

Research Article

Colonial Narratives and “Narrative Colonization”: Analysis of Junior High School Social Studies Textbooks (2004-2023)

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ABSTRACT

The theme of colonization is a crucial subject in the teaching of Social Studies at the junior high school level. The process represents a dynamic phase, as colonial domination occurred differently across regions of Indonesia. These variations affect the historical narratives presented in textbooks. This study aims to analyze the narratives of colonization in Social Studies textbooks and their regional representations. The method employed is qualitative content analysis. Data validity and reliability were ensured through four criteria: credibility, transferability, dependability, and confirmability. Data analysis followed the stages of formulating research questions, defining categories, coding data, rechecking, and interpreting the findings. The study examined 27 textbooks, consisting of 7 (seven) from the Competency-Based Curriculum, 10 (ten) from the School-Based Curriculum, 5 (five) from the 2013 Curriculum, and 5 (five) from the Merdeka Curriculum. The findings reveal that, regionally, the complexity of colonial history demonstrates the dominance of certain areas in the narratives of Social Studies textbooks. Java and Sumatra dominate the accounts. The narratives of these regions are more diverse because of their roles as centers of resistance and colonial policy. Conversely, other regions, particularly Papua, are minimally represented despite having their own colonial experiences. This imbalance indicates uneven regional representation of colonial history in the textbooks. Moreover, the analysis shows that colonial narratives often reflect ambiguities in interpreting Indonesian history, especially concerning division, manipulation, and the dual impacts experienced during and after colonization.

Keywords: Textbook; Colonial Narratives; Narrative Colonization; Regional Representation

1. INTRODUCTION

The objectives of learning Social Sciences (IPS) in schools cannot be separated from aspects of citizenship. This has a historical background and is the main root of the presence of this subject as the civic upheaval that occurred in England due to the Industrial Revolution or the case in America which was caused by racial differences (Birsyada, 2016), and in Indonesia due to the G30 S/PKI rebellion (Hidayat, 2020). The shocks of these changes (technological developments, racism and rebellion) are formulated in the framework of educational policy through social studies/IPS subjects. The aim is to form good citizenship and be able to respond to change. In the above context, the issue of colonization in Indonesia is connected to the issue of citizenship in the past, because this is what makes it important in social studies learning. However, the mission of social studies education which emphasizes the growth of citizenship values, morals, state ideology and religion (Soemantri, 2001), has serious challenges. The reason is, social studies subjects in Junior High Schools (SMP) contain a number of disciplines: Sociology, Geography, Economics and History which have different levels of difficulty. In the field of history, among the materials taught to students include topics about colonization.

However, the colonial period was an important period in the long journey of Indonesian history. Upheavals occurred in many fields such as politics, economics, education, culture and religion. Conceptually, referring to the Oxford English Dictionary (OED), colonization comes from the Roman word "Colonia" which means agricultural land or settlement and refers to Romans who settled in other countries but still maintained their citizenship. Initially, the colonization process was driven by economic and trade interests that were not obtained in their own territory and over time the targets expanded and led to political interests (Miftakhudin, 2019). In the process, colonization and policies implemented by Western nations had a double effect (positive and negative). In the negative effects, the people experienced oppression, slavery, and other inhumane treatment. They became the land of total exploitation in order to enrich the colonial country (Aman, 2013). However, the arrival of the colonizers cannot be viewed from one perspective. The colonial legacy has many aspects, there are also bad impacts, but it is precisely from these impacts that Indonesia was able to become independent as a nation (Zed, 2017). In fact, the process of "becoming Indonesia", both territorially and in ideas, cannot be separated from the colonial period (Elson, 2008).

The above conditions show that the history of colonialism in Indonesia is very complex. The argument is based on the long and unequal process of colonization. In fact, each region in Indonesia has its own history. The reality of the complexity of this colonial history can be a colonization of history if the proportion of narrative and context is not represented in textbooks. As a result, the goal of making students Children of All Nations while also gaining knowledge through teaching colonial history in social studies subjects will not be implemented properly (Toer, 2002). In fact, the old criticism addressed to Indonesian history because it is very Java-centric (G. F. Kurniawan et al., 2019). Likewise with the curriculum, materials, methods, more specifically textbooks at the school level which have not shown significant changes and even seem biased (Purwanta, 2012). This condition provides an important sign to observe the actual situation in textbooks. The goal is to obtain knowledge about the condition of textbooks used in the learning process.

So far, textbook studies related to national history in Indonesia are dominated by High School History textbooks. The main focus includes: issues of national identity discourse, reflective narratives of history, reproduction of ideology, narratives of nationalism, analysis of moral values and national identity in comparative studies. This study requires follow-up in the form of a new approach to the narrative of colonization, especially using books at different levels (Junior High School) (Nawalinsi et al., 2024). Specifically, social studies textbooks have not been adequately studied, especially elements related to their historical dimensions. The studies that have been present so far emphasize the issues of character values, multiculturalism, local wisdom, mutual cooperation and democratic, humanist and spiritual values. Several of these studies have the strength because they have succeeded in mapping a number of values contained in social studies textbooks. However, by referring to this condition, it can also be interpreted that there is a gap in the study of junior high school social studies textbooks, especially their historical content. In fact, historical awareness should have been in place since elementary education. Including awareness of the content and narratives accumulated in textbooks. This is what this article tries to explore further (Mulyana, 2021).

In this study, textbooks as the main media studied are believed to have a significant effect on students' knowledge. Textbooks are not only a collection of narratives but also a textual artifact that is used practically in the classroom. In addition, textbooks are also teaching tools, which have advantages over oral forms and influence the sustainability of education (H. Kurniawan et al., 2023). In terms of regulations, in Law of the Republic of Indonesia No. 3 of 2017 concerning the textbook system, social studies textbooks are categorized as main textbooks that must be used in learning based on the applicable curriculum. The basic words main and mandatory make textbooks have their own authority in the learning process. Based on the description above, it is important to look at the Social Science textbooks in Junior High Schools. Especially focusing on the history of colonization in Indonesia. Through this study, at least, a number of findings can be obtained that describe evidence of regional inequality in the narrative of the history of colonization in Indonesia, the dynamics and legacies left behind and narrated in textbooks.

2. RESEARCH METHOD

This study employs a Qualitative Content Analysis (QCA) approach with textbooks as the primary data source. Qualitative Content Analysis is understood as a systematic method for describing and interpreting the meaning of qualitative material in its context (Selvi, 2019). Unlike quantitative content analysis which emphasizes numerical frequency, QCA is more concerned with identifying themes, meanings, and patterns, making it highly relevant for educational and historical studies. The object of this study consists of 27 junior high school Social Science (IPS) textbooks published under four different curricula: seven (Kurikulum Berbasis Kompetensi), ten (Kurikulum Tingkat Satuan Pendidikan), five (Kurikulum 2013), and five (Kurikulum Merdeka). The selection of these curricula is based on the consideration that they have shaped the knowledge construction process of Indonesian junior high school students for nearly two decades, thus providing a comprehensive representation of changes in historical narratives across curriculum reforms. The focus of analysis is limited to textbook sections that specifically discuss the history of colonization in Indonesia. This thematic limitation aims to ensure depth and precision in exploring how colonial history is represented, interpreted, and contextualized within the framework of social studies education (Rai & Dutta, 2025).

The analytical process follows several stages. First, data preparation is carried out by collecting and organizing the textbooks and recording bibliographic information such as title, author, publisher, year of publication, and curriculum type. Second, analytical categories are developed both deductively, drawing from theoretical frameworks in history education and citizenship studies, and inductively, emerging from the data itself. These categories include colonial narratives, regional representation, impacts of colonization (positive and negative), citizenship values, and ideological framing (Antunes, 2022). Third, data coding is conducted by categorizing relevant passages into these themes, allowing the identification of similarities and differences across textbooks and curricula. Fourth, the data is interpreted to reveal dominant narratives, silenced perspectives, and potential ideological biases. Finally, validation is conducted through triangulation with previous research on textbooks and history education, ensuring the reliability and credibility of the findings. The use of QCA in this study is justified by its ability to reveal not only explicit narratives but also implicit ideological messages contained within the textbooks. This method provides a comprehensive way to examine how Indonesian colonial history is represented in junior high school social studies textbooks and how such representations contribute to shaping students' historical understanding and civic awareness (Hara et al., 2025).

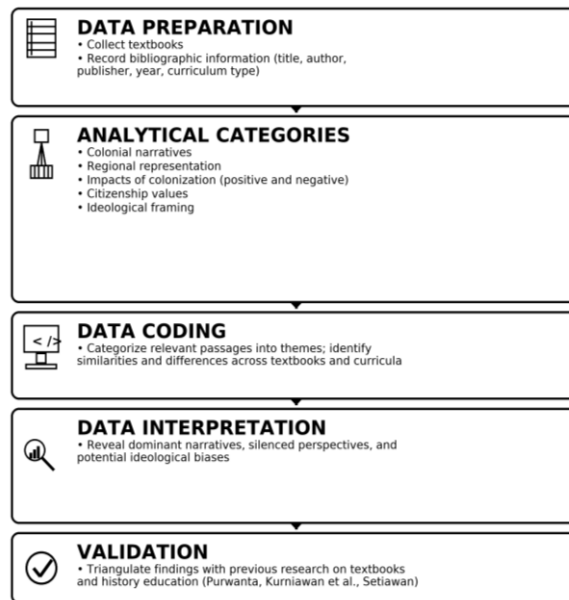


Figure 1. Qualitative Content Analysis (QCA) Textbooks as a Primary Data Source

3. RESULTS AND DISCUSSION

3.1 Java-centricity and Regional Inequality in Narrative

The inequality of the narrative of regional colonization has spread to many aspects including textbooks. The lack of delivery of history textbook material that describes Indonesia in its entirety gives the impression of narrative dominance in certain regions (Fakih, 2017). The inequality of history and regional dominance as explained in this description is a challenge to the realization of an Indonesia-centric history. However, this issue always faces serious challenges, especially in learning practices in schools. The reason is, learning resources in this case textbooks have not been able to provide a comprehensive description of a number of regions in Indonesia related to their colonial history (Nasution, 2022). However, the dominance of historical narratives in textbooks has an impact on knowledge. Java Island gets a larger proportion in the pattern of historical narratives. The distribution of Javanese narratives that dominate gives the impression that the Java region is the center of Indonesian history. The writing of Javanese history with a higher proportion is due to the fact that Java has received more historical research, its population represents more than half of Indonesia's population, Java is the center of much political history during the colonial and independence periods, and where historians conduct research (Viono et al., 2023).

Social Science textbooks as a media that bridges between the material and knowledge of junior high school students cannot be separated from the dominance of the Java region in each of its contents. This condition is found especially in the material on the history of colonization. The Java region again takes more part than other regions in Indonesia. As a result, social studies textbooks experience a recurring cycle in writing their history, namely being very Java-centric and not providing space and exploring other regions in Indonesia (Kusuma et al., 2021). The **Table 1** is data from a social studies textbook that shows how regions were dominated in the history of colonialism.

Table 1. Regional Inequality in the Historical Narrative of Colonization in Indonesia

No	Topics	Java	Sumatra	Kalimantan	Bali - Southeast	Sulawesi	Maluku - Papua
1	Local Wars and Resistance	<ul style="list-style-type: none"> Diponegoro War The War of Mangkubumi and Mas Said Sultan Ageng's Resistance; Sultan Agung's Resistance; The Resistance of Duke Unus, Ciomas and Condet Movement. 	<ul style="list-style-type: none"> Padri War Aceh War Batak War 	<ul style="list-style-type: none"> Banjar War 	<ul style="list-style-type: none"> War of the Guardians 	<ul style="list-style-type: none"> Makassar War The First Tondano War The Second Tondano War 	<ul style="list-style-type: none"> Sultan Khairun's Resistance Babullah's Resistance Sultan Nuku's Resistance Pattimura's Resistance Kakiali and Telukabessi match

		<ul style="list-style-type: none"> • Trunjoyo's Resistance 				
2	Economic Exploitation and Industrialization	<ul style="list-style-type: none"> • Trade Monopoly • Forced Cultivation System • Tax • Land Rent • forced labor • Slavery • Sugar Factory Construction • Plantation 	<ul style="list-style-type: none"> • Trade Monopoly • Slavery • Mining (Gold/Silver) • Plantation (Coffee) 	<ul style="list-style-type: none"> • Trade Monopoly • Mining 	<ul style="list-style-type: none"> • Trade Monopoly • Mining 	<ul style="list-style-type: none"> • Trade Monopoly • Slavery • Forced labor • Forced Cultivation System • Mandatory Submission • Extermination (Extirpation)
3	Education and Knowledge	<ul style="list-style-type: none"> • Schools (STOVIA, NIAS) • Literature (History of Java) • Development of Cultural Institutions (Bataviassch Genootshap) • Development of Bogor Botanical Gardens 	<ul style="list-style-type: none"> • Schooling (Kweekschool) • Literature (History of Sumatra) • Discovery of Plants (Rafflesia Arnoldi) 			

The **Table 1**, shows important data in the social studies textbook. After being classified specifically per region with three indicators (War and local conflicts, Economic exploitation & Industrialization, Education and Knowledge) it can be observed that there are dominant subjects. In terms of war and resistance, it is very clear that in Java there were so many wars and resistances described in the textbook, including: Diponegoro War, Mangkubumi and Mas Said War, Sultan Ageng's Resistance; Sultan Agung's Resistance; Adipati Unus' Resistance, Ciomas and Condet Movements. Trunjoyo's Resistance. This condition is different from other regions such as Sumatra, Kalimantan, Bali-Nusa Tenggara, Sulawesi, Maluku and Papua. On these islands, only a few cases of resistance are included. Very different from the Java region (Susilo & Sarkowi, 2021).

The same condition is shown in the indicators of economic exploitation and industrialization. It appears that the narrative of the island of Java that is present in textbooks is more varied, including trade monopolies, forced cultivation, taxes, land rent, forced labor, slavery, the construction of sugar factories, plantations . Almost every colonial practice carried out by the colonizers is included in textbooks. This condition is very different from other regions which only contain a few. This condition also continues in the aspects of education and knowledge. The distribution of schools, the development of historical literature, and the development of knowledge institutions are all represented on the island of Java and experience inequality in other regions (Nawiyanto et al., 2022).

Based on the data above, the dominance of Java Island which is inversely proportional to other regions in Indonesia, indicates a textual imbalance in junior high school social studies textbooks. Based on a number of categories, Java is always found to have a narrative and is very varied. Meanwhile, in other regions there are still gaps, especially based on the three categories that have been created. The Papua region is a very real example. Its colonial historical narrative does not have a strong trace in junior high school social studies textbooks. In fact, in terms of time, Papua was the last region under Dutch rule. Even in 1828, the Du Bus fort was built to strengthen its power. The presence of the Dutch from 1898-1966 in the Papua region also had a lot of influence on Papuan history (Setiyawan & Maulida, 2024).

This situation provides a strong signal that the history of colonialism in Papua has received attention in historical literature, but has not yet received a special place in textbooks. In fact, social studies textbooks are the main learning media used nationally, so it is not very fair if there are regions in Indonesia whose colonial history is not presented since junior high school level. At a certain level, providing an appropriate and representative place in textbooks to reduce historical disparities regionally is an agenda in creating historical awareness.

3.2 Beyond “divide-et-impera”: Resistance and Hostility Between Family, Ethnicity and Religion

Indonesian history during the colonial period shows at least two currents: internal division and resistance to colonialism. Local rulers were divided and divided by the colonizers. The motives for this division arose from various aspects: power struggles, offenses , and even religious factors . The colonizers took advantage of this opportunity to pit people against each

other and cause the Indonesian nation to be divided. This process articulates that the history of Indonesia as a great nation cannot be separated from the fact of disintegration. Divide and rule politics were used to co-opt the power of the Indonesian population. This tactic was carried out through organized power and control of knowledge and the economy (Nadjamuddin et al., 2022). Specifically, divide and rule became a colonial political strategy that was able to crush the nobility/classes and the people. This process was carried out by the Dutch colonialists by ruling the Indonesian archipelago indirectly, only through traditional kings. This tactic fostered an unhealthy climate in the kingdom. In the case of the VOC, local people were absorbed into the VOC's interests. Furthermore, the division became a fixed pattern, which later became known as the divide et impera tactic. In the process, this tactic succeeded in creating a current of division and was used by the colonizers to gain power (Aziz & Prabaswara, 2023). The above facts prove that the strategy of divide and conquer is a powerful weapon for colonizers to gain power. In the process, colonizers see an opportunity and support one of the warring parties. In the end, the party supported by the colonizers wins. At a further level, this victory becomes the gateway for the opening of binding agreements that require them to submit to the provisions made by the colonizers (Belmessous, 2022). The table below will show the process of divide and rule in its various forms.

Table 2. *Divide-et-impera pattern* in colonial narratives in Social Studies Textbooks

No	Royal Family Issues	Inter-Ethnic Opposition	Principles Of Religion
1	<ul style="list-style-type: none"> Sultan Ageng Tirtayasa and Abdulnasar Abdulkahar (Banten War) 	<ul style="list-style-type: none"> Sultan Hasanuddin of Makassar and Aru Palaka-Bone (Makassar War) 	<ul style="list-style-type: none"> Indigenous People and Padri (Padri War)
2	<ul style="list-style-type: none"> Trunjoyo and Amangkurat II (Trunjoyo's Resistance) 	<ul style="list-style-type: none"> Ternate Sultanate and Tidore Sultanate (Maluku War) 	
3	<ul style="list-style-type: none"> Prince Tamjidillah and Prince Antasari (Banjar War) 		

The Academic Information System (SIKAD) is used to support academic activities between lecturers and students at UNY. SIKAD provides convenience for users in various activities such as curriculum development, new student admissions (PMB), class scheduling, course registration (KRS), grade submission, and the management of lecturer and student data. SIKAD also serves as a communication platform between lecturers, students, and university officials within the campus environment. It is an online system that utilizes internet technology, allowing students to fill out their KRS (course registration) from outside the classroom or campus as long as they have access to a computer connected to the internet. The KRS input includes a list of courses available for registration along with the assigned lecturer, classroom, lecture schedule, and remaining seat quota, based on the applicable regulations. Looking at the table above, it can be seen that the strategy of divide and conquer is not merely a fact initiated by the colonizers from the beginning. There were causes behind it first. This picture can be seen from three dimensions, namely conflict between families, between ethnic groups, and between religious beliefs/principles. In the family path, conflict occurs because of the desire for power which results in internal divisions. The struggle for power becomes the basis for division, as happened in the Banten Resistance, the Mataram War, and the Banjar War. Below are some examples of narratives that describe it (Ejami, 2020).

Sultan Ageng Tirtayasa and Abdulnasar Abdulkahar (Banten War)

The Dutch finally managed to find the weakness of Sultan Ageng Tirtayasa. The weakness of Sultan Ageng Tirtayasa was the difference in attitude with his son in facing the Dutch. The son of Sultan Ageng Tirtayasa was named Abdulnasar Abdulkahar. Sultan Ageng Tirtayasa was known to be very anti-Dutch, but his crown prince was not anti or hostile. In fact, his son had friendly relations with the Dutch. This difference of opinion was one of the causes of the civil war in Banten. (45) (KBK-B4-K8).

Trunjoyo and Amangkurat II (Trunjoyo's Resistance)

Trunajaya's resistance occurred in 1674. Trunajaya received support from Prince Adipati Anom (son of Amangkurat I). In addition to receiving support from Prince Adipati Anom, Trunajaya also received assistance from the Makassarese led by Karaeng Galesong. Thus, Trunajaya had a fairly large army. To quell Trunajaya's resistance, Amangkurat II asked for assistance from the VOC.

Prince Tamjidillah and Prince Antasari (Banjar War)

Banjarmasin War. The resistance that occurred in Banjarmasin occurred on April 18, 1859, led by Prince Antasari. The resistance occurred because of competition between members of the royal family to occupy the throne of the Banjar Kingdom. This worsened with the intervention of the Dutch colonial government which tried to divide. (137) K13-K8-B2. The three cases above clearly display a narrative that proves that the divide and rule occurred not only initiated by the colonialists but also based on internal divisions in the royal environment. These conditions and internal disharmony were exploited by the colonialists to support one party which ultimately led to victory and promises that bound the local kings in the archipelago. The division can be read in the narrative sentences in the case of Sultan Ageng Tirtayasa and Abdulnasar Abdulkahar (Banten War), "there was a difference in attitude with his son in facing the Dutch". Trunjoyo and Amangkurat

II (Trunojoyo's Resistance), "Trunajaya received support from Prince Adipati Anom (son of Amangkurat I)". Prince Tamjidillah and Prince Antasari (Banjar War) "competition of royal family members to occupy the throne of the Banjar Kingdom." The three narratives in the three cases very clearly indicate internal turmoil in the kingdom (Beriqtian Fernanda & Fahrudin, 2024). To some extent, cases of divide and rule also occurred across ethnicities. The competition between two different kingdoms/ethnicities in fighting for power was the background. This case occurred in the Makassar War, the Maluku War (Ternate and Tidore). The textbook narrative below will describe the two cases.

Sultan Hasanuddin of Makassar and Aru Palaka-Bone (Makassar War)

After Maluku fell, the VOC threat in Eastern Indonesia was only the Gowa Kingdom in South Sulawesi. Gowa was a strong kingdom and had a very large fleet. At that time there was a dispute between Arung Palaka from the Bone Kingdom and the King of Gowa. The VOC took advantage of the dispute by providing support to Arung Palaka. (268) (KTSP-K7-B5).

Sultanate of Ternate and Sultanate of Tidore (Maluku War)

The arrival of the Portuguese in Ternate was welcomed by the King of Ternate. This was done so that the Portuguese could be made allies in facing the Tidore Kingdom which turned out to be assisted by the Spanish. Therefore, in addition to the war that occurred between the Ternate Kingdom and Tidore, there was also a war between white people, namely between the Spanish and the Portuguese. (19-20) (KBK-B4-K8). In the two cases above, namely the Makassar War and the Maluku War, the narratives that appear in junior high school social studies textbooks provide a picture of how two kingdoms in the same region, with different tribes, fought and were divided. This condition was used by the colonizers to side with one of them. In the end, the fight was won by the party supported by the colonizers. Since then, the contract agreement between the local kings has been in effect and at the same time a sign of colonization has occurred. In other categories, the divide and conquer did not only occur based on those two categories but also because of other factors. The factor that triggered the divide and conquer was the division due to differences of opinion about the purity of religion and belief, this case occurred in the Padri War. Below will be presented a textbook narrative that describes and strengthens the event (Nisa, 2025).

In 1821, the struggle between the reformers and the nobles who held customs and traditions erupted into civil war. In that war, the noble class was pressed. Finally, to face the Padri, the nobility asked for help from the Dutch (KBK-K8-B4). The case of the Padri war shows a narrative of how civil wars occur. The cause is different principles about religious teachings. In these differences and disputes, the colonizers tried to divide, the pattern is the same, siding with one group and ending in an agreement. In essence, a number of narratives presented above are narratives found in junior high school social studies textbooks. If interpreted and interpreted further, the narrative shows that a number of events that caused conflict became a space for internal conflict that was successfully utilized by the colonizers (Dharmowijono, 2022). This condition brings a new meaning, that the divide and rule that occurred during the colonial period went beyond something caused by the presence of the colonizers alone, but was also based on a symbiotic condition that utilized and benefited each other. The case above shows a strong opinion that the efforts made by the colonial government to maintain the colony included perpetuating feudalism and taming the kings, nobles, and traditional local rulers (Zed, 2017). In the end, with this tactic, the colonizers succeeded in controlling the territory in Indonesia.

3.3 The Impact and Legacy of Colonialism in Narrative

The colonial period in Indonesia brought a dilemma, especially regarding its impacts. On the one hand, the people suffered from monopolies, taxes, compulsory military service, forced labor, slavery, and other policies. However, on the other hand, the colonial process brought positive impacts in terms of: development of knowledge, spread of schools, cultivation of crops, government systems, mining, plantations and infrastructure. Whatever it is, this confirms that the colonial legacy has both bad and good impacts, but it is from the bad impacts that we free ourselves as a nation (Zed, 2017). The impact of the colonial system and its exploitation has an impact on the realization of the process of commercialization, agricultural industrialization, bureaucratization and modernization of various fields: communication, transportation and education. The dilemma of the dual impact of colonialism is an important entry point to see how far it has been explored in textbooks. This is useful to show that textbooks as learning resources have been quite representative in showing what impacts are caused by the colonizers (Ulpah, 2022). The most important focus is not only on the negative impacts but also the positive ones. Because, memories of the colonial past have a profound impact on the way history is taught in schools in Indonesia, based on that textbooks become a reflection that reflects the content of colonial material. Students who read the textbooks are expected to be able to assess and reflect from two different perspectives so that critical historical awareness grows from the start. The table below attempts to map how colonial legacies are found in textbooks.

Table 3. *Divide-et-impera pattern* in colonial narratives in Social Studies Textbooks

Development of Science and Technology	Industrialization	Urban Planning and Architecture	Language, Arts and Culture
<ul style="list-style-type: none"> Literature (History of Java and History of Sumatra) 	<ul style="list-style-type: none"> Factories (Sugar, Chocolate, Tea) 	<ul style="list-style-type: none"> Buildings (Fatahillah Museum, Harmoni Building, Jakarta Arts 	<ul style="list-style-type: none"> Keroncong Music Name Typology Bureaucratic System

<ul style="list-style-type: none"> • Schools (HIS, Landbouwkundige Faculteit-IPB, Technische Hooze School-ITB, NIAS, STOVIA.) • Development of Science (Bataviassch Genootshap) • Bogor Botanical Garden 	<ul style="list-style-type: none"> • Mining (Gold, Diamond, Iron and Tin, Coal) • Plantations (Tea, Coffee, Sugar Cane and Cinchona, Rubber Tobacco, Cinchona, Palm Oil) 	<ul style="list-style-type: none"> Building, Merdeka Building, Antara News Agency, Merdeka Palace) • Forts (Duurstede, Zeelandia, Fort van der Capellen, Fort de Cock Sombaopu, Speelwijk) • Highway (Anyer-Panurukan) • Railway Tracks (Java-Sumatra) • Irrigation (Brantas Delta, Demak, Pekalongan, Serayu, Cirebon and Panarukan) • Port (Tanjung Priok) Sunda Kelapa port, Peacock and Ujung Kulon
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The **Table 3**, illustrates how a number of colonial legacies continue and are maintained to this day. At least these legacies are divided into 4 (four) aspects, namely: science, industrialization, architecture and infrastructure and language and culture. In these four aspects, it can be seen how colonization has driven a number of changes and improvements in Indonesia. Although the actual situation faced is still not free from the grip of extraordinary oppression. In the field of science, the presence of educational institutions in the past marked the emergence of early modern elites. The education policy aimed to provide space for the colonized people to go to school. Although, in the end the policy became a problem for the Dutch government. The education policy had a counterproductive impact on the Dutch colonial government. This was because the emergence of educated groups in Indonesia actually became a driving factor for the growth of nationalism in Indonesia. Other conditions also occurred, especially related to the production of knowledge, the presence of colonizers succeeded in immortalizing a number of regional historical literature, rare plants, and institutions that developed science (Hiep et al., 2025).

In the field of industrialization, the legacy of plantations during the colonial period has become a commodity that supports and even exists to this day. In the past, the forced cultivation system was considered to have a negative impact on people's lives, but Neil (2003) argued that this view could no longer be maintained because the forced cultivation system affected socio-economic growth and all social groups in Java. Currently, industrialization in these areas continues, such as coffee, tea, mining, and plantations. In terms of architecture and infrastructure, the roads built during the colonial period have an impact to this day and have become a means of connecting and supporting the development process of Indonesia after independence. In fact, there are many buildings and forts that are currently used as potential historical tourism (Yuliati et al., 2023).

Likewise in the field of culture and language. There are a number of traces of colonial heritage that are still maintained, such as keroncong music and the use of names influenced by Portuguese. In this aspect, the impact of colonization created new identities and many identities for the people of the colonized country. The new identities caused by colonial influence give various colors to the process of becoming Indonesian. Its long-term impact is still felt today. Ultimately, the phenomena that have been described present a dilemma regarding the legacy of colonialism in Indonesia because it depends on how the interpretation is made (Indah, 2025). Social Science textbooks in junior high schools have presented the impacts of goodness during the colonial period that continue and can be felt until now. This situation will certainly train students to be able to understand the colonial phase from a different perspective.

4. CONCLUSION

The colonial narrative in junior high school social studies textbooks is still not free from criticism that overshadows the writing of history to this day. This condition can be read as "narrative colonization" in the narrative of colonization in Indonesia. Evidence of this has been found through the dominance of regions in narrative and category patterns that indicate that there is incomplete representation in the presentation of the colonial narrative in textbooks. This condition indicates an imbalance in writing which ultimately has an impact on the learning process and production of student knowledge. In addition, the history of colonization in Indonesia that has been present in textbooks since the beginning has not only given a negative picture to the colonizers, but also to local rulers who are easily divided due to the struggle for power. Since the beginning, the process of division has been stimulated through a number of things, power, territory, ethnicity, and even religion. Likewise with the dual implications that occurred during the colonial and post-colonial periods.

Based on this study, important recommendations that can be conveyed include the need for textual balance in textbooks in the narrative of the history of colonization in Indonesia by trying to reveal a number of histories that have not yet appeared in several regions in Indonesia.

RECOMMENDATIONS

Based on the findings of this study, several recommendations can be proposed. First, social studies textbooks should be continuously reviewed and developed to present more balanced narratives of Indonesian colonization history, including regional perspectives that reflect the diversity of experiences across the archipelago. Second, collaboration between curriculum developers, historians, and educators is needed to ensure that textbooks not only align with the national curriculum but also foster critical thinking, inclusivity, and historical awareness among students. Third, teachers are encouraged to complement textbook materials with additional resources, such as local histories and oral traditions, in order to provide students with richer and more contextualized learning experiences. Finally, future research is recommended to expand the analysis beyond history topics, examining how other aspects of social studies textbooks construct knowledge and identity in the classroom.

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AUTHOR'S CONTRIBUTIONS

All authors discussed the results and contributed to from the start to final manuscript.

CONFLICT OF INTEREST

The author declares that he has no conflict of interest.

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