdjo, 2001: 47).

After the independence was proclaimed, one of the nation's task was to create a national foundation for itself, for it is very vulnerable to the identity disputes. Conceptually the national history was a decision towards achieving the national integration (Abdullah, 2010: 17). This intention was realized by publication of the book *Sejarah Nasional Indonesia Vol I-VI* by the Ministry of Education and Culture, which was considered Indonesiasentric, in 1975. Take it into consideration; the book was published 30 years after the independence of Indonesia. The process of writing the history book is not easy, which was initiated by the first *Seminar Sejarah Nasional Indonesia* (Indonesian National History Seminar) in 1957 in Yogyakarta.

Regardless of the criticism against the book of *Sejarah Nasional Indonesia*, this book can be said to have succeeded in concept presenting the Indonesian principle based in science (Purwanto, 2006: xiv). However, it was realized that the national centric trend of history writing may ignore

the plurality of social dynamics reality, which exist in each area of Indonesia. This is of course very unfortunate, why?, Because it is considered to ignore the meaning of certain communities, especially those relating to the history surrounding environment. Furthermore, it is suspected to be detrimental for Indonesian themselves which is composed of various ethnic groups with their various customs, culture, religion and language.

As it is known that the geographical condition of Indonesia consists of many islands (Sabang to Merauke) with the various environmental conditions has resulted in a heterogeneous society/plural (Wiriaatmadja, 2002: 151). It should be considered that Indonesianism formed by the vertices of events at the local level are now being faced with the trend of the waning of the unity spirit, which can be seen by many horizontal crises caused by the unfairness in various aspects of life (economic, socio-cultural, political, legal). Should be put with more consideration is the emergence of the phenomenon that shows problems in the Indonesian identity as a nation and the ethnic entity that regards themselves as the representation of those who have rights on certain areas, while the other ethnic groups are not (Purwanto, 2006: 156). The Indonesian identity tend to not able to guarantee that all citizens may live in every of Indonesia safely and peacefully.

Considering this tendency, it is time to better promote the writing of history based on the material taken from various different communities exist in al over Indonesia as a concern about their existence, thefore the above problems will not happen. Before elaborating about the local history, the definition given by the experts will be

discussed. Some historians have defined and provide an understanding of what is the local history. However, there is no exact agreement about the definition. It is not easy to formulate local history, but we should not bother, as stated by Finberg and Skipp (1973: vii): 'We do not know what we mean by local history, and we do not care; but we mean to go on with it '.

The local history is also mentioned as the study of a community life or particularly a community of a neighborhood in the development dynamic in various aspects of human life (Widja, 1991: 15), while more specifically Finberg mentioned; community, township or village (Finberg : 1973). Another definition of Goubert, 1971: 113:

... local history that which concern a village or a few villages, a small or middle-sized town (a large harbor or a capital is beyond the local scope), or a geographical area not greater than the common provincial unit...

Which explain that the scope of local history is as wide as a village or few villages, small town, middle-sized town, or a geographical area not greater than province. Historian Taufik Abdullah in his book 'Sejarah Lokal di Indonesia' explain that the meaning of the word 'local' is simple, a place, a space or a locality determined by an 'agreement' proposed by the history writer himself (Abdullah, 2010:15). Therefore in a simple way, the local history is a past story of the society groups in a limited geographical area. This simple formulation is also used to explain the local history in this article, the history which tells about the society life dynamics community with its culture in a certain area, regionality.

Regarding the local history study object conducted in Indonesia, it can be divided into four which are: the study focused on a particular event; the study focused on the structure; the study on a certain aspect in certain time (thematical study); and the study of general history which explore a certain area development (province, town, region) from time to time (Abdullah. 2010:28). In term of the last kind of local history study, agree or not, the local history often claimed as a regional history because the region is identical with politic that may ignore the real ethnical culture. While the important meaning of local history is often related to the relation or its role towards the national history sustainability

It is often said that local history has not much attention during this time, most often considered as not important, and not contextual in the national history. However, the recent trend of the locality attitude and ethnocentrism should be anticipated through the history perspective that will untie the knots of Indonesia-ness (Mulyana, 2007: 111). However, the interest of the local history research and writing has been there, the scientific meeting in the form of local history discussion had been held five times, in 1982, 1984, 1986, 1994, and 2000 (Departemen Pendidikan Nasional, 2001: vii). Moreover, the government through the Department of Education and Culture has the Project of the National History Inventory and Documentation by publishing many local history monography (Mulyana, 2007: 207). In 2001, the government have the Project of National History Awareness from the Directorate General of Culture, the Ministry of National Education has written a book with the title of '*Kumpulan Makalah Diskusi Sejarah Lokal Sub Tema: Konflik Komunal Dan Keterasingan*

Sosial I' and 'Sub Tema: Pembangkangan Sipil Dan Konflik Vertikal II (Departemen Pendidikan Nasional, 2001). Eventhough the content has not yet satisfied many parties, but it should be appreciated as the government effort in documenting the important events happened in various area of Indonesia.

This phenomenon should be interpreted wisely, not by antipathy, because despite being independent and united for 68 years the social and political relation harmony in the form of ethnic conflict and national identity is still an issue that continues to color the life of this nation.

Many events occured at locally is the nation's binding knot, but something important in the national history does not automatically means alot on the local history (Abdullah, 2010: 19). Local history exists and develops without being associated with the events occured in a broader scope (national). Local history has a very important meaning for the community lives in that particular geographical area. By doing research on local history, not only enrich the national history, but more importantly, it deepen the knowledge about the socio-cultural dynamics of this plural Indonesia society. However, the local history has a strategic role and provide a broad possibility in developing the national history writing.

There is a significant relationship between the local history and the national history. Even though not all local history is part of the national history, because local history has socio-cultural aspects which is 'autonomous'. Often, the things exist at the national level can only be understood

by looking at what is happening at the local level, because that higher level usually only provides an overview of the general patterns and problems, while the more concrete and detail situation can only be understood through the picture of local history (Kartodirdjo, 1982: 35).

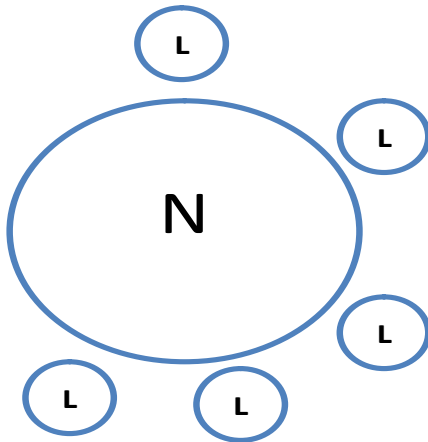
In this case the national history is not an accumulation of local events, but it can not be denied that it is determined by the forces of extra local. The scope limit of local history (the micro history) and national history (the macro history) is relative, the difference lies in the pressure difference given by the historian or researcher themselves (Widja, 1991:39).

Basically, the local history is not an isolated historical study, the historical environments of the most limited the families, communities, countries (nations) to the broadest scope (supra-national) is essentially a series of concentric circles. Each needs to be studied, in which the less perfect circle would be surrounded and covered by other outside circle. This is confirmed by Finberg and Skipp (1973: 39):

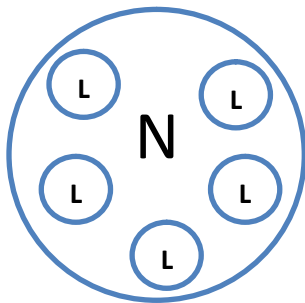
'We may picture the family, the local community, the national state, and the supra-national society as a series of concentric circles. Each requires to be studied with constant reference to the one outside it; but the inner rings are not the less perfect circles for being wholly surrounded and enclosed by the outer'

The folowing pictures explain the above definition:

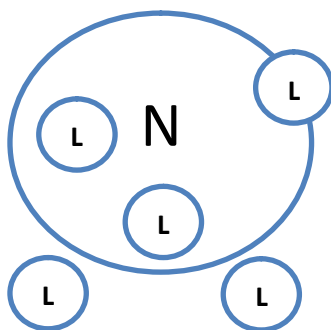
Picture 3.1



Picture 3.2



Picture 3.3



Picture 3.1

This picture shows that local history has nothing to do with national history, each is autonomously stand alone. This is not a correct picture, because the event happened in a particular place or geographic region is likely related to the larger scope of events. When viewed from the perspective of national or state for example, the place where the event occurred can not be ignored, because that particular area is also the part of a wider territory. Therefore, there is a possibility that local history may intersect with events from other regions nationally or even internationally, although not all will be like this. The examples of local history can only be explained by observing the development of that certain communities: The Society History of Kampung Naga, Badui, the Banten Farmers Uprising, the Industrial Development of Batik Trusmi in Cirebon, the Traditional Art of Cianjuran, and others.

Picture 3.2:

This picture shows that local history is a part that can not be separated from the past story of a nation-state life. This is also not a correct picture, because it would appear the term of the local version of national history, and it would be difficult for any historians, social scientists, and also educators and learners (the students). All events that are important to people who live in that particular place will be the knowledge that should be informed. Hence the facts about a number of people / local figures, places, times an others that are not directly related to the events in another regions or nationally, but all of those should be studied and considered

as important. If this is the situation it can be ascertained that it is hard to learn the historical material of the various places that are part of the Indonesia's territory and its variations (village/villages, sub-district/sub-districts, city/cities, district/districts, province/ provinces), and there is no exception, all have the same contribution.

Picture 3.3

This picture shows that there is a part of local history that has linkages and the other has become a full part of the events at the national level or not related at all. This picture seems to be showing the positions of local history in the national history in a more proportional way. There are events at the local level that contribute for the existence of national history, for example: *Bandung Lautan Api* (Bandung the Ocean of Fire) event; the Majapahit Empire powers, the Kingdom of Aceh, the reciprocal events during the physical revolution era that occurred in various regions, and so on. As mentioned earlier that the events occurred at the local level can be a binding knot of a nation, the local history can enrich the national history and even strengthening or checking the generalizations of events that exist at the national level (Douch, 1967: 3). But some of them are not interconnected, so it must be seen as a stand-alone thing (see explanation of Picture 3.1).

In line with the development of democracy, any man or society has the right to live and maintain their own culture (Rochiati Wiriaatmadja in Mulyana, 2007: 212). Appreciation and development of their own culture is a human rights, but the rights should not obstruct the development of national culture or national identity as the nation of Indonesia. Differences in

local cultures could be a source in developing and maintaining the national culture of Indonesian as a symbol of the unity of the nations of Indonesia. Recognition of the diverse cultures within a nation-state has been a modern way of life of a nation (Tilaar, 2007: 15).

Based on these, the possibility to write or develop local history material is very wide, almost unlimited. From the perspective of the 'locality' region that indicates place or geographical aspects, which may include the village, town, district, province and its variations, Indonesia has numerous of it. While from the standpoint of theme, the possibility for the writing and development of local history materials are also interesting and very open. As an example, it can be tracked on the theme (history) of family, traditional art, the development of various social institutions, problems of education, industry, conflict / disagreement and others.

On the other hand there is a major problem faced in developing the local history materials in Indonesia, which include the limited resources, the availability of a historical sources variety is not as expected, and even mostly the written and archival sources are not available. In general, the local sources often found are in the form of oral traditions or stories told by locals for generations. In some cases, if we are lucky, the written version could be found. Most of the available resources are the oral traditions or oral history. Therefore the local history development in Indonesia has its source largely based on oral information source, in the form of memory which is still stored in the memory of the people/ communities concerned. So it can be said that local history is strongly associated

with oral history and oral tradition because the object of the study mainly are events in a limited environment or a particular locality (Widja, 1991: 4).

By using a developed interview techniques, it is expected to be able to document certain aspects of the history experience that tends to disappear soon. Particularly for oral history, it is very dependent on the sources who are still alive, it takes hard work and immediate effort to collect the memories that are still available, where the challenge of the age, the health of the sources is an important concern in digging out the informations. Indeed, in exploring and developing the local history materials in Indonesia, the oral sources cannot be separated. Actually, not only for local history, because this kind of sources also have a great potential in exploring the Indonesian past, which may present the alternative history writing (historiography). Local historical material can be introduced into the school and colleges environment, where students can be involved in the development activities.

The written sources are generally very limited, because the habit to write down everything happened in the surrounding environment has not been the necessity or requirement to be performed by the majority people of this nation. Therefore the written sources about a community past in a place/specific geographic area are rarely found, or maybe none at all. This is one of the factors which caused the local history not well developed. Not surprisingly that the local history is often considered to be not important, let alone most of the writing of local history is done by anyone interested in one of the aspects of the dynamics life within the

communities they live in (local history, dilettante type). The writer could be a civil service, farmer, teacher, retiree, those who only graduated from elementary school to college graduate and so on, who does not have the knowledge and understanding of the history and methodology of history writing. But they are very close to the sources, the primary/first source: the historical actors (oral history), the local tradition or stories (oral traditions), the source object (physical), which is the testament of about various aspects existing the author's own environment.

The Local history Learning and Material Development

The school level here is the primary and secondary education (elementary, junior high, and high school), where the curriculum exist does not have the sufficient portion for the continuity of local history learning. More over, on the secondary school level, it is found that not all schools develop a local history material. Local history materials become part of the local content subjects. For primary school level, it is likely to develop it through the Social Sciences subject, which discusses the history. Therefore it can be said that teachers have limitation to invite students to participate in developing the local history materials through a simple task or project. In addition, there are some obstacles such as: school policy, learning hours, the course materials will be developed, organizing, and other technical issues.

Through the study of local history (in the subject of Social Science or Local Content) which developed in a simple way by using one of the approaches that have been described above, it is expected to enhance

students' understanding of the dynamics life in the surrounding communities. It is also expected to emerge new facts that would contribute to the development of local history material itself and the study of history in general. For each education level the degree of difficulty and the success levels is certainly different to each other. The benefits of this activity for the students include: responsibility, cooperation, mutual respect, research skills, critical thinking, and so on. Similarly, by studying historical events and figures of their surrounding, students will: know the environment and residential communities well; has pride of their homes and communities in a positive way; knowing and determining the existing values such as hard work, mutual respect, tolerant, solidarity, cooperation, and so on (Hasan, 2012).

The important of taking the local materials for the local history development is very positive, and close to the real experience of the students. If there is no such meaningful value it is considered that the local history will lose its benefits and essence. Therefore, every teacher who proposes to use local history should make sure that the material is completely local for their students. On many occasions this will mean that the area around the school itself or the suburbs will provide the basis for this study. Furthermore, to be able to achieve those goal related to the organization regarding: planning and preparation, and a recorded collection, results presentation and follow up is so important. Teachers can arrange the class into groups, or encourage them to do individual studies. In organized groups and individuals study of the local history, as in most learning subjects, requires more energy and teacher's initiative (Douch,

1967: 123). Group works-based activity should be done from the level of elementary school, and continuous to the level of junior high and high school.

In this case the teacher should have the initiative to further cultivate the creativity in designing learning activities of local history and choose which ones will be developed by the students in the class. In addition, teachers should organize students proficient in the preparation, implementation, and communicate orally or written, in the form of simple report. Teachers develop a plan that begins with the selection of interesting topics of the school's surrounding neighborhood. However, teachers should concentrate on the local content subject with local history materials which would fully use the local materials that are considered more suitable or appropriate to students' needs. That a very small unit shall be the basis of all local history studies: that also provide convenience and expanding students' understanding of the environment, also ensuring that the material selected for the development is locally meaningful for the students.

The scope of local history material is not limited to political themes, all aspects of people's daily life that are important and interesting in the local environment may be a concern. In this case, it should not only be the event of formal history, which is recorded and nationally known, but still have no proof or source of any kind (verbal, written and source objects). What ever is done and experienced by the community can be a valuable knowledge, which is required for the development of a positive value on students (Hasan, 2012: 125). Family history can be presented as the history learning materials, which students

are asked to present the family history of their father and mother sides. Not just a family tree containing when and where my mother father are married, when the other family members were born, and what is the profession of each family members. It should further explain the origin of their father and mother, from which students can learn about the lives of various ethnic groups with their respective cultures, traditions, different languages and others.

For junior high or high school students, it is possible to find information not only from oral sources, but also other evidence such as photographs and personal/family archives of their family. In addition there are many things that can be explored, such as relics of the past that are considered important/historical either by individuals (families) or the surrounding community, and the ones who are considered meritorious or have an important role (local leaders), the local traditions as well as other important events of the communities.

Further more, the subjects that may be suitable for this study include: the physical background, geology, soil, land use, housing pattern, names of places, monuments, buildings of all kinds, agriculture, industry, shops, transportation and communications, local government, law and order, population, poverty and disease, recreation and entertainment, planning, important places and famous people (Douch, 1967: 121-122).

Concerning the local history associated with events that have occurred in their neighborhood, it can be explored more, as in Bandung and the surrounding areas, for example students can be encouraged to tell about: the Tegalega Monument; Adipati Ukur Monument; Cibaduyut Shoe

Industry; the arts of *Saung Angklung Ujo*; *Mesjid Agung Bandung*; *Gedung Merdeka*; gedung Indonesia Menggugat, the street names of Sersan Bajuri, the battle in Lembong street, *Bandung Lautan Api* and many more. Similarly, local history can be developed through the informations from those 'ordinary' people who are credited on the local environment, by explaining about their experience: what was seen and what was done. An example is the village heads, community figures, arts figures, entrepreneurs, sports figures, veterans, etc. History is not just talking about the greatness of one self and the smallness of the others in the past, but the past of human existence which is sometimes good or sometimes bad (Purwanto, 2006: 273). It will commonly encounter in people's life because it is the history of everyday life. It is the time to put it as a meaningful story for students and for everyone.

This variation of scope should be selected, for elementary school students asking to retell and provides a simple explanation on the material they study should be enough, while the secondary school level should explain and analyze, not only gather information to answer questions, about: what, who, when, where, how, and why. This is intended to train students to think critically and express opinions based on resources obtained. University student is different, the concepts and theories of social sciences that are relevant (historical methodology) should be use, in order to obtain a broad and in-depth explanations. Some themes can be selected to develop a local history materials, which some of them can be seen in the below table:

Theme	Elementary school	Junior High School	High School	University
Historical figures and any people considered to have any contribution	v	v	v	v
Family history: family tree and each roles.	v	v	v	v
Historical objects: monuments, artefacts, building, etc.	v	v	v	v
Certain events (of the local wisdom): a.Politic b.economy c.social d.cultural	c-d	a-d	a-d	a-d
Local geography environment	v	v	-	-

Source: Processed from Douch, R (1967). *Local History and the Teacher*. London: Routledge & Kegan Paul, hlm. 121-122 and Hasan, S.H (2012). *Pendidikan Sejarah Indonesia, Isu dalam Ide dan Pembelajaran*. Bandung: Rizqi Press, page. 140-142 and 163.

The teacher's role seems to be very strategic because the implementation depends on the initiative and creativity in choosing the affordable theme for the students, to minimize the obstacle. Particularly in this reformation era, the spirit to change is pretty high, the trend

of decentralization should be interpreted as one of opportunity for teachers in implementing the curriculum. At the elementary level teacher could blend the local history materials in teaching Social Studies (IPS). IPS examines a set of events, facts, concepts, and generalizations related to social issues, contains material of Geography, History, Sociology, and Economics. The Basic Competence among others is to emphasize the natural scenery in the district/city and province and its relation to the social and cultural diversity; Indicates the type and distribution of natural resources and their use for economic activities in the local environment; respecting ethnic and cultural diversity of the local (district/city, province); appreciate various historical relics in the local environment (county / city, province) and maintain its sustainability; learning the heroism and patriotism of the figures in the environment.

It should be considered that in developing a local history materials in schools, there is a possibility among others: *first*, the story that contains the facts and myths, where the teacher's role is to encourage students to know these facts and myths, differentiate it, and eventually identify the facts of history to reconstruct a story of what they have learned; *secondly*, the story is based on sources that has not been analysed completely or does not have the source critics, which does not meet the academic criteria of a good historical story, however by this educational process students are trained to think critically; third, another possibility may appear is the historical story described orally or in written still have the anachronism, but can be used to develop a more chronological storyline (Hasan, 2012: 141). For some

reason this may be due to the fact that local history sources in Indonesia tend to be more difficult to obtain and use. Mostly in the form of oral sources: oral tradition and oral history, while the students have not been introduced to the study methodology, in addition to the major historical method, which only for the students at the secondary school level (see SK and KD). But there is hope imparted to the students that have the opportunity to develop historical thinking skills and the history processual ability, though it is modest in accordance with their education level.

There are significant differences in the development of local history material at the university level. With the the autonomous authority of university, the curriculum can be developed and revised in each department and study program. For the purposes of this article, the Jurusan Pendidikan Sejarah UPI become an example of how local history course is developed. The Local history is the compulsory subjects, with the weight of four credits which must be signed by the fourth semester students. The purpose of this course include: having an understanding and insight of the early development of local history in Indonesia, have an understanding and insight of the historical sources for the development of local history in Indonesia; understand the various types of local history in Indonesia; understand the linkages between local history with national history Indonesia; has an understanding of the importance of studying local history and able to study and develop the local history research in Indonesia (course syllabus Archive history Education Department, 2011).

Based on the syllabus, the student must attend a course between 14-16 times meetings as well as completing tasks

independently and structured. In the local history class students are divided into groups with 4-5 members, each group should do research on the people in a certain environmental area. Topics are the matter of social, political, economic and cultural, and each group is provided with the title. They must use steps usually used by history researchers (historians), the task must complete in one semester including the class discussion and reporting. The oral sources, oral traditions and oral history, are described in classrooms of higher education, including in the history education department of UPI. The using of oral tradition is still limited compared to the oral history in composing the history construction, while the role of the written and formal sources is complementary, because to do the local history research in Indonesia is largely depends on the oral sources. In addition, students also get historical methodology course, hoped that it would help them to get the facts through a series of analysis or criticism of the source as well as a variety of concepts and theories. It is expected interesting things, new sources, and new facts will appear, and it will also assist students in making the final project to make scientific work (thesis).

Research and the local history materials development in the university environment, particularly in the Department of History Education of Universitas Pendidikan Indonesia (UPI) has been grown. It could be realized by exploring the oral resources, especially oral history of the interviewees (the actors and witnesses of history) in various areas (village, sub-district, district and city). Dispersed in the form of a scientific paper by the students, it contributed to the development of local history. The

Department of History Education should collaborate with the student to take the advantage of such works to disseminate the research results into the local history material. Further, it will be disseminated to the school environment, primary and secondary levels of education and higher education, particularly in West Java.

For example, there are some works or lecturers and students of the Department of History Education of UPI that considered to represent the achievements. These works have contribution to the excavation and subsequent oral source of local history research that will enliven local history material itself. The examples are from the year of 2006 until 2011, three titles for each year. There is no academic reason, it is simply to show that the concern for the local history has been there for a long time

Title and the writer	remarks
Tenaga Kerja Wanita Di Perkebunan Teh Sambawa Kabupaten Tasikmalaya Tahun 1973-1983	Risda Rahayu/ 331/TPPS/ IPS/ 2006
Peranan H. Karim Oei Dalam Dakwah Islam Etnis Tionghoa Di Jakarta Tahun 1961-1974	Saryelisa Maraty/ 333/ TPPS/ IPS/ 2006
Peristiwa Revolusi Fisik Di Desa Mandala Kabupaten Cirebon Tahun 1945-1949	Asep Dian/ 366/TPPS/ IPS/ 2006
Peranan Muhammadiyah Dalam Pembaharuan Pendidikan Islam Di Krawang Tahun 1930-1985	Neni Nuraeni/ 396/TPPS/ IPS/ 2007
Kehidupan Sosial-Ekonomi Penduduk Desa Meharjaya Tasikmalaya Pasca Meletusnya Gunung Galunggung 1982-1990	Angga Irpanna/ 406/TPPS/ IPS/ 2007
Kehidupan Tenaga Kerja Wanita Pada Industri Batik Tulis Garutan Tahun 1945-1985	Catur Sakti Oktavianti/ 412/TPPS/ IPS/ 2007
Perkembangan Kesenian Patingtung di Wilayah Kab. Serang-Banten	Rohmatul Fajri/ 30/TPPS/ IPS/ 2008

Peristiwa Peledakan Gudang Mesiu Dayeuhkolot Tahun 1946	Heryanto/ 38/TPPS/ IPS/ 2008
Tradisi dan Modernisasi: Kehidupan Masyarakat Kampung Adat Kuta di Kabupaten Ciamis 1985-2002	Boyi Anngara/ 77/TPPS/ IPS/ 2008
Partai Kebangkitan Bangsa Pada Pemilu 1999 di Kabupaten Majalengka	Arief Rifqi/ TPPS/ IPS/ 2009
Muslim Tionghoa Jakarta 1965-1998: Kajian Sosial-Budaya	Eli Laili N/ 40/TPPS/ IPS/ 2009
Dampak PN. Timah Terhadap Masyarakat Kecamatan Tanjung Pandan Belitung Tahun 1968-1991	Ferdy Auliyah/ 127/TPPS/ IPS/ 2009
Perkembangan Industri Genteng Plered dan Dampaknya Terhadap Kehidupan Sosial Ekonomi Masyarakat di Kecamatan Plered Purwakarta tahun 1980-2005	Aep Saepuloh/ 5/TPPS/ IPS/ 2010
Kawasan Wisata Canguang: Dampaknya Terhadap Kehidupan Masyarakat Leles Kab. Garut 1979-2004	Gina Novia/ 10/TPPS/ IPS/ 2010
Perubahan Sosial Ekonomi di Kawasan Industri Tekstil Rancaekek Kab. Sumedang Tahun 1973-1977	Ikeu Kartika/ 103/TPPS/ IPS/ 2010
Perkembangan Kesenian Cokok: Akulturasi Budaya Tionghoa dan Betawi Di Kec Teluk Naga Kab. Tangerang Tahun 1950-2002	Fanny Septiani/ 2/TPPS/ IPS/ 2011
Gerakan Anti Swapraja Dalam Pemerintahan Keraton Surakarta Tahun 1945-1946	Devvi Ariyanti/ 9/TPPS/ IPS/ 2011
Purwakarta Pada Masa Revolusi Fisik (Perjuangan Masyarakat Purwakarta Dalam Mempertahankan Kemerdekaan 1945-1949)	Hengki Firman T/ 33/TPPS/ IPS/ 2011
Pembangunan Dan Pemberdayaan Masyarakat: Dinamika Perkembangan Industri Kecil Di Jawa Barat Tahun 1970-2008	Wawan Darmawan, Murdiyah Winarti, Ayi Budi Santosa Dan Tarunasena Ma'mur (Penelitian Hibah Kompetitif UPI Tahun 2010)

Perkembangan Kesenian Tradisional Dalam Menghadapi Arus Globalisasi Di Jawa Barat (Antara Nilai-Nilai Tradisi dan Perubahan)	Ayi Budi Santosa, Wawan Darmawan, Murdiah Winarti dan Yeni Kurniawati (Penelitian Hibah Kompetitif UPI Tahun 2010)
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Source: History Education Departement, Indonesia University of education.

The table above explain that the research and development of the local history material has already begun in the university environment, unfortunately has not been published for public, still stored in many local libraries. The various aspects of life: political, economic, social, cultural, and the environment with a variety of topics as well as the title of certain geographic areas have been the influence of the development of local history. Here, they classified as ‘figures’ and ordinary citizens in each locality, positioned as a resource that provides the information needed. Labor, artists, factory workers, merchants, elders, and etc have an important role to uncover the various things that happened in the environment.

Surely the success in the development of local history materials can not be separated from the learning process, among others, relates to the approaches and techniques or methods which are used both by the teacher (including the university professors). There are three main approaches that can be used: illustration of national history with local examples, the environment learning (local survey), and the study of certain aspects of the local community or case studies. The first and second approach can be applied at all levels of school, although not always be implemented there are several obstacles that must be faced by teachers as already mentioned above. Below is an explanation

of the three main approaches (Douch, 1967:3-6 and Widja, 1991: 122-123):

1. Drawing on examples from the local events to provide a clear illustration that can strengthen the national historical generalization. Illustrations may involve ‘famous people’, many ‘big events’, or consisting of regular articles and films, such as tools, costumes, buildings, or institutions. This approach is recommended to be applied in schools (primary and secondary materials with different depths).
2. Implementing the environment learning, by environment learning, pupils learn to collect historical sources available in their surrounding, then explain each other relation so that a series of stories according to topic can be obtain. Not only the history in the sense of a sequence of events, but also various aspects of life such as problems related to geography, industry, agriculture, arts, poverty and other socio-economic issues and even politics at the local level etc.. This is likely to encourage students to perform learning activities outside the classroom, so it should be well organized. Its implementation must be well monitored to not significantly reduce the lesson hour. The activities should be carried out at certain moments, off the class hours. This method should not be done often, because it requires a lot of topics and often done in a simple manner.
3. Develop a case study. This is not easy, making it more suitable for those in university. This approach with case studies tends to require serious planning and completion compared to previous approaches. This must be organized and implemented in ways

of professional historical study, using the method of researchers. Require a longer time: topic selection, planning, analysis and preparation of the report on the facts and the results, and should be discussed in class. It can be done once in a semester in the group work

The above approaches can be used at all levels of education, but determining which are the most dominant or used interchangeably should be in accordance with the needs and goals of learning planned by the teacher. The problem arises is how to apply it on the local history materials, so the learning goals expected can be achieved. It is known that the opportunities offered by the local government is varied, as well as the age and ability of the students, and the time available for study, including the objectives the teachers plan to obtain in the learning environment is clearly not always the same. In contrast to what happens in college, the approach used is more to the second and third approach. The higher levels of education have more flexibility because it is a particular individual subject, have longer class hours, and there is the history methodology course.

Although there are differences of the education level, but the types of sources and the principles governing its use remains constant. Therefore, it is possible to prepare the (reconstructed) local history to meet the needs of students/student of any age, with certain modifications it can be used for any levels with a variety of abilities. For the case study, it requires long preparation and time, and most likely only be done by those who do have seriousness, while the environmental approach is relatively easy. But both (the learning environment and case study) are very attractive to be implemented local history learning, which

will make the students learn actively and challenged, not merely transferring knowledge from teacher (like the first approach tendencies). The contextual approach can be developed, because it will help teachers find connections between what is taught to the students' real situation (day-to-day life in their environment), so learning the local history will be more productive and meaningful. The most important of all the local history often helps to break down barriers between school and the real world, this can be achieved only if they understand the importance of the proper local material use (Douch, 1967:7).

In practicing the approach teachers can use the inquiry teaching strategy that puts students in the position of not only listening, but also involving the student to seek, collect the data and then explain it again (Banks, James A, 1997). These learning activities can be practiced at every level of education, by this strategy the students are required to explore the material and developed it to be a more meaningful extensive knowledge, skills and values (Wiriaatmadja, 2002: 137). The inquiry learning can begin by asking questions that which contain the problem or the nature of inquiry, because this study is basically start from an event that encourages students to find out more detail, such as:

1. How/why is this street is named Sersan Badjuri, Jendral Achmad Yani, etc..
2. How/why the monument of perjuangan/ bambu runcing is in this village?
3. How/why someone in the student's environment received the title of revolutioner hero/sports/education, etc?
4. How is the history of the school/village where the students are?

5. What the speakers do/see about the events that are considered important in the students' environment.

The questions above are only examples, the teacher can ask inquiry questions by selecting the important things or problems from the surrounding environment. In this activity, students are trained to develop the intellectual discipline and skills of searching for answers of their curiosity. Give a chance to the students to find their own existing information about the environment around them. In this context, the teacher's task is to convey the fundamental information and encourage students to seek further information by using certain steps towards a conclusion expected which supported by facts. At least there are some skills that can be expected, such as :

No	The expected skill
3	Heuristic / searching information
4	Source assessment
5	Historical facts
6	Critical thinking
7	Deciding the reallion between facts/interpretation
8	Skill to do oral explaiantion
9	Skill to do written explanation
10	Class discussion

Source: Processed from Hasan, S.H (2012). *Pendidikan Sejarah Indonesia, Isu dalam Ide dan Pembelajaran*. Bandung: Rizqi Press, page. 140-142. And Sjamsuddin (2012). *Metodologi Sejarah*. Yogyakarta: Ombak.

Conclusion

Although the understanding of the local history meanings have not found a complete agreement, but the passion of local history materials has been developed through ongoing research and writing. No

need to mess around or question about the formula or definition, the important thing is to keep working. Interest in the research and writing of local history has long been existed, both by the government and researchers, students, teachers and anyone interested in writing down everything happened in their environment. However there is often an opinion that the research and writing of local history is limited, although various thesis about the local history are available in various university library, particularly in the Department of History or History Education.

It is inevitable that local history has a close relationship with national history, without any local history understanding exactly what had happened in the past of this nation (Indonesia) would be difficult. The development opportunity is wide open, unfortunately the resources availability is very limited, in addition to not much disclosed. Therefore, the challenge for researchers and history enthusiasts, such as teachers, to raise awareness of the profession is by reviewing the role and contribution of science history and local history in the development of the nation.

Development of local history materials in school and university level is highly recommended, as it will maintain the students love on the environment. Therefore it is highly recommended that they use local sources available around them, because it is a valuable resource for the learning process in the classroom so that local history learning will be more productive and meaningful. Each eaducation level is different, but the types of sources and the principles governing the use of the material is the same, therefore the initiative and creativity of teachers to develop it is necessary, in accordance

with the students' intellectual ability level. Various approaches and methods can be used on local history, basically all method are good, depends on the learning objectives to be achieved.

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