



SUWIRTA, NANA SUPRIATNA & ISMAIL ALI

# Implementation of the Independent Learning Concept in Understanding Contemporary and Controversial History in Indonesia and Malaysia

**ABSTRACT:** Learning History in schools requires new paradigms and practices that enable history teachers and students studying History to have creative and imaginative thinking skills. This article—using a qualitative approach and analytical-descriptive explanation, as well as the results of literature reading, field observations, and FGD (Focus Group Discussion) with History teachers from Indonesia and Malaysia—examines Creative Pedagogy, an art of teaching which offers new perspectives and ways to develop the ability of educators and students involved in History Education to get used to “divergent” thinking. This skill is especially useful in understanding key concepts in the discipline of History, namely: Facts and Interpretation; Evidence and Causality; and Text and Context. The process of learning History, dealing with contemporary events and controversial issues in History Textbooks for Secondary Schools, must free educators and participants from the confines of an uncreative tradition. Finally, the ability to remember and memorize must be accompanied and developed with creative imagination and elaboration abilities, and must be taken into assessment of the process and results of History learning.

**KEY WORDS:** History Learning; Creative Pedagogy; Ability to Remember and Elaborate.

## INTRODUCTION

Creative Pedagogy is an interesting term to be discussed, as it provides a new perspective on the importance of creative and imaginative teaching-

---

**About the Authors:** Suwirta, M.Hum. is a Doctoral Student by Research at the History Education Study Program of FPIPS UPI (Faculty of Social Studies Education, Indonesian University of Education) in Bandung. Prof. Dr. Nana Supriatna is a Lecturer at the History Education Study Program of FPIPS UPI in Bandung, West Java, Indonesia. Prof. Dr. Ismail Ali is Lecturer at the Department of History, Faculty of Social Sciences and Humanities UMS (Malaysia University of Sabah) in Kota Kinabalu, Malaysia. Corresponding Authors: [suciandi@upi.edu](mailto:suciandi@upi.edu).

**Suggested Citation:** Suwirta, Nana Supriatna & Ismail Ali. (2022). “Implementation of the Independent Learning Concept in Understanding Contemporary and Controversial History in Indonesia and Malaysia” in TAWARIKH: Journal of Historical Studies, Volume 14(1), October, pp.75-88. Bandung, Indonesia: Minda Masagi Suci Foundation and ASPENSI, with ISSN 2085-0980 (print) and ISSN 2685-2284 (online).

**Article Timeline:** Accepted (June 22, 2022); Revised (July 21, 2022); and Published (October 30, 2022).

learning processes, especially in the subjects of History Education and Social Science Education. Creative Pedagogy needs to continue to be studied and explored, especially in regard to matters concerning the need for creative and imaginative learning in the context of implementing the concept of “Freedom to Learn” in schools. Further, Creative Pedagogy can stimulate the potential of the human brain (both left and right) through creative-imaginative learning in the field of History Education in particular (Supriatna & Maulidah, 2020).

This article – using a qualitative approach, literature study, and the results of FGD (Focus Group Discussion) with History teachers from Indonesia and Malaysia (Paramita & Kristiana, 2013; Zed, 2014; Murdiyanto, 2020) – examined concepts about Creative Pedagogy as well as providing example in History teaching and learning process related to “Facts and Interpretations”, which will provide a divergent, creative, and imaginative understanding to the Students, including the Teachers, in discussing Contemporary History and Controversial Issues in Indonesia and Malaysia.

The selection of contemporary history and controversial issues will focus on three important events, namely: (1) the Process and Results of the Struggle for Independence in Indonesia in 1945 and in Malaysia in 1957 and 1963; (2) the Indonesia-Malaysia Confrontation, 1963-1966, and its History; and (3) Political Conflict and Change of Power as seen in the Case of the 30<sup>th</sup> September Movement in 1965 and the Fall of President Soekarno in Indonesia and the 13<sup>th</sup> May 1969 Riots and the Resignation of Prime Minister Tunku Abdul Rahman Putra al-Hajj in Malaysia. Events in the contemporary history of the two nation-states are also discussed in the History textbooks for Middle School; and teachers’ responses and assessments of the History Teachers about it are presented.

## RESULTS AND DISCUSSION

***The Concept of Independent Learning and Creative Pedagogy in History Learning.*** The concept of *Merdeka Belajar* (Freedom to Learn) from the Minister of Education and Culture of the Republic of Indonesia, Nadiem Anwar Makarim (Ningsih, 2019; Sekretariat GTK, 2019; Hendri, 2020), is actually not something new. Historically, educational figures in Indonesia, such as Ki Hadjar Dewantoro with his *Taman Siswa* (Student Garden) School in Yogyakarta, Central Java; and Mohammad Syafei with his *Kayutanam Indonesische Nederlandsche* School in West Sumatera have put into practice the importance of the idea of “freedom to learn”, the educational process in which students are seen as having diverse learning potentials, varied interests and talents, as well as divergent thinking and

creative abilities (*cf* Ainia, 2020; Hastuti, 2020; Supriatna & Maulidah, 2020:23).

Indeed, there is nothing new in this world, what seems “new” is a way of understanding something that already exists in a different perspective and context. This is in line with the opinion of Hilary Cooper (2018), which states that in learning history, students need to be introduced to the concept of “connection”, both in different dimensions of space and time, so that creative and imaginative historical thinking processes can occur (Cooper, 2018:636).

Creative Pedagogy can be seen as the art of teaching in the spirit of “freedom to learn” that provides space and freedom for students to develop their abilities and personalities in terms of creativity, taste, and initiative during the learning process, both inside and outside of the classroom environment (Supriatna & Maulidah, 2020:25-26). So, it is clear that in order to realize the concepts of “Creative Pedagogy” and “Freedom to Learn”, it is necessary for educators/teachers who are also creative, imaginative, broad-minded, and able to face different views as a treasure trove of knowledge (Aliyyuida, 2020; Ekasari, 2020; Ibrahim *et al.*, 2020).

It is recognised, in the study of Psychology, that imagination is an important element in being creative (Supriatna & Maulidah, 2020:7). Therefore, to realize a creative pedagogy, teachers and students must have the power of imagination, an ability to imagine based on scientific insight about patterns and trends that will occur in the future. Imagination, according to Faisal Afiff (2013) and other scholars, has contributed to knowledge innovation and technological revolution throughout the history of mankind in the world, including in education and the learning process in schools (*cf* Beetlestone, 2012; Afiff, 2013; Puspita, 2013).

Schools, in this case teachers, must encourage creativity in the learning process. To do that, the teachers must have a set of competencies in terms of cognitive and personality aspects. This includes the ability to think in a way that is diffused, and different (divergent thinking), independent attitude in managing learning, flexible, and adaptable as well as originality and uniqueness in teaching, because there is a lot to learn from experiences (Supriatna & Maulidah, 2020:47-50). All of these competencies, in turn, will encourage a creative and imaginative pedagogical process.

Creative pedagogy, thus, is a learning process that can explore learning potential and facilitate teaching and learning activities, which allows the formation of students’ creative competencies. Whereas imaginative pedagogy is a learning process that encourages students to optimize brain work in capturing creative reactions and alternative perspectives from

what they see, hear, and feel (cf Syaodih *et al.* eds., 2015; Tarsa, 2016:50; Supriatna & Maulidah, 2020:61).

In this case, it is also important that the assessment process is able to evaluate the learning successes of students, especially in divergent thinking skills, as solid evidence for creative and imaginative performance. With students' diverse potential and abilities, various assessment tools are required not only to evaluate the students' cognitive aspects with various levels, but also their affective and psychomotoric aspects with all dimensions.

In the context of creative and imaginative pedagogy, Nana Supriatna & Neni Maulidah (2020), and other scholars, citing the opinion of B. Lucas & E. Spencer (2017), state the importance of teachers to develop creative thinking skills and habits of students in five important components, namely: *inquisitive* (attention to new fields and curiosity); *imaginative* (thinking alternatives and solutions); *persistent* (so like challenges and tenacious); *collaborative* (able to work together and build networks); and *disciplined* (diligent in learning, able to reflect, and aware of one's potential). The five important components in creativity, in fact, can be implemented and developed in the teaching and learning process of History and Social Studies Education (Ahmad & Suwirta, 2007; Lucas & Spencer, 2017; Supriatna & Maulidah, 2020:65-66).

***History Education, Facts and Interpretation, and Creative-Imaginative Learning in Indonesia and Malaysia.*** History Education, in particular, is a subject that supports students to develop their creative and imaginative thinking skills. History Education involves significant notions, namely: *Facts and Interpretation, Evidence and Causality*, as well as *Text and Context*. Such notions give space to students and History teachers, to develop divergent, alternative, and solutive thinking skills, even visionary and imaginative when it comes to the theme of *If History or Assumptions in History* (cf Sjamsuddin, 2006; Kuntowijoyo, 2008; Supriatna, 2019).

In this context, again Nana Supriatna & Neni Maulidah (2020), for example, have succeeded in showing examples of creative and imaginative History and Social Studies Education's learning processes in schools. However, in the perspective of his study, Subrata Dasgupta (2019), and other scholars, it is necessary to explore and analyze further the creative and imaginative on *drama personae* (drama actors), including the figures of history, teachers and students who enjoy studying history, not only in narrating and answering questions: how they learn history so that they become creative, but also why they become creative and imaginative individuals in learning history (Dasgupta, 2019; Supriatna & Maulidah, 2020).

This is important, because historical stories or historiography do not exclusively belong to "great people", such as kings, statesmen, religious

figures, politicians, or great scientists. According to the book *Creative Pedagogy: Fostering Creativity in History and Social Studies Learning*, History teachers and students who like to study history in creative schools also need to be given a place. History teachers and students who are creative can be considered as a minority group, whose traces of their creativity need to be acknowledged – or used as an inspiration to the majority group that tend to be reluctant to get out of their comfort zone and are shackled by traditions that are not creative (Sjamsuddin, 2006; Kuntowijoyo, 2008; Supriatna & Maulidah, 2020).

In the FGD (Focus Group Discussion) involving History teachers from Indonesia and Malaysia, contemporary events and controversial issues in History were discussed, with the following results:

First, *issues related to the process and struggle for independence*. Both Indonesian and Malaysian History teachers agreed that History textbooks for Senior High School are more chronological-factual in narrating the process and results of independence. However, historical events are complex, involving cause and effect relations, which are important to be understood by students, and yet such relations are not sufficiently presented in History textbooks for schools. This is natural, because History textbooks for schools have indeed gone through a selection as well as screening process, and have finally been determined by the government of a country, in this case the Ministry of Education, so that the content is in line with the educational goals that have been determined by the nation-state, i.e. Indonesia and Malaysia (Mulder, 2000; Ahmad, 2007; Schulte, Purwanto & Saptari eds., 2008; Kurniawati, 2015).

History Teachers from Indonesia, for example, mentioned the issue of gender equality. They stated that the role of women should be highlighted in the process and struggle for independence in Indonesia, but it is not narrated at all. Similarly, the controversy for Indonesian Muslims, where the 7 words in the first precepts of *Pancasila* (five basic principles of the Republic of Indonesia) were deleted and replaced with “Belief in One Supreme God”, is also not clearly narrated.<sup>1</sup>

The process and results of the struggle for Indonesian independence, from 1945-1950, were actually full of dynamics and controversies. These include differences in views between the Old Group and the Young Group; strategy of Fighting or Negotiating in defense of independence; a social or national revolution; the struggle between the Secular Nationalists,

---

<sup>1</sup>See, for example, *Statements of two History Teachers from Indonesia, namely Firizki Farawita and Lukman Amin*, in an online FGD (Focus Group Discussion) activity through the Zoom Meeting application, on Monday, May 24, 2021. Available also in Youtube Channel at: <https://www.youtube.com/watch?v=AF5wNHjysDc> [accessed in Bandung, West Java, Indonesia: 2<sup>nd</sup> March 2022].

Islamic Nationalists, and Communist Nationalists; including Civil and Military leadership – which will be interesting if studied from various perspectives. Hence, it will support students' deep understanding and encourage them to think critically, creatively, and imaginatively (Ricklefs, 2008; Kahin, 2009; Suwirta, 2015).

History Teachers from Malaysia focused on the lack of deep analysis of why the independence process had to be negotiated with the British colonialists and the formation of an independent government that had to involve a coalition between the Malays, Chinese, and Indians in the Malay Peninsula in August 1957. Likewise, these Teachers also pointed out the insufficient detailed explanation about the formation of the Malaysian Federation, which was to be formed in September 1963, that consisted of countries in the Malay Peninsula, Singapore, Sarawak, Brunei, and Sabah. History lesson also does not explain the reasons of why Brunei did not want to join the Federation of Malaysia and Singapore that had joined Malaysia for only two years, from 1963 to 1965.<sup>2</sup>

As a nation-state with many races, the process and outcome of the struggle for independence in Malaysia was unique, complex, and required a process of negotiation, taking turns, and ultimately having to form coalitions among political party leaders based on ethnicity, in line with the policies of the British colonialists in their decolonization process in Southeast Asia in the 1950s and 1960s. Malaysia is a country that before independence, both on 31 August 1957 and 16 September 1963, the General Elections was carried out first before the formation of a Coalition Government (*Perikatan*) in 1955. The coalition involved the leaders of the Malays, Chinese, and Indians in Malay Peninsula, and other ethnics in the States of Sarawak and Sabah. Such an issue also seems interesting if studied in various perspectives by History Teachers and Students at schools (Andaya & Andaya, 1983; Crouch, 1996; Gulahai, 1997; Baharuddin, 2001).

Second, *issues related to the Indonesia-Malaysia confrontation and its historical outline*. Indonesia and Malaysia, in the course of their history, had a confrontation in 1963-1966. But, History textbooks for Senior High Schools, both in Indonesia and in Malaysia, presented this event briefly, without in-depth analysis and explanation of the causes. Perhaps this has something to do with efforts to maintain “friendship between two allied and neighboring countries”, even though there have been many

---

<sup>2</sup>See also *Statements of two Teachers from Malaysia, namely Muhammad Farrid bin Che Hassan and Emmania binti Subpei@Shafie*, in an online FGD (Focus Group Discussion) activity through the Zoom Meeting application, on Monday, May 24, 2021. Available also in Youtube Channel at: <https://www.youtube.com/watch?v=AE5wNHjvsDc> [accessed in Bandung, West Java, Indonesia: 2<sup>nd</sup> March 2022].



studies that have examined the events of the confrontation between Indonesia and Malaysia. These studies have investigated the causes and consequences from various perspectives, which can enrich historical insights and critical thinking for History Students and Teachers in the two countries, namely Indonesia and Malaysia (Djiwandono, 1996; Mahmud, 1998; Suwirta, 2010).

Both the History Teachers from Indonesia and Malaysia stated that the narrative style presented in the History textbooks for Senior High Schools, apart from being limited, was also “national-centric”. That is, each party viewed the country and its own national interests as “correct”, while other countries are the “wrong” parties. History Teachers from Indonesia, for example, stated that the formation of the Malaysian Federation State in 1963 was seen as a *NEKOLIM* (i.e. Neo-Colonialism and Imperialism)’s project, especially a political ploy by the British colonialists that could threaten Indonesia’s sovereignty and independence. Teachers from Malaysia also stated that President Soekarno’s expansionist politics to realize the ideology of *Indonesia/Malayu Raya* (Great Indonesia/Malay State), which was also encouraged by the PKI (Indonesian Communist Party) and the domestic economic crisis, prompted Malaysia to report the confrontation issue to the United Nations and requested assistance from the Commonwealth countries, i.e. UK (United Kingdom), Australia, and New Zealand, to participate in maintaining the sovereignty of the Malaysian Federation State (Notosusanto *et al.*, 1992; Kansil & Julianto, 1993; Shamsuddin, 1993; Muniandy, 1996; Adam *et al.*, 2006).<sup>3</sup>

Of course, for the sake of learning and demonstrating History, such a brief and national-centric explanation is not sufficient. Based on other historical studies, it turns out that the source of the confrontation between the two nation-states (Indonesia and Malaysia) is not only due to the different ideologies and leadership styles between President Soekarno from Indonesia who was the “Son of the Teacher”, and the Malaysian Prime Minister, Tunku Abdul Rahman Putra al-Haj, who was “the Son of the King”, but also because both of the “Fathers of National Independence” rarely met and communicated in the political contexts. The orientation of their political thoughts often focused on the Western countries, their former colonizers, that were far from their respective countries; instead, close neighbors were often viewed as obscure “ghosts” and sources of threat (Legge, 1990; Anderson, 2002; Suwirta, 2003; Suwirta & Ahmad,

---

<sup>3</sup>See, for comparison, Statements of two Teachers from Indonesia, namely Kharista Setyo Nur Utami and M. Refi Omar ar-Razy; and a Teacher from Malaysia, namely Jason G. Mathew, in an online FGD (Focus Group Discussion) through the Zoom Meeting application, on Monday, May 24, 2021. Available also in Youtube Channel at: <https://www.youtube.com/watch?v=AF5wNHjvsDc> [accessed in Bandung, West Java, Indonesia: 2<sup>nd</sup> March 2022].

2007; Adam, 2009).

Third, *issues on Internal Political Conflict and Change of Power in Indonesia and Malaysia*. Malaysia's confrontation with neighboring countries, namely Indonesia and the Philippines, ended in 1966, when there was an internal political conflict that led to a change of power in these countries. President Soekarno had to hand over his power to Lieutenant General Suharto in Indonesia, while President Diosdado Macapagal was also replaced by President Ferdinand Marcos in the Philippines. In Malaysia itself, due to the defeat of the government coalition political parties in the General Elections in 1969, riots occurred between race groups (Malay and Chinese in Malaysia) on May 13, 1969, which led to the resignation of the Prime Minister, Tunku Abdul Rahman Putra al-Haj in 1970 (Legge, 1990; Celozza, 1997; Adam, 2009).

Specifically, the internal political conflict in Indonesia in the 1960s, which led to the downfall of President Soekarno, began with a series of events that are still controversial today. These include the G-30-S (*Gerakan 30 September* or 30<sup>th</sup> September Movement) of 1965, the SUPERSEMAR (*Surat Perintah 11 Maret* or Warrant Letter of 11 March) of 1966, and finally the SI MPRS (*Sidang Istimewa Majelis Permusyawaratan Rakyat Sementara* or Special Session of the Provisional People's Consultative Assembly) in 1967 and 1968 (Legge, 1990; Ahmad & Suwirta, 2007; Ricklefs, 2008).

In History textbooks for Senior High Schools in Indonesia, this series of events is described as disproportionate and does not show a clear cause-and-effect relationship. Studies on the events of the G-30-S 1965 movement, especially after the fall of the New Order government in 1998, focus more on the controversies of "who is the mastermind" behind the bloody events that constituted a national tragedy (*cf* Wisudo, 2005; Supriatna, 2006; Roosa, 2008). Historical sources outside of the History textbooks for Senior High School put more emphasis on "who are the victims" in the G-30-S 1965 movement, namely: PKI (Indonesian Communist Party), TNI-AD (Indonesian National Military-Army), President Soekarno and his supporters, or Muslims in Indonesia in general (Sundhaussen, 1986; Dake, 2006; Roosa, 2008).

The 1966 SUPERSEMAR incident in its relation to the G-30-S 1965 movement is also not sufficiently explained in the narrative of the History textbooks for Senior High Schools. Historical sources other than textbooks have instead focused more on the "authenticity" of the 1966 SUPERSEMAR document, not trying to interpret it and understand the contents of the document in the context of its time. Similarly, the events of SI MPRS in 1967 and 1968 are presented in the History textbooks for Senior High



Schools in a way that they seem as if they were detached from and had little to do with the events of the G-30-S of 1965 and SUPERSEMAR of 1966. Books other than the History textbooks for Senior High Schools are more interested in discussing President Soekarno's speeches, either in the form of JASMERAH (*Jangan Sekali-kali Meninggalkan Sejarah* or Never Once Leave History) in August 1966 or NAWAKSARA and PEL-NAWAKSARA (Complementary to 9 Statements) in 1967, which turned out to be a problem and were rejected by the the Provisional People's Consultative Assembly (Notosusanto *et al.*, 1992; Supriatna, 2006; Wardaya, 2007).<sup>4</sup>

In a similar vein, History textbooks for Senior High Schools in Malaysia also only mention briefly and do not provide in-depth discussion of an issue regarding the 13 May 1969 Riots in Malaysia, which led to the resignation of Prime Minister Tunku Abdul Rahman Putra al-Haj. The incident, according to History teachers in Malaysia, is not only "black history" which if discussed and reviewed in History lessons at school, it is feared that it will cause strife and conflict between races (especially the Malays and Chinese) in Malaysia. Although sources other than the History textbooks for Senior High Schools examine the events of "13 May 1969 Riot", from various perspectives and may be interesting to discuss in class, History teachers in Malaysia feel indecisive and reluctant to discuss such events (Comber, 2001; Adam *et al.*, 2006; Adam, 2009).<sup>5</sup>

## CONCLUSION <sup>6</sup>

History learning in schools requires new paradigms and practices, which enable History teachers and students to develop creative and imaginative thinking skills. This is possible, because in history learning there are two important elements that can develop creative and imaginative thinking skills for students and teachers, namely Facts and

---

<sup>4</sup>See also, for example, Statements of two History Teachers from Indonesia, namely Firizki Farawita and Faujian Esa Gumelar, in an online FGD (Focus Group Discussion) activity through the Zoom Meeting application, on Monday, May 24, 2021. Available also in Youtube Channel at: <https://www.youtube.com/watch?v=AF5wNHjvsDc> [accessed in Bandung, West Java, Indonesia: 2<sup>nd</sup> March 2022].

<sup>5</sup>See also, for example, Statements of two Teachers from Malaysia, namely Ooi Wan Yee and Asmahani binti Muhtar, in an online FGD (Focus Group Discussion) activity through the Zoom Meeting application, on Monday, May 24, 2021. Available also in Youtube Channel at: <https://www.youtube.com/watch?v=AF5wNHjvsDc> [accessed in Bandung, West Java, Indonesia: 2<sup>nd</sup> March 2022].

<sup>6</sup>**Acknowledgement:** This article, before being modified and updated in its current form, was originally a "Pedagogic Study" course assignment at the S3 (Ph.D. Program for History Education) at FPIPS UPI (Faculty of Social Studies Education, Indonesia University of Education) in Bandung, which was led by Prof. Dr. Nana Supriatna. This article was also discussed on Friday, 5<sup>th</sup> February 2021; and recommended to be elaborated, as an idea and experience in the field, to be submitted and presented in a National Seminar or published in a Scientific Journal. We express our gratitude and high appreciation to all parties, especially to History Teachers from Indonesia and Malaysia, who have helped us a lot to enrich our knowledge of History based on daily learning at school. However, the entire content and interpretation of this article remains the academic responsibility of both of us, as Authors, and has nothing to do with the assistance provided by other parties.

Interpretation. History learning, thus, requires not only the ability to memorize important facts, but also the ability to interpret and connect logical and rational causes and effects between the scattered facts.

History learning in Indonesia and in Malaysia – as seen in the History textbooks for Senior High Schools – in relation to the contemporary events and controversial issues, is still narrating historical events that are factual and chronological. But History teachers who are creative and imaginative can understand and explain these contemporary and controversial events based on other sources beyond the textbooks for Senior High Schools. Thus, these teachers are able to answer critical questions from their students or make the History teaching and learning process in the classroom alive, not boring, and encourage the students to think critically, creatively, and imaginatively.<sup>7</sup>

## References

- Adam, Ramlah. (2009). *Biografi Politik Tunku Abul Rahman Putra*. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Adam, Ramlah et al. (2006). *Sejarah Tingkatan 5: Buku Teks Kurikulum Bersepadu Sekolah Menengah*. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Affif, Faisal (2013). "Berfikir Imajinatif". Available online at: <https://sbm.binus.ac.id/files/2013/05/ARTIKEL-BERFIKIR-IMAJINATIF.pdf> [accessed in Bandung, West Java, Indonesia: 6 February 2022].
- Ahmad, Qasim. (2007). "Pensejarahan Malaysia: Isu Pasca Kolonial dan Malaysia Sentrik" in Andi Suwirta & Abdul Razaq Ahmad [eds]. *Pendidikan Sejarah & Historiografi Nasional-Sentrik: Konteks Indonesia, Malaysia dan Brunei Darussalam*. Bandung: Historia Utama Press, pp.7-22.
- Ahmad, Abdul Razaq & Andi Suwirta. (2007). *Sejarah dan Pendidikan Sejarah: Perspektif Malaysia dan Indonesia*. Bandung: Historia Utama Press.
- Ainia, Dela Khoirul. (2020). "Merdeka Belajar dalam Pandangan Ki Hadjar Dewantara dan Relevansinya bagi Pengembangan Pendidikan Karakter" in *Jurnal Filsafat Indonesia*, Vol.3, No.3, pp.95-101.
- Aliyyuida, Iin Maya. (2020). *Aku Bangga Jadi Dosen, Aku Bangga Jadi Guru*. Banten: Penerbit YPSIM [Yayasan Pendidikan dan Sosial Indonesia Maju].
- Andaya, Barbara W. & Leonard Y. Andaya. (1983). *Sejarah Malaysia*. Kuala Lumpur: Macmillan, Translation.
- Anderson, Benedict R.O'G. (2002). *Hantu Komparasi: Nasionalisme, Asia Tenggara, dan Dunia*. Yogyakarta: Penerbit Qalam, Translation.
- Baharuddin, Shamsul Amri. (2001). "Sejarah Identitas, Identitas Sejarah: Gagasan dan Praktik 'Melayu' di Malaysia Dipertimbangkan Kembali" in *Jurnal Studi Asia Tenggara*, Volume 32(3), pp.355-366.

---

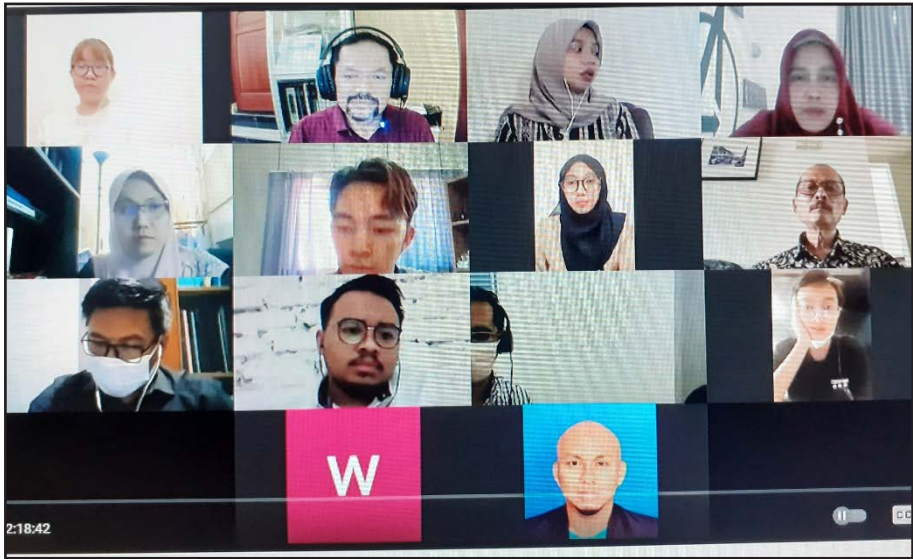
<sup>7</sup>**Statement:** We, the undersigned, declare that this article is our academic work; it is not the result of plagiarism, because the sources we cite and refer to are listed in full in the References or Bibliography. We are ready to accept academic sanctions, if what we say is not true and is not in accordance with applicable academic norms.

- Beetlestone, Florence. (2012). *Creative Learning: Strategi Pembelajaran untuk Melesatkan Kreativitas Siswa*. Bandung: Penerbit Nusa Media, Translation.
- Celoza, Albert F. (1997). *Ferdinand Marcos and the Philippines: The Political Economy of Authoritarianism*. USA [United States of America]: Greenwood Publishing.
- Comber, Leon. (2001). *13 May 1969: A Historical Survey of Sino-Malay Relations*. Singapore: Graham Brash (Pte) Ltd.
- Cooper, Hilary. (2018). "What is Creativity in History?" in *Education*, Volume 46(6), pp.636-647. Available online also at: <http://insight.cumbria.ac.uk/id/eprint/4023/> [accessed in Bandung, West Java, Indonesia: February 6, 2022].
- Crouch, Harold. (1996). *Government and Society in Malaysia*. Ithaca, New York: Cornell University Press.
- Dake, Antonie C.A. (2006). *Sukarno File, Berkas-berkas Suakrno 1965-1967: Kronologi suatu Keruntuhan*. Jakarta: Aksara Karunia, Translation.
- Dasgupta, Subrata. (2019). *A Cognitive Historical Approach to Creativity*. London and New York: Routledge.
- Djiwandono, J. Soedjati. (1996). *Konfrontasi Revisited: Indonesia's Foreign Policy Under Soekarno*. Jakarta: CSIS [Centre for strategic and International Studies].
- Ekasari, Paramita Ayu. (2020). "Kompetensi Profesional Guru dalam Mengembangkan Curiosity dan Kreativitas Siswa Madrasah Ibtidaiyah". *Unpublished Master Thesis*. Salatiga: Program Pascasarjana Pendidikan Guru Madrasah Ibtidaiyah IAIN [Institut Agama Islam Negeri]. Available online also at: <http://e-repository.perpus.iainsalatiga.ac.id/8939/2/PARAMITA%20AYU%20EKASARI-%20Fix.pdf> [accessed in Bandung, West Java, Indonesia: 6 February 2022].
- Gulahai, Ruhilin. (1997). "Pembentukan Persekutuan Malaysia, 1961-1963: Suatu Tinjauan Deskriptif Mengenai Usaha-usaha Politis Perdana Menteri Persekutuan Tanah Malaya Tunku Abdul Rahman Putra Al-Haj ke Arah Pembentukan Persekutuan Malaysia". *Unpublished Undergraduate Thesis*. Bandung: Jurusan Pendidikan Sejarah FPIPS IKIP [Fakultas Pendidikan Ilmu Pengetahuan Sosial, Institut Keguruan dan Ilmu Pendidikan] Bandung.
- Hastuti, Hera. (2020). "Mohammad Sjafe'i dan Konsepsi Pemikiran Pendidikan Ruang Pendidik INS Kayutanam" in *ISTORIA: Jurnal Pendidikan dan Sejarah*, Vol.16, No.1 [March], pp.1-15. Available online also at: <https://journal.uny.ac.id/index.php/istoria> [accessed in Bandung, West Java, Indonesia: 6 February 2022].
- Hendri, Nofri. (2020). "Merdeka Belajar: Antara Retorika dan Aplikasi" in *E-Tech*, Vol.08, No.01, pp.1-9.
- Ibrahim et al. (2020). *Tantangan Guru/Dosen dalam Menghadapi Revolusi Industri 4.0*. Lhokseumawe: CV Sefa Bumi Persada. Available online also at: <https://repository.ar-raniry.ac.id/id/eprint/11991/1/BUKU%20TANTANGA%20GURU%20DI%20Revolusi%2040.pdf> [accessed in Bandung, West Java, Indonesia: 6 February 2022].
- Kahin, George McT. (2009). *Nasionalisme dan Revolusi Indonesia*. Depok: Komunitas Bambu, Translation.
- Kansil, C.S.T. & Julianto. (1993). *Sejarah Perjuangan Pergerakan Kemerdekaan Kebangsaan Indonesia (Pendidikan Sejarah Perjuangan Bangsa)*. Jakarta: Penerbit Erlangga, cetakan ke-14.
- Kuntowijoyo. (2008). *Pengantar Ilmu Sejarah*. Yogyakarta: Tiara Wacana.
- Kurniawati. (2015). "Mencari Makna dalam Sejarah: Meninjau Kembali Historiografi Indonesia-Sentris sebagai Sumber Belajar Sejarah" in *Jurnal PENDIDIKAN SEJARAH*, Vol.4, No.2 [July], pp.13-20.
- Legge, John D. (1990). *Sukarno: Biografi Politik*. Jakarta: Penerbit Sinar Harapan, Translation.
- Lucas, B. & E. Spencer. (2017). *Teaching Creative Thinking: Developing Learners Who Generate Ideas and Can Think Critically*. London: Continuum.

- Mahmud, Nik Anuar Nik. (1998). *Konfrontasi Malaysia – Indonesia*. Bangi: Penerbit UKM [Universiti Kebangsaan Malaysia].
- Mulder, Niels. (2000). *Individu, Masyarakat, dan Sejarah: Kajian Kritis Buku-buku Pelajaran Sekolah di Indonesia*. Yogyakarta: Penerbit Kanisius, Translation.
- Muniandy, Kunaseelan a/l. (1996). *Hubungan Malaysia-Malaysia, 1957-1970*. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Murdiyanto, Eko. (2020). *Penelitian Kualitatif (Teori dan Aplikasi Disertai Contoh Proposal)*. Yogyakarta: Lembaga Penelitian dan Pengabdian pada Masyarakat UPN "Veteran" Yogyakarta Press.
- Ningsih, Widya. (2019). "Merdeka Belajar melalui Empat Pokok Kebijakan Baru di Bidang Pendidikan" in *Suara Guru Online*, Edisi 16 Desember.
- Notosusanto, Nugroho et al. (1992). *Sejarah Nasional Indonesia 3: Untuk Sekolah Lanjutan Tingkat Atas*. Jakarta: Depdikbud RI [Departemen Pendidikan dan Kebudayaan Republik Indonesia].
- Paramita, Astridya & Lusi Kristiana. (2013). "Teknik Focus Group Discussion dalam Penelitian Kualitatif (Focus Group Discussion Tehnique in Qualitative Research)" in *Buletin Penelitian Sistem Kesehatan*, Vol.16, No.2 [April], pp.117-127. Available online also at: <https://media.neliti.com/media/publications/20840-ID-teknik-focus-group-discussion-dalam-penelitian-kualitatif.pdf> [accessed in Bandung, West Java, Indonesia: 3 Juni 2022].
- Puspita, Widya Ayu. (2013). "Aspek-aspek Penting dalam Perkembangan dan Pendidikan Anak Usia Dini" in *JPNF: Jurnal Pendidikan Non Formal*, Edisi 10, pp.1-20. Available online also at: [http://pauddikmasjatim.kemdikbud.go.id/ebook/jpnf/jpnf\\_2013.pdf](http://pauddikmasjatim.kemdikbud.go.id/ebook/jpnf/jpnf_2013.pdf) [accessed in Bandung, West Java, Indonesia: 6 February 2022].
- Ricklefs, M.C. (2008). *Sejarah Indonesia Modern*. Jakarta: Penerbit Serambi, Translation.
- Roosa, John. (2008). *Dalih Pembunuhan Massal: Gerakan 30 September dan Kudeta Suharto*. Jakarta: Institut Sejarah Sosial Indonesia dan Hasta Mitra, Translation.
- Schulte, Nordholt Henk, Bambang Purwanto & Ratna Saptari [eds]. (2008). *Memikir Ulang Historiografi Indonesia dalam Perspektif Baru Penulisan Sejarah Indonesia*. Jakarta: Penerbit YOI [Yayasan Obor Indonesia].
- Sekretariat GTK [Guru dan Tenaga Kependidikan]. (2019). "Mengenal Konsep Merdeka Belajar dan Guru Penggerak". Available online at: <https://gtk.kemdikbud.go.id/read-news/mengenal-konsep-merdeka-belajar-dan-guru-penggerak> [accessed in Bandung, West Java, Indonesia: 6 February 2022].
- Shamsuddin, Mohd. (1993). "Malaysia, 1957-1977: Penglibatannya dalam Bidang Politik Negeranegara Komanwel" in *Malaysia dari Segi Sejarah (Malaysia in History)*, Bil.21. Kuala Lumpur: Persatuan Sejarah Malaysia, pp.54-81.
- Sjamsuddin, Helius. (2006). *Metodologi Sejarah*. Yogyakarta: Penerbit Ombak.
- Statements of two History Teachers from Indonesia, namely Firizki Farawita and Lukman Amin, in an online FGD (Focus Group Discussion) activity through the Zoom Meeting application, on Monday, May 24, 2021. Available also in Youtube Channel at: <https://www.youtube.com/watch?v=AF5wNHjvsDc> [accessed in Bandung, West Java, Indonesia: 2<sup>nd</sup> March 2022].
- Statements of two Teachers from Malaysia, namely Muhammad Farrid bin Che Hassan and Emmania binti Subpei@Shafie, in an online FGD (Focus Group Discussion) activity through the Zoom Meeting application, on Monday, May 24, 2021. Available also in Youtube Channel at: <https://www.youtube.com/watch?v=AF5wNHjvsDc> [accessed in Bandung, West Java, Indonesia: 2<sup>nd</sup> March 2022].
- Statements of two Teachers from Indonesia, namely Kharista Setyo Nur Utami and M. Refi Omar ar-Razy; and a Teacher from Malaysia, namely Jason G. Mathew, in an online FGD (Focus Group Discussion) through the Zoom Meeting application, on Monday,

- May 24, 2021. Available also in Youtube Channel at: <https://www.youtube.com/watch?v=AF5wNHjvsDc> [accessed in Bandung, West Java, Indonesia: 2<sup>nd</sup> March 2022].
- Statements of two History Teachers from Indonesia, namely Firizki Farawita and Faujian Esa Gumelar, in an online FGD (Focus Group Discussion) activity through the Zoom Meeting application, on Monday, May 24, 2021. Available also in Youtube Channel at: <https://www.youtube.com/watch?v=AF5wNHjvsDc> [accessed in Bandung, West Java, Indonesia: 2<sup>nd</sup> March 2022].
- Statements of two Teachers from Malaysia, namely Ooi Wan Yee and Asmahani binti Muhtar, in an online FGD (Focus Group Discussion) activity through the Zoom Meeting application, on Monday, May 24, 2021. Available also in Youtube Channel at: <https://www.youtube.com/watch?v=AF5wNHjvsDc> [accessed in Bandung, West Java, Indonesia: 2<sup>nd</sup> March 2022].
- Sundhaussen, Ulf. (1986). *Politik Militer Indonesia, 1945-1967: Menuju Dwi Fungsi ABRI*. Jakarta: Penerbit LP3ES, Translation.
- Supriatna, Nana. (2006). *Sejarah Nasional dan Dunia untuk SMA Kelas III*. Bandung: PT Grafindo.
- Supriatna, Nana. (2019). "Pengembangan Kreativitas Imajinatif Abad ke-21 dalam Pembelajaran Sejarah" in *HISTORIA: Jurnal Pendidik dan Peneliti Sejarah*, Vol.II, No.2 [April], pp.73-82.
- Supriatna, Nana & Neni Maulidah. (2020). *Pedagogi Kreatif: Menumbuhkan Kreativitas dalam Pembelajaran Sejarah dan IPS*. Bandung: PT Remaja Rosda Karya.
- Suwirta, Andi. (2003). "Ben Anderson tentang Hantu Komparasi dan Nasionalisme di Asia Tenggara" in Helius Sjamsuddin & Andi Suwirta [eds]. *Historia Magistra Vitae: Menyambut 70 Tahun Prof. Dr. Hj. Rochiati Wiriaatmadja, M.A.* Bandung: Historia Utama Press, pp.456-471.
- Suwirta, Andi. (2010). "Dua Negara-Bangsa Melihat Masa Lalunya: Konfrontasi Indonesia – Malaysia (1963-1966) sebagaimana Dikisahkan dalam Buku-buku Teks Sejarahnya di Sekolah" in *SOSIOHUMANIKA: Jurnal Pendidikan Sains Sosial dan Kemanusiaan*, Volume 3(2), pp.243-258.
- Suwirta, Andi. (2015). *Revolusi Indonesia dalam News & Views: Sebuah Antologi Sejarah*. Yogyakarta: Penerbit Ombak.
- Suwirta, Andi & Abdul Razaq Ahmad. (2007). "Hantu Komparasi dari Negeri Jiran: Catatan Pendahuluan" in Andi Suwirta & Abdul Razaq Ahmad [eds]. *Pendidikan Sejarah & Historiografi Nasional-Sentrik: Konteks Indonesia, Malaysia, dan Brunei Darussalam*. Bandung: Historia Utama Press, pp.iii-vi.
- Syaodih, Ernawulan et al. [eds]. (2015). *Prosiding Seminar Nasional Pendidikan Dasar SPS UPI: Membangun Imajinasi dan Kreativitas Anak melalui Literasi, Volume 2*. Bandung: Program Studi Pendidikan Dasar SPs UPI [Sekolah Pascasarjana Universitas Pendidikan Indonesia]. Available online also at: <https://core.ac.uk/download/pdf/42901159.pdf> [accessed in Bandung, West Java, Indonesia: 6 February 2022].
- Tarsa, Arnita. (2016). "Apresiasi Seni: Imajinasi dan Kontemplasi dalam Karya Seni" in *JPGI: Jurnal Penelitian Guru Indonesia*, Vol.1, No.1, pp.50-58.
- Wardaya, Baskara T. (2007). *Membongkar Supersemar!: Dari CIA hingga Kudeta Merangkak Melawan Bung Karno*. Yogyakarta: Penerbit Galang Press.
- Wisudo, P. Bambang. (2005). "Asvi Warman Adam Meluruskan Sejarah". Available online at: <http://lipi.go.id/berita/asvi-warman-adam-meluruskan-sejarah-/643> [accessed in Bandung, West Java, Indonesia: 2 May 2022].
- Zed, Mestika. (2014). *Metode Penelitian Kepustakaan*. Jakarta: Penerbit YOI [Yayasan Obor Indonesia].





**History Teachers of Indonesia and Malaysia in Zoom Meeting**  
(Source: Andi Suwirta Youtube Channel, 24/05/2021)

History learning in Indonesia and in Malaysia – as seen in the History textbooks for Senior High Schools – in relation to the contemporary events and controversial issues, is still narrating historical events that are factual and chronological. But History teachers who are creative and imaginative can understand and explain these contemporary and controversial events based on other sources beyond the textbooks for Senior High Schools.