



The Utilization of Siliwangi Division Struggle Monument as a Source of Local Historical Learning during the Covid-19 Pandemic

Taofik Hidayat

taofikh510@gmail.com

Study Program of History Education

School of Postgraduate Studies, Universitas Pendidikan Indonesia

Abstract: This research aims to study and analyse the Siliwangi Division Struggle Monument used in Tasikmalaya, a source of local historical learning during the Covid 19 Pandemic. The study uses a qualitative approach, and the researcher acts as a binding instrument—the type of research used in literature studies. The literature study method consists of data collection, reading, recording, and processing research materials. The main focus is on historical data conducted by reading various sources, such as scientific journals, articles, research reports related to local historical sources in the form of monuments to the struggle of the Siliwangi Division. The results showed that the monument could be used as a source of historical learning because it contains the positive values of struggle such as loyalty, persistence, determination, sacrifice, and patriotism-heroism. The locality of Tasikmalaya in defending the independence of the Republic of Indonesia from the threat of the Dutch colonial government and domestic threats during the time will help history lessons to be more attractive in line with the students understanding about their origins. Monuments as a source of learning can provide historical information, social values, cultural values, values of struggle, and values of character. Learning strategies during pandemics that utilize learning resources can be used through virtual reality tour media.

Keywords: Value, Siliwangi division, historical monument, learning resources



Introduction

The era of the Covid-19 Pandemic triggers a global disruption in the world including education in Indonesia. Most countries experienced the similar challenges. The decrease in the effectiveness of learning leads to a decrease in the character, the morale of learners. This development becomes a social phenomenon, especially in the field of education that can potentially change the nation's identity (Sopiani, 2019; Hendrowibowo, 1994; Wiradimadja, Rakhman, & Pratiwi, 2018).

Being an indicator of the decline in quality to the younger generation, there now needs to be a joint effort to save and restore the noble values of the Indonesian nation and rally unity to develop existing character values (Darusman, 2016). Value-based learning content can re-develop moral values, character, and identity as a virtuous nation by integrating value education.

Value education can be developed through local historical events or local wisdom values. It is in line with Lubis (2021) stated that the success of Indonesian freedom fighters could be achieved because it shows the success of doing education values or spirit of struggle that evokes the mental quality of the Indonesian nation. For example, a mental character such as the value of nationalism, patriotism, religion, the value of confidence, the value of persistence, the value of courage, and the sense of unity and unity in diversity.

The essence of value education is also contained in historical relics. Historical relics can be used as a source of learning for learners to reflect historical values. According to Sofiani & Andriyani (2020), learning resources are essential in learning and teaching activities. Its concept between historical relics will coexist with historical events because the two concepts cannot be separated, existing in one action or action of events. Therefore, resource-based learning will allow learners to build knowledge and think about history because they can interact directly with various sources. Further, Suharto, Alrianingrum (in Sofiani & Andriyani, 2020) explained that there are four characteristics of learning resources, namely (1) having the necessary resources in the teaching process, (2) can change behavior more perfectly according to the purpose, (3) can be used separately or in combination, for example, material learning resources combined with methods, and (4) can be designed (by designed) or ready to use. The source of historical learning is an absolute element in shaping intellectual intelligence and morality in learners (Lubis, 2021).



Then the concept of value education sourced from historical relics can be one of the efforts in bringing students closer to the learning of local history by "moving," "connecting" elements of local historical sources that can form, develop awareness and understanding of history (Supriatna & Maulidah, 2020; Sofiani, 2013). The use of learning resources in local history learning based on values during pandemics by using learning media in the form of struggle monuments will provide a direct experience to learners. A monument serves as a "memorial building" or memory symbol of a historical event.

As it is known that the Siliwangi Division Struggle Monument is one of the historical symbolisms located at Jalan Otto Iskandardinata, Tasikmalaya. The monument of the Siliwangi Division is a testament to the struggle of the people of Tasikmalaya in maintaining independence during the Dutch military aggression. This site is well known for the residents of not only Tasikmalaya but also some regency nearby such as Garut, Ciamis and Pangandaran.

The beginning of the Siliwangi Division Monument in Tasikmalaya is a form to commemorate the birth of the Siliwangi Division. In the historical narrative of Indonesia dated 5 October 1945, the Government of the Republic of Indonesia issued an order to form a People's Security Army (TKR). This date marked the beginning of the nation's struggle, then in West Java, Komandemen I TKR, overseeing 3 Divisions. Of the three divisions, each has its territorial boundaries. Division I includes Karesidenan Banten and Bogor with command headquarters in Serang Banten. Division II includes Jakarta and Cirebon karesidenan with command headquarters in Linggarjati, and Division III includes Priangan karesidenan with command headquarters in Bandung. (Nuswantoro, Abidin & Paryati, 2019).

Because at that time, the condition of the sovereignty of the Republic of Indonesia was threatened due to the Dutch colonial side wanting to try to regain control of Indonesia, the Dutch did not accept the results of sovereignty or proclamation of Indonesian independence. At that time, Indonesia entered a new round, including the 1945-1949 Physical Revolution in maintaining independence. Therefore, to strengthen the defense of Indonesia, on 20 May 1946, under Colonel A.H Nasution, the three Divisions were combined into one named "Siliwangi Division" with a command headquarters domiciled in Tasikmalaya. At that time became the anniversary momentum of Kodam III / Siliwangi (Nuswantoro, Abidin, & Paryati, 2019).

The momentum enshrined through the Siliwangi Division's Struggle Monument can be used as a source of historical information, which contains moral values and values of a national struggle internalized in historical learning. The teaching of history is not only proud of the stories of the past but to improve life in the ongoing social, political, economic, and cultural fields. It is appropriately integrated into life in the pandemic and post-pandemic Covid-19.

Methods

The method in this research uses qualitative approaches (Darmalaksana, 2020) while researchers act as crucial instruments. The literature study method is used for data collection consists reading and recording, and processing research materials (Kartiningrum, 2015). The main focus is on historical data conducted by reading various sources, such as scientific journals, articles, research reports, newspapers, and books related to the monument of the struggle of the siliwangi division. After the data is collected, researchers prepare sources by source type, information content, chronology, and validity (Shalihin, Firdaus, & Ashadi. 2020). Here is a Research Flow Diagram, systematically the steps in compiling research such as the diagram:

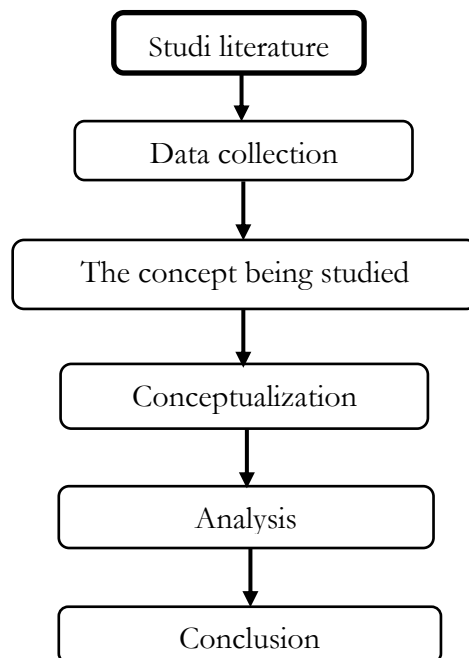


Figure 1. Concept Flow Diagram studied (Kartiningrum, 2015)



Findings

Siliwangi Division Struggle Monument. The results of this study are in the form of an overview of the events behind the existence of the Siliwangi Division struggle monument in Tasikmalaya. In the local historical narrative, Tasikmalaya contains a variety of local events that can be used to learn local history that can be integrated with the study of Indonesian history by integrating into the Basic Complement.

Essential competencies contain the study of material analysis of the use of historical relics, be it in the form of monuments, monuments, sites, or buildings in the past that contain historical values. The existence of historical relics in the form of monuments must be related to historical events. Furthermore, when viewed from the concept, there are two symbolic meanings. First, the meaning of monuments as a sign and secondly, the meaning of narratives that explain the sign (monument).

The Siliwangi Division's struggle monument serves to commemorate the birth of the Siliwangi Division in Tasikmalaya, the beginning of the establishment of this division began from the socio-cultural, political, and sovereign situation of the newly independent Republic of Indonesia, and there was pressure from the Dutch colonial government who wanted to regain control of Indonesia. The Government of the Republic of Indonesia quickly responded to the problem by establishing the People's Security Army (TKR) on 5 October 1945. This was at once as an edict or order. By the existence of the information in West Java in the form of Komandemen I TKR, which oversees 3 Divisions, namely; Division I includes Banten and Bogor with headquarters domiciled in Serang, Division II includes Jakarta and Cirebon with command headquarters domiciled in Linggarjati and Division III include Karesidenan Priangan with command headquarters in Bandung.

At first, the three divisions had their respective duties and authorities to secure the areas that became the top priority of each area they shaded. However, the Dutch colonial government disturbed the sovereignty of the Republic of Indonesia, especially on the island of Java. As a strategy to fight the Dutch, three Divisions of armed forces were united under a Division named "Siliwangi Division" under Colonel A.H Nasution. The merger of divisions occurred on



20 May 1946 in Tasikmalaya, and this momentum became the anniversary point of Kodam III / Siliwangi (Nuswantoro, Abidin, & Paryati, 2019).

The headquarters of the Siliwangi Division is located on Jalan Sutisna Sanjaya Tasikmalaya, while the monument is on Jalan Otto Iskandardinata. This monument is a testament to the military struggle with the people of Tasikmalaya in maintaining independence from Dutch colonial threats and threats from within the country.

A monument stores historical information and functions as a source that can be used in learning. Researchers found something different in the context of the meaning of monuments. If, in general, monuments are seen as reminders of past events, then some literature interprets that monuments have value to see the future, and monuments also have the meaning of "to warn" or commemorate something that will come in the future (Hadi & Minggra, 2021).

Referring to the opinion of Nuswantoro, Abidin, & Paryati (2019) this division must carry out the noble advice of Prabu Siliwangi, known as *Wangsit Siliwangi*. It cannot be separated from the policies issued by the leadership of the Upper Command, such as the Tni AD Vision, which is used as the basis for the Vision of kodam III / Siliwangi, such as: having solid nature; having the toughness and nature of sinatria and Becoming example for the people of West Java. This is in line with Siliwangi's motto that "Siliwangi soldier is the people of West Java, the people of West Java is Siliwangi."

In line with an opinion of Isnendes (2005), semantically Siliwangi can be transformed into three values of greatness, namely Honour, Pride, and Power. If from the three greatness is reflected into the source of the struggle of Sundanese society adapted from the figure of the king of Sunda. Siliwangi is the most popular figure in Sundanese society. It is represented as the identity of West Java, so it is not surprising that many use the name Siliwangi for its greatness and values that can be internalized in life (Firthian, & Putry, 2021).

The phrase pride is interpreted from the meaning of Siliwangi that shows nuanced of patriotism, leading to fighting spirit and unyielding, for example, the use of the name "Siliwangi Division, Siliwangi army, Siliwangi troops, *maung* Siliwangi and the name of Siliwangi university (Isnendes, 2005).



Utilization of Siliwangi Division Struggle Monument as a Source of Local Historical Learning during the Covid-19 Pandemic. The use of learning resources in local historical learning in the Siliwangi Division Struggle Monument can provide direct experience to learners. They can explore the sources of learning that are in their environment. This strategy will impact the context of historical understanding and historical awareness. A monument is a memorial building that contains specific values by the historical events behind it. It serves as a "memorial building" or symbol of memory of a historical event (Sofiani & Andriyani 2020).

Monument serves as a medium of information, education, inspiration, and reflection for the present life and becomes a picture of the future. Hadi & Minggra (2021), referring to the opinions of Tebeau (2021), stated that monuments could be used as learning resources for learners. Meanwhile, Marcus and Levine (2010) explain that monuments as learning resources can provide historical information, social values, cultural values, struggle values, character values. This function is valuable for teachers who use learning resources as a learning medium.

By utilizing monuments as a source of learning in the Covid 19 Pandemic period can improve and develop historical understanding and historical awareness of students and can increase the value of nationalism (love of the homeland), the value of patriotism (willing to sacrifice), religious values of character, moral values and values of national unity. Learning strategies in the pandemic period that utilize learning resources will be explained further below.

Through the Work of Tourism - based Virtual Reality. Learning in pandemic times must be more varied and innovative so that historical learning remains fun. Through virtual-based travel work, learners do not have to visit the place of historical sources, in this case, is the Siliwangi Division Monument. Instead, it brings a source of learning in the form of monuments into the classroom. Learners can access Virtual Tour Reality and find the information obtained from the learning source.

Learning like this can increase the effectiveness of learning, make the historical material studied more relevant to the realities and needs in society, and stimulate student creativity. By presenting learning resources in the class in the Siliwangi Division Monument through virtual, students can see the historical



relics of the nation's struggle. This media can manifest various reality environments into a virtual or digital format or environment so that learners can still feel as if they are in the tourist spot even with limited interaction (Sudana, Nurhadi, Rahma, & Amajida, 2019).

Conclusion

Siliwangi Division's Struggle Monument can be used as a source of historical learning during the Covid 19 Pandemic because it contains aspects and criteria of learning resources. In addition, monuments as a source of learning can provide historical information, social values, cultural values, values of struggle, character values to increase understanding and awareness of history as a form of national identity. Furthermore, learning strategies in the pandemic period that utilize learning resources can be used through virtual tour reality media to feel as if they are in the place of the source, in this case presenting learning resources into something stimulating students curiosity and creativity.

References

Books

- Darmalaksana, W. (2020). Metode Penelitian Kualitatif Studi Pustaka dan Studi Lapangan. *Pre-Print Digital Library UIN Sunan Gunung Djati Bandung*.
- Hendrowibowo, L. (1994). Kajian Ilmiah Tentang Ilmu Pendidikan. *Cakrawala Pendidikan*.
- Kartiningrum, E. D. (2015). Panduan Penyusunan Studi Literatur. *Mojokerto: LPPM Poltekes Majapahit*.
- Supriatna, N. & Maulidah, N. (2020). Pedagogi Kreatif: Menumbuhkan Kreatifitas dalam Pembelajaran Sejarah dan IPS. Bandung: Rosada.

Journals

- Darusman, Y. (2016). Kearifan lokal dan pelestarian lingkungan (studi kasus di kampung naga, kabupaten tasikmalaya dan di kampung kuta, kabupaten ciamis). *Jendela PLS*, 1(1).
- Firthian, R., & Putry, D. R. (2021). Penciptaan Ilustrasi Prabu Siliwangi sebagai Media Pelestarian Budaya dan Sejarah di Jawa Barat. *PARAVISUAL: Jurnal Desain Komunikasi Visual dan Multimedia*, 1(1), 1-8.
- Hadi, C., & Minggra, R. (2021) Redefinisi Arsitektur Monumen Perjuangan Di Indonesia: Arsitektur Monumen Sebagai Refleksi Cita-Cita. *Jurnal Arsitektur ZONASI*, 4(2), 267-274.



- Lubis, P. (2021). Nilai-Nilai Pendidikan Karakter Yang Terkandung Dalam Monumen Perang Kemerdekaan Benteng Huraba Di Kecamatan Batang Angkola Kabupaten Tapanuli Selatan Tahun 2020. *Jurnal Education And Development*, 9(1), 537-537.
- Marcus, A., & Levine, T. (2010). Remember the Alamo? Learning history with monuments and memorials. *Social Education*, 74(3), 131-134.
- Nuswantoro, G., Abidin, Y. Z., & Paryati, P. (2019). Strategi dinas penerangan Kodam III/Siliwangi dalam meningkatkan citra positif. *Reputation: Jurnal Hubungan Masyarakat*, 2(1), 1-20.
- Shalihin, N., Firdaus, M. S., & Ashadi, A. (2020). The Social Violence And Regime Changes In Indonesia. *Humanities & Social Sciences Reviews*, 8(4)
- Sofiani, Y. (2013). Pembelajaran Sejarah Berbasis Muatan Kearifan Lokal sebagai Sarana Peserta Didik Mendapatkan Hidden Value yang Dapat Dijadikan Pelajaran dalam Memaknai Kehidupan Sehari-Hari. In *Prosiding Seminar Nasional Program Studi Pendidikan Sejarah se-Indonesia: Kajian Muatan dan Posisi Mata Pelajaran Sejarah di Kurikulum*.
- Sofiani, Y., & Andriyani, S. Potensi Tugu Perjuangan Bagus Rangin sebagai Sumber Belajar dalam Pembelajaran Sejarah bagi Generasi Muda di Kecamatan Susukan Kabupaten Cirebon. *Historia: Jurnal Pendidik dan Peneliti Sejarah*, 4(1), 9-18.
- Sopiani, I. (2019). *Pewarisan Nilai-Nilai Keteladanan Raden Dewi Sartika Dalam Pembelajaran Sejarah: Studi Naturalistik Di Sma Negeri 1 Cibingbin Kabupaten Kuningan*. (Tesis). Sekolah Pascasarjana, Universitas Pendidikan Indonesia, Bandung
- Sudana, U., Nurhadi, J., Rahma, R., & Amajida, G. F. (2019). Media Virtual Reality Desa Wisata Untuk Pembelajaran Bipa: Apa Dan Bagaimana. In *Seminar Internasional Riksa Babasa*.
- Tebeau, M. (2021). Introduction: Arizona Monuments and Memory. *Journal of Arizona History*, 62(2), 131-140
- Wiradimadja, A., Rakhman, M. A., & Pratiwi, P. (2018). Nilai-Nilai Karakter Sunda Wiwitan Kampung Naga sebagai Bahan Pembelajaran Ilmu Pengetahuan Sosial. *Jurnal Pendidikan Sejarah Indonesia*, 1(1), 103-116.