

DEVELOPING THE CULTURAL LITERACY OF LOCAL HISTORY OF GORONTALO STUDENTS THROUGH THE LEARNING MATERIALS “NANI WARTABONE AND JANUARY 23, 1942 EVENTS IN GORONTALO”

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Abstract

This paper aims to outline the efforts to develop the cultural literacy of local history (the ability to understand the local history) Gorontalo students through learning materials “Nani Wartabone and January 23, 1942 Events In Gorontalo”. Literacy ability of local history referred to in this article is the ability of the students to understand the history of Gorontalo. Literacy which will be outlined is in the informational level (how to access the knowledge) and epistemic level (transforming knowledge), no longer at the performative level (read write ability) and functional level (language skills). Through the learning materials about Nani Wartabone (national hero) and events January 23, 1942 events, students are expected to be aware of local history, especially related to events which are so patriotic and nationalist happening in Gorontalo. Thus, the existence of learning materials about “Nani Wartabone and events January 23, 1942 in Gorontalo” is one of the efforts to improve the student historical literacy in the region of Gorontalo.

Keywords: Cultural Literacy, Local History, Nani Wartabone, Events on January 23, 1942, Gorontalo.

Abstrak

Tulisan ini bertujuan untuk menguraikan bagaimana upaya mengembangkan literasi sejarah lokal (kemampuan memahami sejarah lokal) mahasiswa Gorontalo melalui bahan ajar sejarah “Nani Wartabone dan Peristiwa 23 Januari 1942 di Gorontalo”. Kemampuan literasi sejarah lokal yang dimaksud dalam tulisan ini adalah kemampuan mahasiswa dalam memahami sejarah Gorontalo. Literasi yang akan diuraikan berada pada tingkatan informational (mengakses pengetahuan) dan epistemic (mentransformasikan pengetahuan), bukan lagi pada tingkatan performative (kemampuan baca tulis) dan functional (kemampuan bahasa). Melalui bahan ajar tentang Nani Wartabone (pahlawan nasional) dan peristiwa 23 Januari 1942, mahasiswa diharapkan tidak buta sejarah lokalitasnya, apalagi terkait dengan peristiwa yang begitu patriotik dan nasionalis yang terjadi di Gorontalo. Dengan demikian, keberadaan bahan ajar tentang “Nani Wartabone dan Peristiwa 23 Januari 1942 di Gorontalo” merupakan salah satu upaya dalam meningkatkan kemampuan literasi kesejarahan mahasiswa di wilayah Gorontalo.

Kata Kunci: Literasi Sejarah Lokal, Nani Wartabone, Peristiwa 23 Januari 1942, Gorontalo.

1. INTRODUCTION

Cultural literacy of local history in Indonesia is still low. Not many people know about the local history of both regional and local levels of others. Literacy is defined in this study is about the ability to access knowledge of local history and also about how to transform knowledge of the local history. Learning and understanding history is a moral education as they can see the good and bad behavior of someone in the past history (Kochhar, 2008), and history can also strengthen

the value of nationalism. Susanto Zuhdi (2014) also stated that history would be able to form nationalism and also be able to define the identity of a nation, even in the face of globalization, which would require a strong foundation to be able to maintain the identity of the Indonesian nation. Susanto Zuhdi (2014) viewed that discussing the correlation of history with a national identity, it is no exaggeration to say history as an important element in the issue of national integration. In addition, Carr (1965) stated that history also has the ability to explain events or thought leaders in the past in a holistic manner and also able to provide a solution that is capable in the present context.

Based on the opinions above, it is clearly illustrated how the significance of historical literacy that should be entrenched among the younger generation of Indonesia. In this study, literacy history in question is a category of local history. According to Taufik Abdullah (1990) local history in a particular geographic region will confront us with the human directly and very close, therefore Local history should have autonomy. In order to develop a culture of local history literacy to the younger generation, it is important to touch the world higher education (universities). Syamsu Qamar Badu & Basri Amin (2012) stated that one of the characters is the energy that campus residents actively to understand the reality, create a new reality, or change the existing reality, then there must be concrete steps undertaken in order to develop a culture of literacy local history in college. One step that can be taken is to provide teaching materials on local history books. Furthermore, the related context of the material in question in this research is "Nani Wartabone and Events January 23, 1942 in Gorontalo". This event is important because it has values of nationalism and patriotism which deserves to be internalized and actualized by students in Gorontalo as the next generation.

As noted at the beginning of the first paragraph, then literacy will be developed with their teaching materials book about "Nani Wartabone and Events January 23, 1942 in Gorontalo" there are two things: *first*, information literacy, which according to Jonner Hasugian (2008) is an information literacy about local history Gorontalo. *Second*, as indicated by Au et al (1995) the development of literacy as a social practice or social process. This is certainly related to internalization and actualization of nationalism values in the contemporary era (social practice). So basically this study will analyze the role of teaching materials local history materials (book) "Nani Wartabone and Events January 23, 1942" to the Gorontalo's students related two things (the development of literacy), namely: information literacy (literacy information) about the local history of Gorontalo, and internalization and actualization of struggle values (nationalism and patriotism) in the contemporary era.

2. RESEARCH METHODS

The method used in this research is the study of literature. Sources of information are related to information literacy (literacy information) about the teaching materials book. "Nani Wartabone and Events January 23, 1942 in Gorontalo" and also about the internalization and actualization of historical value contained in the instructional materials. However, related to the preparation of teaching materials book "Nani Wartabone and Events January 23, 1942 in Gorontalo" the method used is the method of historical research, the method consists of four steps that heuristics (collection of sources), verification (source criticism), interpretation, and historiography or writing of history (Kuntowijoyo, 2013).

3. FINDINGS AND DISCUSSION

The discussion on the results of this research were divided into three parts: *first*, explanation about the contents of teaching materials book "Nani Wartabone and Events January 23, 1942 in Gorontalo". *Second*, analysis of the role of teaching materials book in terms of information liter-

acy (literacy information) about the local history of Gorontalo. *Third*, analysis of internalization and actualization of history values contained in teaching materials book “Nani Wartabone and Events January 23, 1942 in Gorontalo”.

“Nani Wartabone and Events January 23, 1942 in Gorontalo”.

Nani Wartabone is a national hero of Gorontalo. Born in Suwawa (one of districts in Gorontalo), on 30 April 1907. Nani Wartabone a descendant of *bangusa* or *mongopulubila*, from the top class (related to social layers, see Rosenberg, 1865) from the Suwawa Kingdom in the kingdom era is part of the royal *limo Pohalaa* (fuller related Kingdom of *Limo Pohalaa*, read Haga, 1981). At the time of Nani Wartabone was born, his father named Zakaria Wartabone domiciled as a district officer. Thus, at the time of ethical politics, where one policy was emancipation in education between indigenous and Europeans, it is not so difficult for Nani Wartabone to acquire western education. Educational opportunities are not wasted by Nani Wartabone to interact with the nationalists while in Surabaya. One influential figure in growing awareness of Nani Wartabone nationalism is Soekarno. So that when returning to Gorontalo in 1928, Nani Wartabone immediately conduct propaganda of Indonesian nationalism. He also became the founder PNI Gorontalo branch. The groups of farmers (*hulunga*) was formed to gather strength. And finally, the culmination of a resistance to the Netherlands occurred occurs in Friday, January 23, 1942. These events are the taking power (*coup de'etat*) by the people of Gorontalo, led by Nani Wartabone (Sudirman Habibie et.al, 2004, K.Abdussamad et.al, 1985, Joni Apriyanto & Sri Wahyu A. Pinau, 2013, Farha Daulima & Salmin Djakaria, 2008)

Movement January 23, 1942 in Gorontalo started from the rejection scorched earth policy by the Dutch government as a form of awareness and response will worsen the position of the Netherlands as a result of the Japanese offensive in the Asia Pacific region. Gorontalo people give feedback on a scorched earth strategy of the Netherlands through a denial. On January 10, Nani Wartabone sent a letter to the Assistant Resident Corn and Kontrolir Dancona about rejection and the resistance threat if the strategy of scorched earth be continued (Joni Apriyanto, 2012). But the Netherlands will pursue strategies scorching of the earth, so the modern elite Gorontalo then strategize in a coup on the authority of the Dutch colonial government in Gorontalo. Netherlands downturn in the Pacific war face the Japanese regarded as the best moment to do the resistance. And with good through consolidation measures, finally, on Thursday night folk dated January 22, 1942, the heads of the village, and the elite who are members of the committee of twelve chaired (Nani Wartabone is a leader) gathered at the residence of Koesno Danoepojo, and decided to carry out a *coup de'etat* in the morning on January 23, 1942 at 05.00 pm. The strategy of this movement is *first*, mastering telecommunication facilities, *second* releasing of Netherlands political prisoners, *third* guarding and receiving prisoners by the people, and *fourth* assaulting and ambushing the Dutch Colonial Government officials (Joni Apriyanto, 2012). After successfully taking over from the Dutch colonial government, Indonesian national anthem was sung out and the chairman of the committee 12 (Nani Wartabone) delivered her speech:

Pada hari ini tanggal 23 Januari 1942, kita bangsa Indonesia yang berada disini sudah merdeka, bebas, dan lepas dari penjajahan bangsa manapun juga. Bendera kita yaitu Bendera Merah Putih, lagu kebangsaan kita adalah lagu Indonesia Raya. Pemerintah Belanda telah diambil alih oleh pemerintah Nasional (Joni Apriyanto, 2012).

That is the outline of an event that people of Gorontalo is often celebrated as a patriotic annually. Although during the Japanese occupation, Gorontalo fell back on the position of the Occupied Territories, this movement has actually illustrated the considerable role of Nani Wartabone as one of the modern elite in the process of change in mindset and awareness of nationalism Gorontalo. Not only that, in the same year, this movement became the inspiration for the another area to

do the same thing as in Banggai, Buol, and also Ampana (all three located in Central Sulawesi). Amin (2012) saw the events of "January 23, 1942" in Gorontalo is more relevant understood as a history of the mentality or the power of mentality of giving very brave answers on the circumstances of the time. Such a view is certainly based on the strength of the mentality of Gorontalo' people for independence. Furthermore Niode and Mohi (2003) stated that January 23, 1942 events in Gorontalo is a proof and self awakening of the middle class in Gorontalo as Agent of Change, where social change played by this class is very large and has determined the movement of Gorontalo locality history.

Subjects Book: "Nani Wartabone and Events January 23, 1942 in Gorontalo" and the Development of Information Literacy.

The question of local history teaching materials in certain areas classified as complex and can still be found in the current conditions, because there are still many unexplored historical knowledge and materials used in the teaching of history. The lack of historical sources and interests of the researchers to explore the history of an area - especially areas outside Java - has contributed to the lack of historiography about the events or local leaders who have a role in the course of history. Regarding the events of the past posts about Gorontalo may be said to have been quite tolerable numerous, the historical study of monotonous and less wide angle of view, making treasures diversity Gorontalo historiography lot less. The teaching materials book about "Nani Wartabone and Movement January 23, 1942 in Gorontalo", is expected to fill the empty spaces that are less explored about the modern elite in the region of Gorontalo.

Thus, expectations of an increase of information literacy about local history Gorontalo primarily associated with Nani Wartabone figures and events of January 23, 1942 could occur, as stated by Hasugian (2008) about the information literacy. In principle, information literacy is a condition in which a person or group has no difficulty in accessing any information he needed. Related to this research, information literacy is indeed just about Nani Wartabone and patriotic history Gorontalo, it does not touch other disciplines, so that other scientific perspective can not be represented. Surely this is a shortcoming of this study. Nevertheless, at least the limitations of historical information about Gorontalo began to decrease.

Subjects Book: "Nani Wartabone and Events January 23, 1942 in Gorontalo" and Developments of Literacy "Social Practice"

Literacy "Social Practice" in question is about the principles of social benefits for life (Au et al, 1995). In this context, social practices that should be done is the result of understanding and contemplation of the meaning of all the historical events have been done. Related to the explanation of history in the book "Nani Wartabone and Events January 23, 1942 in Gorontalo" social practice in question is internalizing and actualizing values of Nani Wartabone struggles and all the people of Gorontalo. There are values of nationalism and patriotism that should be copied by students in Gorontalo. Actualization of the value of nationalism in the contemporary era is certainly different from the value of nationalism in the Nani Wartabone era, who had to fight physically and mind against real opponents bring misery, suffering for the people of Gorontalo. Today, the values of nationalism embodied in Nani Wartabone and Gorontalo people struggle should be embodied in practice how to fill the wheels of development. According to Sartono Kartodirdjo (1999), the five principles of nationalism that should be run in the contemporary era. *first*, unity (oneness) that puts the territorial integrity, nation, economic principles, and so, to strengthen national integration. *Second*, liberty (freedom) which is associated with aspiration, freedom of religion, freedom groups, and organizations. *Third* equality (equality) that is related

to the rights and obligations, as well as the position in law. *Fourth*, personality (personalities) that is associated with identity, self-esteem, and pride as a nation. And *Fifth*, the performance (achievement) concerning the embodiment of the dreams and ideals in creating prosperity, greatness, nation and humanity itself.

Thus, the understanding of the role Nani Wartabone and also events of January 23, 1942, expected to be able to bring increased social practices in the form of internalizing and actualizing values of Nani Wartabone struggles and events of January 23, 1942 for students in Gorontalo.

4. CONCLUSION

Based on the background, the research methods used and the analysis in the discussion that has been presented, we can conclude two things: *first*, with their teaching materials book about “Nani Wartabone and Events January 23, 1942 in Gorontalo” it is expected that the students in Gorontalo improve their information literacy about local history. *Second*, the presence of teaching materials about “Nani Wartabone and Events January 23, 1942 in Gorontalo”, is expected to increase “social practice” and cultural literacy of students in Gorontalo. Literacy “social practice” in question is the increase of social practice in the form of internalizing and actualizing values Wartabone Nani struggles and events of January 23, 1942.

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