

The implication of transformational Teaching on Education And Learning System Act No. 4 1950

Zulkarnain ¹, Rabaah binti Abdullah ²

¹ History Education Department, Universitas Negeri Yogyakarta, Yogyakarta, Indonesia

² Sejarah Universitas Pendidikan Sultan Idris, Perak, Malaysia

ABSTRACT

The purpose of this paper is to study the implication of Act No. 4 of 1950 on Teaching Fundamentals of Elementary School, Middle School, and Higher Education and its implementation to history teachings. This act was the first national formal bill on education policies, passed under the government of Mr. Asaat, the state president of the Republic of Indonesia. Although the state president was the one that created this act, the implementation of the system was introduced to all the other states of the country. This practice was considered uncommon in the state administration of Indonesia. Act No. 4 of 1950 contains the elementary educational purposes to provide students with fundamental knowledge, skills, and wisdom to develop their talent and interest for elementary students. While intermediate education assists the students to prepare for higher education, as well as cultivating experts in various fields according to their talents and fulfilling what society demands. The curriculum in higher education was created to prepare the students to become the future leaders of the society and provide them with the knowledge to conserve and develop the science and livelihood of the society. Act No. 4 of 1950 also influenced how history education goes. History should be able to be implemented into a learning process that can elevate the knowledge and cultivate a sense of nationalism in the youth generation of Indonesia

Article History:

Submitted : 31-01-2022
Revised : 07-02-2022
Accepted : 10-03-2022

Keywords:

Act No. 4 of 1950; history teaching; transformational education



Cite in APA 7th:

Zulkarnain, Z., & Abdullah, R. binti. (2022). The implication of transformational Teaching on Education And Learning System Act No. 4 1950. *Jurnal Civics: Media Kajian Kewarganegaraan*, 19(1), 110–118. <https://doi.org/10.21831/JC.V19I1.4776>

Introduction

Education is a field that is fundamental for humans. Education is a concern for the Indonesia government. Education, since Indonesia's independence, had become a priority. Indonesia became independent in 1945. The level of education of the Indonesian people at that time was very worrying because the level of illiteracy was still high. In addition, Indonesians still use Japanese and Dutch colonial teachings. Japanese teaching had a military-style and Dutch teaching had a western style.

After the long process of Indonesia's independence, the worker bureau of KNIP agreed on the national education goal and created the draft of The National Education Bill Plan. The plan was ratified by the government on 2 April 1950 and became the current Act No. of 1950 about the Teaching Fundamentals on School. The bill was officially announced when Indonesia shifted from a republic to the United States. This happened as an outcome of the Round Table Conference between Indonesia and the Dutch. The alteration of governmental administration from the Republic of Indonesia to the Republic of the United States of Indonesia has placed the Republic of Indonesia as one of the states in the country. Ir. Sukarno and Muhammad Hatta were elected as the president and vice president

of the Republic of the United States of Indonesia, while the Republic of Indonesia was governed under the rule of Mr. Asaat, an ex-chairman of BP KNIP.

The Education and Teaching Law No. 4 of 1950 is a legal law policy for national education that was ratified by Mr. Asaat and made official by the Judicial Minister of the Republic of Indonesia, A.G. Pringgodigdo. The Act itself was a unique one because it was made and ratified by a president of a state, but it was implemented to the whole country as a national education system (Courtesy of National Education Laws, 1950).

Further implementation of this law was done after the terms of an agreement between dr. Abdul Halim, the Prime Minister of the State of the Republic of Indonesia, and Drs. Mohamad Hatta, the Prime Minister of the United Republic of Indonesia. The expansion of the law was considered a joint policy between the two states that creates the first law regarding the national education system. Law No. 4 on the National Education System was later reimplemented when Indonesia becomes a republic again – with a new name, Act No. 12 of 1954 (Hasan, 2010, p. 116).

The Education Act No. 4 of 1950 states that the purpose of national education is to conduct a nationalist and democratic education. The government should develop a national education system that can be implemented in all regions of the United Republic of Indonesia. The education standards have to be different from the system that was used during the colonial era which adopts the Eurocentric mindset as well as encourages the people to embrace their indigenous culture. (Education Act No. 4 of 1950).

Article number eight and nine of Education Act No. 4 of 1950 stated that national education provides insurance for “the necessity of national culture in the education” (Act No. 4 of 1950 on the National Policy). The government’s decision to issue Act No. 4 of 1950 has placed history subject to a noble position in the national education system. The government gave more attention to history education. The notion behind this decision is that history education is considered to be able to relieve society from the Eurocentric, pro-colonialism learning mindset of the feudalistic culture brought by the Dutch Colonial Government. Historians assess western culture as an ideal model of sociocultural life and construct Indonesian history as a process of westernization using Dutch colonialism as a determining factor and Indonesians are narrated as passive objects (Purwanta, 2018).in the post-independence, Sirozi (2004, p. 123) discusses the historical roots of secular–religious debates and tensions and their relationship to the formation of the Indonesian National Education System within the context of the history of Dutch colonization and nationalist struggles for national identity.

Indonesia badly needed teachers but the government’s efforts to train new teachers were hampered by the tremendous lack of teachers who could train new teachers (Suwignyo, 2017, p. 653). According to the introduction, the writer attempts to study the implementation of Education and Teaching Law No. 4 of 1950. Further explanation of the Law is necessary to understand its implication to history teaching during the period of the United Republic of Indonesia. The study also aims to cover how the Law was implemented during the period.

Method

The method uses historical method from Kuntowijoyo. Kuntowijoyo’s (1997), historical method consists of topic selection, heuristics, verification, interpretation, and historiography. Historical narratives retain their impact even if we do not draw direct conclusions or predictions from them (Černín, 2020, p. 3). Topic selection is stage for choosing the title of the research. The author chose title, *Implications of Transformational Teaching in The Education and Learning System Law No. 4 1950*, because author focuses on the study of the education curriculum in Indonesia. Data source collections are done by visiting the libraries and the archive department. Next, verification data is

stage for obtaining data to get valid and reliable data. Furthermore, valid, and reliable data are interpreted. The last stage is compiling writing with historiography (Topolski, 1976; Wolf, 2018) .

Result and Discussion

Pancasila and the 1945 Constitution are both philosophical and juridical fundamentals on developing the education system in Indonesia. The representation of the constitution was then integrated into the Laws of the National Education System. One of the education laws that can be used as a reference to study education policies is the Education and Teaching Law No. 4 of 1950.

According to the Law, the goal of national education is not only to improve the cognitive quality of a child but also to develop their character. The Education and Teaching Law No. 4 of 1950 have created a generation of young people with selfhood, independence, creativity, and the spirit to adapt and change their lives, aside from excelling in their technical knowledge.

In educational practices, characters development is necessary to place transformational fundamentals for the education paradigm, an education that can transform the child and their life aspects, feeling, emotion, mindset, values, and character that may elevate their (Althof & Berkowitz, 2006; Chotimah et al., 2021; Covaleskie, 2006; Lapsley & Woodbury, 2016). Education is a way for the adult to interact with their children and lead them to achieve adulthood (Edmonson et al., 2009; Şahinkayasi & Kelleci, 2013). The concept of education as a transformational means was already written in the Education and Teaching Law No. 4 of 1950 as it stated that the national education system aims to create a society with self-control, character, intelligence, morals, and relevant skills. This implies that the direction of the national education system is to accommodate various life aspects of the society as part of the nation.

Various figures of founding fathers and education practitioners like Ki Hadjar Dewantara and K.H. Ahmad Dahlan have created a progressive-transformational theory on education. They conducted their education practices with the idea that every child has the potential, talents, and skills that were given by birth. This nature acts as fundamental for preparing their journey through life as a part of a society within a nation.

Pestalozzi, an 18th-century Swiss education expert promotes an idea of progressive education that emphasizes the whole personality which had to be educated. He stated that nature will form a child as a whole integrated being with various moral, mental, and physical aspects. It dictates that all of the aspects will be developed. Nature will influence, lead, and develop the heart, mind, and body of a child in a harmonic fashion, in a way that each aspect will reinforce the other. This concept also complies with the concept and goals of the Education and Teaching Law No. 4 of 1950.

Education Delivery System and Education Improvement

Each article on the Education and Teaching Law is appointed as a point of reference to every policy related to education. According to the general explanation from appendix No. 38 of the state archives, this law is a form of legitimation for the education and teaching basics that needs to be ratified first. After the law is established, then it can proceed to issue a standalone act or make another form of regulation for regular and vocational schools, and higher education levels. Based on the general explanation and thorough disclosure of each article, it is clear that the law acts as a building block for the education delivery system. The Education and Teaching Law is the first organic law-abiding the 1945 Constitution article 31. The main purpose of education is to create a democratic nation by reducing the influence of the colonial education style. The fundamentals of education always come from the Pancasila and 1945 Constitution with Indonesian cultural traits as the core principle.

One of the methods to conduct an education that complies with the goal and fundamentals of the Education and Teaching Law is by nationalizing all forms of schools that still adopt the colonial style. The idea of nationalizing colonial schools was made into a decree by the Ministry of Education, Teaching, and Culture on 25 August 1945 (Sjamsuddin et al., 1993). Colonial schools that meet the requirements for the decree are:

1. Public Schools including National Public School, Private School, Special School
2. Middle Schools/*Middlebare School* (MS) including National Middle School and Private School
3. *Vorbereidens Hogere Onderwijs* (VHO), *Algemeene Middelbare School* (AMS), *Hogere Burgere School* (HBS), *Middelbare Handels School* (MHS).
4. *Opleiding Voor Vorbereidens Onderwijs* (OVVO), *Normale School* (NS), *Kweek School* (KS).
5. Carpentry School, Technical School, *Middelbare Technische School* (MTS).
6. SKG, SPNS, *Gouvernement Opleiding School Voor Onderwyzeres* (GOSVO).

The adjustments were made after the reconciliation of Indonesia as a republic, given the fact that during the 1945-1950 period, the Dutch still occupied several regions of Indonesia creating an education system that meets their demand. The adjustments were also made to synchronize the education delivery system under one coordination and surveillance of the Ministry of Education, Teaching, and Culture. Structurally, there was massive reconstruction on the substance and control of each education form left by the colonial period.

The education forms that comply with chapter 6 paragraph 1 of the Education and Teaching Law are pre-school, elementary school, middle school, and higher education. Each stage of education is an integral part of one continuous unit (*Pewarta P.P.K.*, No. 3, Year 1, April 1951 Edition, pg. 22-26). Generally, the schools that are included in the law share the same features as the previous education system, even the vocational school. But the law was meant to be a written guide to conduct and supervise the system.

Compulsory Education in UUPP No.4 of 1950

Compulsory education in the Education and Teaching Law posed as an important instrument to improve the education delivery system. Along with the eradication of the caste system in education, the goal of compulsory education is to engage more people to educate themselves and accomplish what has been stated in the 1945 Constitution. As for the education supervising will be managed by the school supervisor bureau created by the Ministry of Education, Teaching, and Culture, which has been stated in the Education and Teaching Law chapter XVI on supervising and maintaining the education and teaching, chapter 27 paragraph 1, 2, and 3, but exclusively stated in paragraph 3.

On 15 February 1951, the Minister of Education issued a decree on the arrangement and tasks for the Ministry of Education, Teaching, and Culture no.4223/Kab as part of the mission to conduct what has been stated in chapter 27. The formation of the ministry consisted of the cabinet, the headquarter, Public Teaching Association, Cultural Association, Equipment and Building Association, as well as several bureaus such as the Bureau of Education and Teaching Research, Higher Education Bureau, Bureau for UNESCO and Foreign Affairs, and Bureau for Literatures (Poerbakawatja, without year: pp. 405 – 406).

The Teaching Association consisted of headquarter, schools and courses service department, supervisor department for preschool, public school, middle school, high school, technical school, teacher education center, economy class, women education center, and physical education center. They also have an archive department, foreign language department, and civil education department.

The Teaching Association is a supervisor department that directly manages the education service system ranging from elementary education to higher education level.

The elementary education stayed the same as before the law was enacted, six years of elementary school. According to the Education and Teaching Law chapter 7 paragraph 2, the purpose of elementary school is to form the mind and physical abilities of children, to provide basic knowledge and skill according to the talent of the children. The slight improvement of the elementary school is by increasing the number of schools.

The means and improvements of elementary schools that were conducted and still in progress were discussed and reported in the Conference of Public School Inspection that was held in Malang in December 1953. More detailed strategies were proposed such as increasing the number of available schools, dividing the schools with too many students, progressively changing the duration of public school from 3 years to 6 years, opening new schools with government's funds and donations from the people, increasing the number of teachers, increasing the number of instructors for teacher's education courses, and improving the quality of education and teaching in public schools.

The improvement attempts on elementary education addressed the physical and non-physical aspects of the system. The physical aspects include improvements related to the number of teachers and the quality of school building. The non-physical aspects addressed issues related to the quality of the teacher and supervising the schools. Also, the alteration to the duration of education from 3 to 6 years is one of the government strategies to eradicate colonial-style education.

Intermediate education is divided into two levels, middle school for 3 years and high school for another 3 years. As for the vocational school, the writer intends to put the school in a group along with the intermediate education section. This is because the vocational school can be accessed after completing elementary education in public school for 6 years, as stated in the Education and Teaching Law, chapter 7 paragraph 3. Intermediate education (both public and vocational) purpose is to further continue the education processes given in the lower tier to provide insight and develop the life goals as well as provides support for students to be able to grow as part of society, creating a generation of experts in various fields comply with the demand of the society, and/or preparing them to take higher education (*Sekolah Kita*, No. 3, Year 4, March 1954 Edition, pg. 18-23).

Chapter 7 paragraph 3 of the law also explained that the public intermediate schools (Middle and High School) are at the same level as vocational schools. They also serve the same task which is to prepare the students for higher education levels. Therefore, the writer assumes that both public and vocational intermediate schools are at the same level.

Between 1945 and 1950, there are two higher education systems, one that was run by the republic government, and the other was run by the Dutch colonial government. The system that was run by the republic can be perceived as an emergency measure because many regions were falling into the Dutch territory during the post-independence period, leading to many students fleeing to the republic's territory. The system that was used by the Dutch was meant as a propaganda tool to gather sympathy from Indonesian students, to further legitimate their occupation in the colony.

In 1950, two major universities were built in Indonesia. The University of Indonesia in Jakarta, and Gadjah Mada University in Yogyakarta. After that, various universities also opened in several regions of Indonesia between 1950-1954, such as Airlangga University in Surabaya in 1954, and The University for Teacher Education as an institution for improving the quality of teachers (Soewandi, 1947, p. 457).

After the reconciliation of Indonesia as a republic, it means that all education systems run by the Dutch government were automatically reverted to the Indonesian system. One of the examples

is education delivery in college, where the first integration of higher education into Indonesia's education system was conducted by opening the University of Indonesia (UI) on 7 February 1950.

The Implication of Act No. 4 of 1950 in History Course

Act No. 4 of 1950 has given a special place for history courses. History was considered pliable to be integrated into a learning process that enlightening, and able to cultivate a sense of nationalism for the young generation. During the colonization of the Dutch and Japanese, the Indonesians hardly learned about their history and culture. Most institutions at the time are teaching about history from overseas, the history of the colonists, and justification of their deeds which then put the Indonesian history a guest in their own house (Act No. 4 of 1950).

After the government issued Act No. 4 of 1950 about national education and teaching, several curriculums were submitted for various education levels during the Old Order, such as the curriculum for elementary education which aims to provide students with basic knowledge and skills for developing their characteristics and talents. The curriculum for middle education aims to prepare the students for higher education levels, as well as train experts in various fields to fulfill the demands of society. The curriculum for higher education aims to prepare the students to become future leaders and be able to develop science and the livelihood of society.

Under the command of Sarmidi Mangun Sarkoro, a Minister for Education, Teaching, and Culture, a building block for history education was laid down by the ratification of Act No. 4 of 1950. Because of the political instability that lead to the fast-changing cabinet members, he was replaced by Bahder Djohan in 1951. A program that was made during his period was the establishment of the National Committee for History. National history is seen as a method to prevent political disintegration as the result of the political turmoil just before the national election.

The forming of the research team for Indonesian history was led by Prijono with members consisting of historians from the University of Indonesia and Dutch historians who worked in the University of Indonesia and the Archaeological Agency. This committee was formed as the result of the government's viewpoint against history as a strategic plane to develop the citizen's character through history courses. Therefore, the only way to achieve the goal is to revise the contents of various textbooks that were used in school (Soedjatmoko et al., 1995). But the team was unable to compile the textbook and modules for history subjects because of reasons, such as political instability, the allocated timeframe that was too short, and limited sources that can be utilized to write the Indonesian history (Asvi Warman Adam, Interview, April 2016).

Even though the writing of Indonesian history was a failure, the standpoint of history as a strategic aspect and the importance of history in national education stayed the same. The position of history got even stronger after the title of Minister of Education, Teaching, and Culture was held by Muhammad Yamin who replaced Bahder Djohan. His first program is to re-proposed Act No. 4 of 1950 to the Council. This proposal was considered to be important because this Act was ratified during the United Republic era, while the country has reverted to a republic since August 1950. On 27 January 1954, the Council chairman agreed to reactivate Act No. 4 of 1950 without any alteration at all. The result has then acquired a pass from President Sukarno on 12 March 1954 and became Act No. 4 of 1954 on the statement of the validity of Act No. 4 of 1950 from the previous Republic about Basics of Education and Teaching to all schools in Indonesia. The statement was made official by the Minister of Law, Djody Gondo Koesumo, and Minister of Education, Teaching, and Culture, Muhammad Yamin on 18 March 1954 (Act No. 4 of 1950).

When Muhammad Yamin became the chairman of the Ministry of Education, Teaching, and Culture, the education policies focused on building nationalism through the learning process in

schools. The failure of the committee for writing the National History of Indonesia has affected the way the government clears the inconsistency of historical sources used in history learning at schools.

The inconsistency in learning materials for history was caused by several factors, including the Ministry of Education, Teaching, and Culture that created a policy that gave priorities to history courses. The ministry has instructed the schools to provide a decent source for learning history, which then received with great enthusiasm from various history practitioners, academicians, teachers, and history writers. But the ministry did not set the proper standard on how to write the historical material, especially for the common education and Public Schools. The teachers at the schools then attempted to write independent dictates that were then published as a book.

The cause was fatal for the unstandardized writing, resulting in poor quality of the history textbooks. The poor quality can be seen in the introduction, summary, and general points of the history of Indonesia. Many of the books were causing confusion during history courses in schools and people in general (Suryo, 2005).

Between January to August 1950, Act No. 4 of 1950 was temporarily used in several states of the Republic of Indonesia. Constitutionally, the Republic of Indonesia and the United Republic of Indonesia were two different regions with different systems, including in education. As a federal country, the United Republic of Indonesia should integrate its constitutions and regulations for its states into one federal law. But instead, a dualism of constitution and legislation for education has happened in practice throughout the regions of the nation.

The concrete example of the duality is the Education and Teaching Law that was derived from the 1945 Constitution and only available in the region of the Republic of Indonesia, while the United Republic of Indonesia was using the Constitution of the United Republik of Indonesia chapter 29 and devolution of power based on chapter 51 point Y and D. The duality of the regulation on education between the two regions was settled by an agreement to prioritize the regulation from the Republic of Indonesia to be implemented throughout the state. This became an important step for reforming the education system by implementing the Education and Teaching Law in all regions of the Republic of Indonesia so that the nation's goal to enlighten the citizen can be carried out as stated in the 1945 Constitution.

The dismissal of the United Republic of Indonesia as a federal country resulted in its reverting into the Republic of Indonesia, using the Temporary Constitution of 1950. The change in the constitution caused the Education and Teaching Law to become less legitimate to be implemented in the whole country. The Education and Teaching Law then became a guideline for various educational policies between the 1950-1954 period. It has served its purpose as a fundamental for the education delivery system and has brought a positive change in the Indonesian education delivery system.

Civil society, in 1950-1967, faced political conflict period. Education focused on the development of nationalism and democracy. Nationalism led to the formation of national character and national identity. Democracy become the foundation of citizens which was originally formed from various ethnic groups and nations in the colonial era. Nationalism and democracy become Indonesian citizens who are confident with a national identity, have a nationalist spirit Indonesian citizens and who are independent, aspirational, and inspiring (Subkhan, 2018).

The positive change was followed by the improvement in security and government stability which increased people's participation in education. Gradually, education became a priority for the people. The awareness to access formal education has increased. The improvement in regulation and decision-making also contributes to the education delivery system. Generally, there were positive changes after the Education and Teaching Law was implemented during the 1950-1954 period.

1. Compulsory education leads to increasing participation of people in education.
2. Social rank in education is no longer exists.
3. The number of schools increased and different school forms were established.
4. The improvement of the national education system has started from the teacher's competence.
5. The orientation of education has changed from colonial-style to national according to Pancasila and the 1945 Constitution.
6. There is a clear fundamental structure for the education delivery system that was supervised under the Ministry of Education, Teaching, and Culture.

The Education and Teaching Law did not have the legitimate power to be implemented in the whole country during the 1950-1954 period. But in the practice, the law can be carried out and brought a positive result. The law also got backed up with Act No. 12 of 1954, government gazette No. 38, and additional government gazette No. 550 about the validation of The Education and Teaching Law in the Republic of Indonesia. Therefore, the law has been officially used in the Republic of Indonesia since 1954.

Conclusion

The Education and Teaching Law No. 4 of 1950 is a national education policy that was formalized in the form of the National Education Law that was passed by Mr. Asaat as the state president of the Republic of Indonesia. Even though this law was made and passed by a state president, the implementation of the education system through this law was covering the whole federal country, including the United Republic of Indonesia. Several curriculums were made for various levels of education, according to the National Education and Teaching Law No. 4 of 1950. The education levels and purposes include elementary level, the purpose is to form the mind and physical abilities of children, to provide basic knowledge and skill according to the talent of the children. While intermediate level assists the students to prepare for higher education, as well as cultivating experts in various fields according to their talents and fulfilling what society demands. Higher education aims to prepare the students to become future leaders and be able to develop science and the livelihood of society.

The implementation of Act No. 4 of 1950 also influenced one of the learning subjects, history. History was expected to be able to be implemented into a learning process that can elevate the knowledge and cultivate a sense of nationalism in the youth generation of Indonesia. During the colonization of the Dutch and Japanese, the Indonesians hardly learned about their history and culture. Most institutions at the time are teaching about history from overseas, the history of the colonists, and justification of their deeds which then push the Indonesian history aside.

References

- Althof, W., & Berkowitz, M. W. (2006). Moral education and character education: Their relationship and roles in citizenship education. *Journal of Moral Education*, 35(4), 495–518. <https://doi.org/10.1080/03057240601012204>
- Černín, D. (2020). Historical methodology and critical thinking as synergised concepts. *Disputatio (Spain)*, 9(13), 1–34. <https://doi.org/10.5281/zenodo.3567217>
- Chotimah, U., Kurnisar, K., Ermanovida, E., & Juainah, N. (2021). Building religious, honesty, discipline and student curiosity characters in online HOTS-based Citizenship Education learning. *Jurnal Civics: Media Kajian Kewarganegaraan*, 18(1). <https://doi.org/10.21831/jc.v18i1.39088>

- Covaleskie, J. F. (2006). Virtue, liberty, and discipline: Fostering the democratic character. *Philosophical Studies in Education*, 37, 55–64. <https://eric.ed.gov/?id=EJ1072412>
- Edmonson, S., Tatman, R., & Slate, J. (2009). Character education: An historical overview. *International Journal of Educational Leadership Preparation*, 4(1).
- Hasan, S. H. (2010). *Problematika pendidikan sejarah*. Jurusan Pendidikan Sejarah UPI.
- Kuntowijoyo. (1997). *Pengantar ilmu sejarah*. Bentang Budaya.
- Lapsley, D., & Woodbury, R. (2016). Moral-character development for teacher education. *Action in Teacher Education*, 38(3), 194–206. <https://doi.org/10.1080/01626620.2016.1194785>
- Purwanta, H. (2018). The representation of colonial discourse in Indonesian secondary education history textbooks during and after the New Order (1975–2013). *History of Education*, 47(3), 349–361. <https://doi.org/10.1080/0046760X.2017.1384855>
- Şahinkayasi, Y., & Kelleci, Ö. (2013). Elementary school teachers' views on values education. *Procedia - Social and Behavioral Sciences*, 93, 116–120. <https://doi.org/10.1016/j.sbspro.2013.09.162>
- Sirozi, M. (2004). Secular–religious debates on the Indonesian National Education System: colonial legacy and a search for national identity in education. *Intercultural Education*, 15(2), 123–137. <https://doi.org/10.1080/1467598042000224998>
- Sjamsuddin, H., Sastradinata, K., & Hasan, S. H. (1993). *Sejarah pendidikan di Indonesia zaman kemerdekaan (1945-1966)*. Departemen Pendidikan dan Kebudayaan. https://pustaka.kebudayaan.kemdikbud.go.id/index.php?p=show_detail&id=12393
- Soedjatmoko, Mohamad Ali, Resink, G. J., & Kahin, G. M. (1995). *Historiografi Indonesia; sebuah pengantar*. PT. Gramedia Pustaka Utama.
- Subkhan, E. (2018). Ideologi, kekuasaan, dan pengaruhnya pada arah sistem pendidikan nasional Indonesia (1950-1965). *Journal of Indonesian History*, 7(1), 19–34. <https://journal.unnes.ac.id/sju/index.php/jih/article/view/25371>
- Suryo, D. (2005). Paradigma sejarah di Indonesia dan kurikulum sejarah. *Seminar Nasional Dan Temu Alumni Program Studi Pendidikan Sejarah Program Pascasarjana Universitas Sebelas Maret Surakarta*.
- Suwignyo, A. (2017). The American influence in Indonesian teacher training, 1956–1964. *History of Education*, 46(5), 653–673. <https://doi.org/10.1080/0046760X.2017.1328614>
- Topolski, J. (1976). Methodology of history. In *Methodology of History*. Springer Netherlands. <https://doi.org/10.1007/978-94-010-1123-5>
- Wolf, J. H. (2018). Historical methods. *Journal of Human Lactation*, 34(2), 282–284. <https://doi.org/10.1177/0890334418757448>