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# Call for Papers

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### Journal of Environmental Management and Tourism

**Journal of Environmental Management and Tourism** is an open access, peer-reviewed interdisciplinary research journal, aimed to publish articles and original research papers that contribute to the development of both experimental and theoretical nature in the field of Environmental Management and Tourism Sciences. The Journal publishes original research and seeks to cover a wide range of topics regarding environmental management and engineering, environmental management and health, environmental chemistry, environmental protection technologies (water, air, soil), pollution reduction at source and waste minimization, energy and environment, modelling, simulation and optimization for environmental protection; environmental biotechnology, environmental education and sustainable development, environmental strategies and policies.

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## Potential of Historic Sites for Independence Struggle as Indonesia's Main Tourism Assets in Padang City

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**Abstract:** This research aims to identify the potential of historical sites in Padang City during the physical revolution in building historical awareness in students, and Indonesia's main tourism assets. This study uses qualitative methods from various sources including field observations of historical sites in Padang City. Data processing is carried out by data reduction, namely sorting, and selecting relevant data, presenting data, and drawing conclusions. The results show that historical sites in Padang City have the potential to build historical awareness. Some of these historical sites include the Jong Sumatranen Monument, the Red-White Monument, Joang 45 the Indonesian Youth Information Center (BPPI) Building, the People's Struggle Monument of Gaung, and Simpang Haru Monument/Padang Area Monument. The conclusion of this research is to develop historical awareness. This can be seen from the variety of values that can be developed to help students understand local history, thereby helping to build students' historical awareness starting from their immediate environment.

**Keywords:** tourism assets; historic sites; history learning; tourism assets; Indonesian independence; Padang City.

**JEL Classification:** A22; B20; D83; F64; Z32; R11.

## Introduction

The practice of learning history in schools that has been based on official history has had an impact on the diminishing meaning of learning history for students. Learning history is regarded as a mere memorization burden for the exam subjects (Alfian 2011). One of the reasons for this occurrence is that the subject is not yet contextual to the student's environment, meaning that the history subject has not touched the immediate environment of the students. If this is allowed to drag on, it will affect the students' historical awareness; meanwhile, historical awareness is an important thing that needs to be developed in the history learning process, because historical awareness will bring up a sense of historical life, which will ultimately bring students to fully understand the meaning of each historical event. Historical awareness is very important for students, apart from being a form of historical life, historical awareness is also a fundamental foundation for intellectual development rooted in a complete historical understanding (Putro 2012, Seixas 2017).

Historical awareness implies the result of one's thoughts and reality on past events caused by human activities and realizing that the present is a continuation of the past (Musnir 2000). Thorp (2014) argues that historical awareness is an important concept related to the totality of history and historical understanding, so an in-depth perspective on history and individual conceptions of history is needed. Several indicators of historical awareness, such as appreciating the meaning and nature of history for the present and the future; knowing themselves and their people; cultivating history for the development of national culture; and keeping up the nation's historical heritage (Zeayter and Mansour 2018).

For the history learning process to become a meaningful process until historical awareness is awakened, it is necessary to make efforts to develop contextual history learning materials, namely historical materials that are close to students. Contextual learning is related to efforts to link the material studied with the real environment of students, to find the meaning of the material for the lives of students (Komalasari 2011). Simbolon and Tapilouw (2015) research shows that contextual-based learning can inspire students to learn, this is due to the direct link between the material being studied and the real world of students. Furthermore, contextual-based learning can encourage students to explore their environment and find direct answers to questions that have not been answered so far.

One way to develop contextual learning in history learning is to integrate local history found in the students' environment into the history subject in the classroom. The local history contained amid in local communities has an important meaning for a society (Lionar 2017). The importance of developing local history materials in the history learning process is because local history materials are directly related to the students' environment, thereby it will build students' motivation to learn (Hasan 2012b). Other than that, the development of local history materials in schools is also related to the introduction of regional potential to the younger generation, local involvement in history will provide a strengthening of regional identity so that students' love for their locality will be built. Meanwhile, according to Wiriaatmadja (2007) and Duncan (2007) that the development of local history in learning in the current era of regional autonomy will further strengthen the identity of students and open up opportunities for them to identify their identity and pride as part of the Indonesian nation.

The development of local history learning can be done in various ways, one of which is by utilizing historical sites found in the student's environment. Historical sites are state assets that are protected and saved by the government and the community because they have educational value, besides that historical sites have their historical value according to the events behind their establishment, so this historical value is important to know and use as a lesson by the current and future generations (Suryana *et al.* 2020). One area that has many historical sites is Padang City, West Sumatra. Padang City is known as one of the "stages" of various important events, especially during the struggle for independence of the Republic of Indonesia (Yefferson *et al.* 2020). According to Kahin (2008), Padang City at that time became a fortress as well as the front line of the struggle to defend Indonesia's independence in West Sumatra.

As evidence of the occurrence of a historical event, monuments were erected in several places in Padang City as historical sites. Some of these historical sites are the Jong Sumatranen Monument, the Red-White Monument, Joang 45 the Indonesian Youth Information Center (BPPI) Building, the People's Struggle Monument of Gaung, SimpangHaru Monument/Padang Area Monument, and so on. The existence of these sites will not have more meaning if they are only used as symbols, while their historical values and meanings are unknown to many people, especially the younger generation. The development of the values contained in every historical site in West Sumatra is very important to do, to strengthen the students' identity in their area as well as to provide an understanding that these historical sites' existence does not just casually exist, but is born from an important event at one time. The difficulty of learning resources that have been experienced by students, especially related

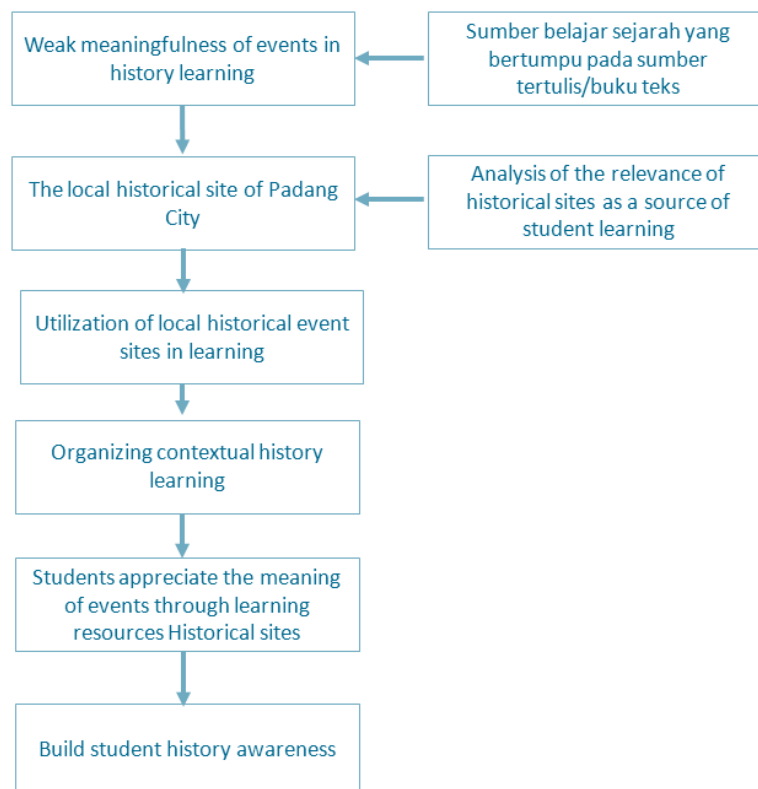
to local history material is the main reason for conducting this research. This research aims to identify historical sites in West Sumatra that have the potential to build historical awareness in students.

### 1. Conceptual Framework

The issue of historical awareness, which is marked by the diminishing significance of the students in history learning, is important in improving the quality of history learning. This is because the material in history learning has not yet touched the lives of students, especially the lack of involvement in local historical events. History teachers only use written learning resources that discuss national historical events that are not contextual to the student environment.

The need for learning history by presenting a deep perspective, especially in understanding the meaning of events, can be obtained by utilizing historical sites of the struggle for Indonesian independence. History Learning that utilizes the Events site contained in the student environment related to historical events in the City of Padang makes the historical learning material contextual with students. Historical heritage sites in Padang City which are used as learning resources will build the foundation for appreciation and understanding of the meaning of historical events. When the appreciation of meaning is obtained by students, it will automatically build historical awareness in the learning process. For more details, see the conceptual framework in Figure 1 below.

Figure 1. Research conceptual framework



### 2. Research Methodology

This research is qualitative research using the literature study method, namely exploring data through book and journal sources, documenting data, analyzing data, and processing data into a comprehensive understanding (Zed 2017a). Data on historical sites in West Sumatra were explored through the study of historians' books, field observations, and interviews. After information related to historical sites is collected, then an understanding and compilation of the data obtained are carried out. Data processing is carried out by data reduction, namely sorting and selecting relevant data, presenting data, and drawing conclusions (Creswell 2015).

#### Data Collection

Data collection: It is carried out by searching for the data needed in this research. The collection is carried out on various types and forms of data in the field, then the data is recorded. Data collection was carried out to explore narratives about the potential and relevance of historical heritage sites and monuments as learning resources for students in history learning by curriculum content standards.

In relation to this research, the steps taken by the researcher are:

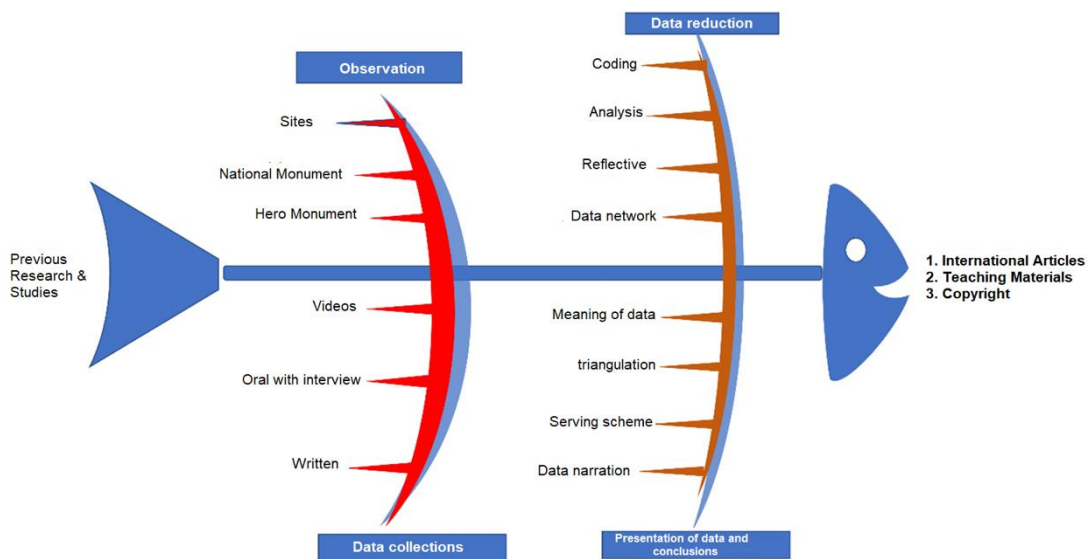
- Data reduction: The data are summarized and classified according to the period of historical events found in each historical site and monument in various regencies/cities in West Sumatra Province.
- Data display: That is presenting data according to the chronological order of the period of events contained in each site and historical monuments in each area in West Sumatra.

**Data Analysis**

The data analysis model used in this research is an interaction analysis model (Park and Cho 2022). In this model, the components of data reduction and data presentation are carried out simultaneously with the data collection process. After the data is collected, the three components of data analysis (data reduction, data presentation, concluding) interact with each other.

That is making conclusions in stages, starting from temporary conclusions during the research process to conclusions when reporting research results. This conclusion summarizes the narratives contained in each site and historical monument according to their potential and relevance to the 2013 curriculum at the Senior High School. More about the steps in this study are illustrated from the fishbone in Figure 2 below.

Figure 2. Fishbone research



**3. Results and Discussions**

**3.1. Traces of the Presence of Historic Sites in Padang City**

The existence of historical sites in Padang City related to the struggle for Indonesian independence is scattered in various places. The following are historical sites that have been documented through field observations.

Table 1. List of historic sites in Padang City

No	Sites Name	Location
1	Jong Sumatranen Bond Monument	BelakangTangsi, West Padang Sub-district
2	Merah-Putih Monument	Street of Muhammad Yamin
3	Gedung Joang 45 BPPI	Pasar Gadang Village, South Padang Sub-district
4	Perjuangan Rakyat Gaung Monument	Gaung Sungai Beremas, Lubuk Begalung Sub-district
5	SimpangHaru Monument/Padang Area Monument	Street of Dr.Soetomo

Padang City has become a historical "land" since colonial times, the existence of historical sites in this city shows that Padang City has its value at that time. Entering the 20<sup>th</sup> century, various movement organizations grew as the result of ethical politics, educated circles formed organizations as an intellectual effort to fight oppression, one of the organizations that brought together youth from the island of Sumatra was Jong Soematanen Bond (Suwardi 2007). This organization was founded in Jakarta by youths from Sumatra, most of them youths from Minangkabau such as Mohammad Hatta and Muhammad Yamin. Jong Soematanen Bond aims to raise awareness among its members and keep them called to appear as leaders and guides of their people. The first congress of this organization was held in Padang City in 1919. As a sign of the implementation of the first congress, Jong Soematanen Bond inaugurated the construction of a memorial monument. On one

side of the monument is written Ter Herinnering aan het 1<sup>st</sup> Congres van JSB (commemorating the First Congress of JSB). Mevrouw M.J.J. Ahrends Overgaw wife of Mr. Ahrend, who at that time was assistant resident and Mayor of Padang, carried out the laying of the first stone on July 6, 1919.

Entering the period of Indonesian independence, Padang City became part of the heroism of the struggle for independence. When news of the proclamation of Indonesian independence reached this area, the people of Padang City welcomed this news with great joy, while at the same time trying to keep the city conducive (Zed, 1997). As a form of heroism for the people to hear the news of Indonesia's independence, the Merah-Putih flag was raised in Padang City; the first flag was hoisted on street of Muhammad Yamin, near the Padang Police Office at this time. The flag-raising was carried out by the youth of the city by replacing the Japanese flag with the Merah-Putih flag.

The flag-raising coincides with the reading of the text of the Proclamation of Indonesian Independence in West Sumatra, which was read by Mohammad Syafei as Resident of West Sumatra on August 29, 1945. After reading the text of the proclamation, Syafei continued with the sentence: "*We, the Indonesian people in Sumatra, hereby recognize the independence of Indonesia as referred to in the proclamation above and uphold the greatness of the two Indonesian leaders*" (Kahin 2008). For security reasons, the flag was hoisted near the Indonesian National Police office, which had just been inaugurated on August 21, 1945. As proof that there was the first place where the Merah-Putih Flag was raised, a monument known as the *Merah-Putih* Monument was erected. This monument is a reflection of the spirit of the people's struggle when witnessing the raising of the Red-White Flag for the first time in West Sumatra.

The struggle of the Padang City youth turned out to have received support from figures at that time, such as Ismail Lengah and Dahlan Djambek, former officers of Gyugun West Sumatra, and Tuanku Muhammad Hasan, the Governor of Sumatra (Zed, 2005). On August 25, 1945, in Padang City, the BPPI was formed which has the task of providing information to the public about Indonesia's independence, as well as coordinating the actions to be taken to defend that independence. BPPI accommodates youths who have received military training and education as members of Hei-Ho, Gyugun, and other semi-military bodies. BPPI is the first institution in West Sumatra for the formation of the armed forces of the Republic of Indonesia (Mansoer *et al.* 1970). BPPI activities concentrated in Padang City recruited members, ex-soldiers Gyugun were picked up from villages by BPPI leaders, they were briefed on Indonesian independence (Zed 2005). The BPPI activity center uses a hotel building that has been converted to the BPPI head office. This building is located on street of Pasir Mudik in the Pasar Gadang area. The building is still well maintained, and now the building is used as the Museum of Gedung Joang 45 BPPI of Padang City.

Not long after gathering BPPI members, on October 10, 1945 the Allied troops led by Major General H.M. Chambers lands in Padang as the Dutch representative (Kahin 2008). Arriving at the port of *Teluk Bayur*, the people of Padang City welcomed the Allied troops, they were allowed to go to the city center and occupy the available places. The good reception given by the people of Padang City was of course because the Allies would restore the state of the city and would return Japanese prisoners of war to their country. However, this assumption did not last long, a few days after occupying the space of Padang City, the Allied troops began to show their arrogant attitude towards the people of Padang City. It is known that the Allied troops were accompanied by Dutch soldiers who intended to regain control of Indonesia (Ricklefs 2016). In response to this, the young soldiers who were members of the BPPI took up the fight against the Allied soldiers. Several incidents occurred in 1945 in Padang City. On November 25, 1945, there was an attack on the Padang Technical School in *Simpang Haru*, the attack carried out by BPPI youths was caused by the control of the school by the Allied troops. Previously the Allies had promised not to occupy the schools without the approval of the City Government (Mansoer *et al.* 1970). It is known that the Dutch army instigated the control of the school.

The incident of the attack on the Padang Technical School was motivated by the arrival of Allied troops accompanied by the Dutch Army KNIL (*Sungai Beremas*), they intended to occupy the school as well as make it a temporary dormitory for the Allied troops. In response to this, a schoolteacher named Said Rasad protested the actions of the Dutch army. Said Rasad ventured to meet the KNIL commander, but on the contrary, he received bad treatment from the KNIL, even physically abused (Zed 2017b).

News of the incident was then spread widely to the people of Padang City with the news that the Dutch army persecuted a Republican teacher. Received the news, the youths of Padang City who were members of the BPPI, attacked the KNIL troops under the leadership of a man named Rasyid; they killed several KNIL soldiers. The incident at *Simpang Haru* finally became a big problem for the people of Padang City. From the sudden attack carried out by the youth, the Allied soldiers and the Dutch KNIL responded by searching the houses of the surrounding residents, even to the areas of *Bandar Buat*, *Marapalam*, and *ParakGadang* (Mansoer *et al.* 1970).



The youths and all the men were gathered on the street to be checked for firearms. In addition, the Dutch KNIL troops also raided and burned the houses of residents in *Simpang Haru*, *Parak Gadang*, and *Subarang Padang*. Victims of the youth side also fell. Since the incident, the Allies began to impose a curfew in Padang City. To commemorate the heroism of the incident against the KNIL soldiers, the Padang City Government erected a large monument near the Technical School, named the Monument of Padang Area.

Not long after the incident at *Simpang Haru*, another incident happened to the Allies. On December 5, 1945 an Allied soldier, named Major Anderson and one of his nurses were found killed near the Sungai Beremas of Gaung. Knowing this, the Allied army launched a retaliatory attack on the people of Gaung on December 9, 1945. They attacked the village and office of BPPI in Padang City. The Allied attack killed 11 people from the Gaung side. Of the 11 people, two of them are not identified. The 9 people are known as Balok, Lapau, BuyuangEtek, Bahar, Akup, Naika, Asam, Tinda and Syamsuddin (Mansoer *et al.* 1970). On December 10, 1945, Allied troops again attacked the Gaung area and burned this area. In response to the attack, resistance occurred at many points. The people of Gaung with all their might to stem the Allied action. In the end, this incident destroyed schools, mosques, and hundreds of houses.

The incident in Gaung gave a big blow to the struggle of the people of Padang City, after this incident, Padang City became increasingly heated with various battles. As a form of appreciation for the struggle of the people of Gaung, the government erected a monument in 1986, named the Monument of Perjuangan Rakyat Gaung.

### 3.2. Potential of Historic Sites in Building Historical Awareness

History learning that is practiced by teachers so far is still based on the knowledge transition process, so that what happens is only the process of memorizing or remembering historical events (Lionar *et al.* 2018). Meanwhile, the process of transforming knowledge that is important in history learning, namely building historical awareness has not yet become a serious effort by history teachers. Currently learning history in schools is faced with a serious problem, namely the low interest of students in learning history. This phenomenon is easily found in many schools; the fact is that students consider history learning to be a monotonous and boring subject. This is partly due to the teaching method used by the teacher, namely memorizing historical facts, such as place names and year numbers (Wineburg 2006). For this reason, in the end, it gave rise to the assumption that history subjects were not important, outdated old-school subjects, and can give no hope for the future.

Answering these challenges requires a method revolution in history learning (Goksu and Somen 2019). Various methods that tend to use an expository perspective have made the history learning process dominated by the teacher so that what happens is one-way communication, namely from teacher to student, while a student to teacher communication is very little. One of the steps or methods that can be used by teachers to make the history learning process challenging and fun is to present contextual learning (Komalasari 2011). In history learning, contextual learning is implemented through the introduction of historical sources that are close to the students' environment, this contextualization process is carried out to bring students closer to the history contained in their environment, this process also builds meaning in learning history because the material studied is something that has been built up in their collective memory as part of society (Lionar *et al.* 2020). Because of this urgency, historical sites around the students' environment become important sources of contextual learning.

Historical sites are one type of historical source that can be used in studying history, the existence of historical sites can be in the form of houses, temple complexes, monuments, and so on (Kanumuyoso 2018). As historical sources, there is various information that can be disclosed through historical sites, because their existence represents an important event that is still embedded in the collective memory of a society. In addition, the existence of historical sites will help one dive into historical events, although the event will never return because it is in the past, but going through historical sites will help one reconstruct one's mind and build a sense of historical life, thus will also help build awareness of history in one's self.

Historical awareness becomes important as well as a foundation for students to understand and live a historical event. Historical awareness as a result of history learning is an awareness that is needed so that students can find the meaning of a historical event, this will be useful in the development of their lives in the future (Firdaus 2019). Historical awareness is nothing but a mental condition that shows the level of appreciation of the meaning and nature of history for the present and the future, realizing the main basis for the functioning of historical meaning in the educational process (Aman 2014, Azis *et al.* 2018).

Building historical awareness is the key to getting meaning from every historical event (Bohan ad Davis 1998, Green *et al.* 2010). If historical facts are in the cognitive domain, historical awareness is in the affective domain, this means that the manifestation of historical awareness is the actualization of an attitude of

appreciation of the past that is manifested in the daily lives of students. Historical awareness as one of the goals of historical education is an attitude that must exist in every individual (Amboro 2015). Therefore, in a society that has historical awareness, dehumanization will never occur. An understanding of history will make people understand what needs to be done and what does not, and what needs to be considered and what it should be. Regarding the development of historical awareness through historical sites, this is related to the development of local history as learning content in schools. In general, understanding local history is a cognitive process to find out the collective experience of a locality and take meaning from the region's past to be used as a guide for life and inspiration for the future, from understanding historical facts, an awareness of the importance of learning from the past will become part of which cannot be separated from a life (Finberg and Skipp 1973, Hasan 2012a).

Various historical sites related to the struggle for Indonesian independence in Padang City have their meaning for the city's past. These sites are witnesses as well as markers that in that place an important event has occurred. The existence of these sites is also full of historical values that should be known by the younger generation; therefore, it is important to carry out efforts to reveal the meaning of a site through education. The existence of the local history of Padang City will strengthen the existence of historical sites. This is of course ultimately determined by the history teacher who packs the history learning process to be interesting and challenging. Thus, historical sites have the potential to build historical awareness in students.

### Conclusions

The existence of historical sites in Padang City that so far has not received a place in history learning must be a concern for policymakers, especially in the field of education. Efforts to develop the value contained in historical sites through contextual history learning should be carried out by history teachers, this is related to the teacher's ability to relate and integrate the material contained in textbooks with the values contained in a historical site. Historical sites in Padang City, especially sites related to the period of the struggle for Indonesian independence, have the potential to develop historical awareness. This can be seen from the variety of values that can be developed to help students understand local history, thereby helping to build students' historical awareness starting from their immediate environment.

### Credit Authorship Contribution Statement

All authors have reviewed and approved the final version of the scientific article.

**Ridho Bayu Yefferson:** conceptualization, methodology, investigation, writing – original draft, project administration.

**Syafri Anwar:** Conceptualization, Methodology, Formal Analysis, Writing – Review and Editing.

**Siti Fatimah:** data curation, investigation, writing – review and editing, visualization.

**Yelda Syafrina:** methodology, resources, validation, writing – review and editing.

**Hendra Naldi:** investigation, resources, writing – review and editing.

**Uun Lionar:** supervision, funding acquisition, project administration, writing – review and editing.

**Aprizon Putra:** conceptualization, methodology, formal analysis, writing – review and editing.

### Declaration of Competing Interest

The authors declare that it has no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

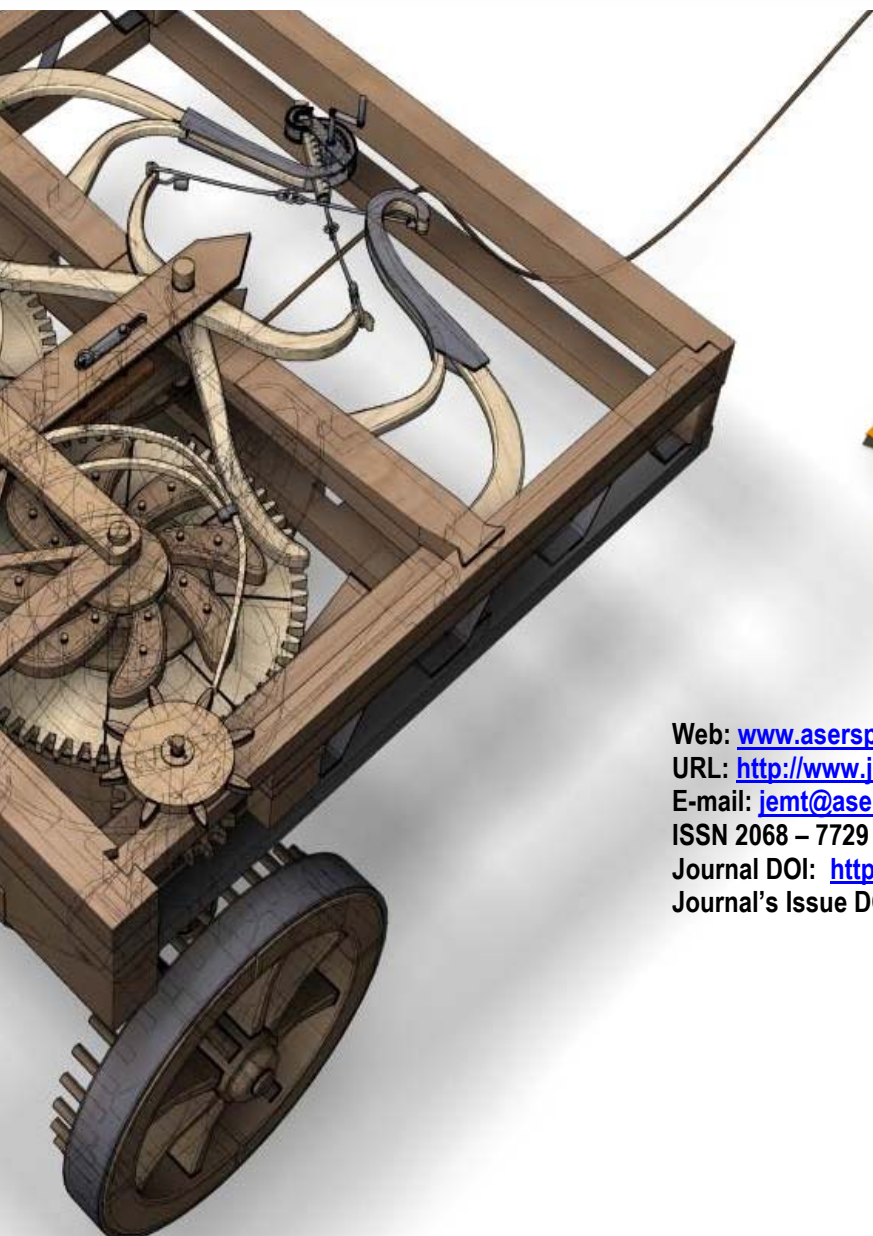
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