

## **HISTORIOGRAPHY POTENTIAL OF BANYUMAS SUGAR FACTORY AS DEVELOPMENT OF LOCAL HISTORY MATERIALS SENIOR HIGH SCHOOLS IN INDONESIA**

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### **ABSTRACT**

This article aims to embody the historiographical potential of the Banyumas sugar factory as material for developing local historical narratives in high school in Banyumas Regency (Indonesia). Bearing in mind that during the colonial period, the existence of the Banyumas sugar factory had a significant influence on the development of the economic life of the Banyumas region. Historiography of sugar factories in Banyumas written by historians is included in the study of economic history. The sugar factories in Banyumas narrated by historians are the Kalibagor sugar factory, the Purwokerto sugar factory, the Klampok sugar factory, the Bojong sugar factory, and the Kalirejo sugar factory. The method used in this research is qualitative with a content analysis approach. The study results indicate that the historiography of the Banyumas sugar factory can be developed as material for the local history of high school in Banyumas residence (Indonesia) through a constructivist approach. This is because the historical material of the sugar factory during the colonial period was correlated with the colonial economic policies contained in the syllabus of essential competencies (KD) and core competencies (KI). Through a constructivist approach, students can have historical thinking skills.

**Keywords:** Historiography, local history, sugar factory, history learning

### **1.0 INTRODUCTION**

Colonialism by foreign nations in Indonesia is an unforgettable experience for the Indonesian people. One of the foreign nations that colonized Indonesia was the Netherlands. In colonialism, the colonial government of the Dutch East Indies (Indonesia) implemented various policies in all aspects of life, including the economic field. In 1830 the government implemented a policy of forced cultivation (Culturstelsel) in the governor's area. The Cultivation System was an effort by the colonial government to increase the production of export commodities, such as coffee, sugar cane, indigo, and tobacco. In addition, crops such as tea, pepper, and cinnamon are planted on a small scale.

The emergence of the idea of Forced Cultivation was inseparable from the economic condition of the Netherlands, which was experiencing a crisis that had an impact on the colonies. Moreover, the land lease policy in the Dutch East Indies (Indonesia), implemented during Commissioner-General van der Capellen and Du Bus de Gisignies, was considered a

failure, so van Den Bosch as their replacement needed to change the system to gain optimal profits. That is why the Cultivation system was implemented. Furthermore, to implement the Cultivation Policy, all of its provisions are regulated in the staatsblad (state Gazette) of 1834 Number 22. One of the essential points in the staatsblad is the area used, which does not exceed one-fifth of the farmer's land.

In regulating the Cultivation system commodity, the colonial government did not have a direct relationship with farmers. In this case, delivering commodity products is carried out through the native's organization. Therefore, local officials have a significant role in implementing the Cultivation System, from district heads to village heads. The role of the traditional elite in the forced cultivation system indicated that they served as intermediaries between the peasants and the colonialists (Geertz, 1983: 96).

When referring to the provisions applied in the Staatsblad, it can be said that the forced cultivation policy is not too burdensome for the people. However, in practice, it is the farmers who are more disadvantaged. This refers to the views of (Kartodirjo & Suryo, 1991: 63) that there are irregularities that are not by the provisions. For example, the use of an area that exceeds one-fifth of the farmer's land and the number of payments that are not by the provisions.

In its development, news about the abuse of the Cultivation System was heard in the Netherlands. As a result, many liberals criticize the policy in the name of humanity. However, this criticism also indirectly accommodates the interests of liberals so that the private sector has the freedom to take advantage of the practice of colonialism in the Dutch East Indies. Therefore, over time the forced cultivation system was abolished. The abolition of the forced cultivation policy was marked by issuing the agrarian law (agrarische wet) in 1870. The issuance of the 1870 Agrarian Law provided opportunities for the private sector to develop businesses, especially in the agro-industry sector. Both Europeans and Foreign Easterners (Chinese and Arabs) had a reasonably balanced opportunity to invest or build a company in the Dutch East Indies. This is because foreign entrepreneurs have significant capital that supports business continuity. Meanwhile, the natives without special privileges have to work harder in business competition.

With the 1870 agrarian law, the private sector could lease land used for exporting plantation crops, thereby encouraging the growth of various industries, such as sugar. The establishment of the sugar industry managed by the private sector has had a socio-economic impact on the natives. The emergence of the sugar industry has also encouraged the establishment of various infrastructures such as factories and transportation facilities to facilitate the production and distribution process.

One of the areas used as a barn for exploitation to encourage the development of the sugar industry is Banyumas. In this context, the mention of Banyumas includes the residency area of Banyumas. Before the 1870 agrarian law was issued, Banyumas were the foreign capital of the kiln of the Surakarta Sunanate, which the colonial government took over. The takeover was a consequence of the outbreak of the Java War, which lasted from 1825 to 1830. Basundoro (2019: 56-57) concludes several reasons why Banyumas were chosen as an exploitation area, namely (1) Banyumas have fertile soil suitable for indigo and sugarcane cultivation, (2) Banyumas have a coastal area in Cilacap that can be used as a port for the

distribution of export commodity products, (3) the existence of the Serayu river which connects the interior of Banyumas with the coast of Cilacap so that the process of transporting commodities is connected.

Regarding the existence of Banyumas as one of the exploitation areas, the narrative about the sugar factory during the colonial period is a manifestation of the economic development of the colonial government, which has affected the lives of residents in rural Banyumas. This means that the narrative about the history of colonialism in Indonesia is inseparable from the local context. From the perspective of learning history in schools, the suburbs are sometimes blurred from the national historical narrative. This condition results in history learning as if it is in a space of alienation for students. Therefore, history teachers need to contextualize the national historical narrative into a local perspective so that students can imagine the past life that was around their place of residence.

Based on the background of the problem raised, this paper will examine the relevance of the narrative of the sugar factory in Banyumas with learning history in high school in the local context and considering that Banyumas was one of the areas that had several sugar factories during the colonial period which also influenced the lives of the people of Banyumas. However, when referring to the curriculum perspective, the material based on Basic Competencies (KD) and Core Competencies (KI) contained in Permendikbud Number 37 of 2018 is national. The material contained in the textbook does not allow all local historical events in various regions in Indonesia to be narrated by the textbook. Therefore, history teachers, as part of the elements in classroom learning, have a strategic role in contextualizing national historical events into the local scope through a constructivist approach. Thus, students at the Banyumas regional high school are expected to understand the economic history of the colonial period and foster a sense of history in their area.

## 2.0 METHODOLOGY

This study is a content analysis approach to analyze history books about sugar factories in the colonial Banyumas residency and the high school syllabus as the subject of the study. This study examines five history books that discuss sugar factories in the Banyumas residency.

No	Author (s)	Year	Title	Publisher
1	Tanto Sukardi	2014	<i>Tanam Paksa di Banyumas: Kajian mengenai Sistem, Pelaksanaan, dan Dampak Sosial Ekonomi</i>	Pustaka Pelajar & Univesitas Muhammadiyah Purwokerto
2	Yustina Nurwanti, Darto Harnoko, Theresiana Ani Larasati	2015	<i>Sejarah Perkembangan Ekonomi dan Kebudayaan di Banyumas Masa Gandasubrata Tahun 1913-1942,</i>	Kementerian Pendidikan dan Kebudayaan
3	Susanto Zuhdi	2016	<i>Cilacap (1830-1942): Bangkit dan Runtuhnya Suatu Pelabuhan di Jawa,</i>	Ombak
4	Sugeng Priyadi	2019	<i>Sejarah Kota Purwakerta (Purwokerto) 1832-2018</i>	Pustaka Pelajar & Univesitas Muhammadiyah Purwokerto
5	Purnawan Basundoro	2019	<i>Arkeologi Transportasi: Perspektif</i>	Universitas

		<i>Ekonomi dan Kewilayahan Karesidenan Banyumas 1830-1940an</i>	Airlangga Univesity Press
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Meanwhile, one of the curriculum documents in the form of a syllabus based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 37 of 2018 concerning Basic Competencies (KD) and Core Competencies (KI) for Indonesian History subjects is also used to see the potential that allows the Banyumas sugar factory narrative to be developed as local history material.

Content analysis is a method of subjective interpretation of a text through a systematic classification process by identifying a theme (Hsieh & Shannon, 2005: 1277).. The content analysis steps used in this study follow the views of Zhang & Wildemuth (2005, 3-5) namely 1) prepare the data, 2) define the unit of analysis, 3) develop categories and a coding scheme, 4) test coding scheme on a sample of text, 5) code all the text, 6) assess coding consistency, 7) conclude the coded data, 8) report methods and findings.

In the first step, preparing the data, researchers attempted to prepare data related to history books that discussed the Banyumas sugar factory. In the second step, defining the unit of analysis, the researcher determines the narratives related to the Banyumas sugar factory in the colonial period contained in the selected history books. In the third step, developing categories and a coding scheme, the researcher began classifying narratives related to the Banyumas sugar factory.

In the fourth step, the researcher tries to validate the data or narratives that have been found. In the fifth step, code all the text, the researcher tries to re-check the data that has been codified. In the sixth step, assessing coding consistency, the researcher ensures that all data or narratives related to the Banyumas sugar factory have been entered into the codification system. In the seventh step, concluding the coded data, the researcher tries to make conclusions regarding the narrative of a sugar factory that has the potential to develop a local high school historical narrative. In the eighth step, report methods and findings, researchers attempt to report their findings. Through these eight steps, the researcher also compares it with the syllabus whether the historiography of the sugar factory allows it to be accommodated in essential competencies (KD) and core competencies (KI).

Based on the paradigm and steps of content analysis used, the researcher believes that the historiographical narrative of the sugar factory has the potential to develop local high school history materials. This is reinforced by the existence of these essential competencies, which contain the economic policies of the colonial government, namely the construction of sugar factories.

### 3.0 RESULTS AND DISCUSSIONS

#### The Development of Sugar Factory Studies in Banyumas during the Colonial Period

In general, the historiography of the sugar industry during the colonial period has been studied by experts, both from the West and Indonesia, as it is known that the emergence of the sugar industry was the impact of the colonial government's economic policy, which was

marked by the opening of sugarcane plantations. However, in its development, there have been disagreements among experts regarding the impact of the sugar industry.

Some experts such as Vitalis, van der Kolf, Booke, and Geertz, consider that the sugar industry harms the lives of rural people. On the other hand, several other experts consider that the sugar industry does not have an entirely negative impact but also has a positive side, encouraging people's economic growth. Some experts who view the positive side of the development of the sugar industry include Elson, Knight, van Niel, Husken, Kano, Djoko Suryo, and Vincent Houben (Wasino, 2017: 690)

Apart from the dialectic carried out by experts regarding the impact of the sugar industry in the Dutch East Indies, historical records of sugar factories in Banyumas during the colonial period were basically integrated with socio-economic historiography. To the author's knowledge, several books on the socio-economic history of the colonial period placed Banyumas as a historical unit, namely, *Tanam Paksa di Banyumas: Kajian mengenai Sistem, Pelaksanaan, dan Dampak Sosial Ekonomi (Forced Cultivation in Banyumas: A Study on System, Implementation, and Socio-Economic Impacts)* by Tanto Sukardi (2014), *Sejarah Perkembangan Ekonomi dan Kebudayaan di Banyumas Masa Gandasubrata Tahun 1913-1942, (History of Economic and Cultural Development in Banyumas during the Gandasubrata Period 1913-1942)* by Yustina Nurwanti, Darto Harnoko, & Theresiana Ani Larasati (2015), *Cilacap (1830-1942): Bangkit dan Runtuhnya Suatu Pelabuhan di Jawa, (Cilacap (1830-1942): The Rise and Fall of a Port in Java)* by Susanto Zuhdi (2016), *Sejarah Kota Purwakerta (Purwokerto) 1832-2018, (History of the City of Purwakerta (Purwokerto) 1832-2018 , History of the City of Purwakerta (Purwokerto) 1832-2018, (History of the City of Purwakerta (Purwokerto) 1832-2018)* by Sugeng Priyadi (2019), and *Arkeologi Transportasi: Perspektif Ekonomi dan Kewilayahan Karesidenan Banyumas 1830-1940an (Transportation Archeology: Economic and Regional Perspectives in the Banyumas Residency 1830-1940s),* by Purnawan Basundoro (2019).

*Tanam Paksa di Banyumas: Kajian mengenai Sistem, Pelaksanaan, dan Dampak Sosial Ekonomi* by Tanto Sukardi is a book published by Pustaka Pelajar and Muhammadiyah University of Purwokerto in 2014. The book can be regarded as a gateway for readers interested in studying the period of forced cultivation in Banyumas. The book describes the idea of implementing cultivation which started from the central policy (colonial government) to the implementation process in the field that affected the lives of the Banyumas rural community. Therefore, the record of the sugar factory as part of the history of forced cultivation is preminent in the book.

In Tanto Sukardi's notes, the narrative about the first sugar factory established in the Banyumas area is the Kalibagor sugar factory. According to Tanto Sukardi, the factory was founded in 1838. However, if we look at the information contained in the current factory, it is stated that the establishment of the Kalibagor sugar factory was in 1839. The number 1839, the year the Kalibagor sugar factory was founded, is also used by Sugeng Priyadi in his published work in 2019 (Priyadi, 2019: 152). Apart from the differences in the use of the year of its establishment, Tanto Sukardi's notes also explain the plantation area used for the Kalibagor sugar factory and other sugar factories. The provisions of the land acquisition process are also comprehensively described in this book. In addition, the development of the number of plantation areas from the 1840-to 1900s also enriched the discussion of his study.

In contrast to Tanto Sukardi, *Sejarah Perkembangan Ekonomi dan Kebudayaan di Banyumas Masa Gandasubrata Tahun 1913-1942*, by Yustina Nurwanti, Darto Harnoko, and Theresiana Ani Larasati published by the Ministry of Education and Culture in 2015, places Banyumas in the study of socio-economic history during the period. Government of the Regent of Sudjiman Gandasubrata. Through this book, it can be seen the problems of culture, lifestyle, transportation, and the socio-economic life of the Banyumas people at that time.

When viewed from the periodization used by Yustina Nurwanti, Darto Harnoko, and Theresiana Ani Larasati, the book provides an overview of when the colonial government's liberal economy was implemented. However, it does not mean that Yustina Nurwanti, Darto Harnoko, and Theresiana Ani Larasati did not explain the previous period. In their book, Yustina Nurwanti, Darto Harnoko, and Theresiana Ani Larasati briefly explain the background to the emergence of sugarcane plantations and the sugar industry. In addition, the book explains the development of several sugar factories in Banyumas, which has influenced the increase in production.

In the periodization of the liberal economy, Yustina Nurwanti, Darto Harnoko, and Theresiana Ani Larasati explained that private parties were managing sugar factories in Banyumas. For example, the Kalibagor sugar factory is managed by Maatschappij tot Exploitatie der Suikerfabriek Kalibagor, the Kalimanah sugar factory is managed by Naamlooze Vennootschhap Suikerfabriek Kaliklawing, the Klampok sugar factory is managed by Naamlooze Vennootschhap Kultuur Maatschappij Klampok, and the Purwokertoertoeronoertobriek Naamlooze sugar factory is managed by Naamlooze Vennootschhap.

One year after the book of Yustina Nurwanti Darto Harnoko, and Theresiana Ani Larasati was published, Ombak republished the book *Cilacap (1830-1942): Bangkit dan Runtuhnya Suatu Pelabuhan di Jawa*, by Susanto Zuhdi which had previously been published by the Kepustakaan Popular Gramedia (KPG) in 2002. Therefore, the book published by Ombak is the second edition. Susanto Zuhdi's book results from his thesis while studying at the University of Indonesia. The book places one area in the Banyumas residency, namely Cilacap, as a subject of economic activity during the colonial period. As it is known that Banyumas is a potential area for agro-industrial development, Susanto Zuhdi seeks to embody the role of the Cilacap port as part of the economic constellation of the Banyumas residency.

The book *Cilacap (1830-1942): Bangkit dan Runtuhnya Suatu Pelabuhan di Jawa* shows that the sugar produced at the Banyumas regional factory can be seen as then distributed using river routes and land routes to the Cilacap port to be sent to the export market. These conditions indicate that the sugar industry also affects the development of transportation facilities in Banyumas. The book *Cilacap (1830-1942): The Rise and Collapse of a Port in Java* explain sugar delivery from factories and other commodities through the Cilacap port.

The historical record regarding the sugar factory in Banyumas was also deepened by Sugeng Priyadi through his book *Sejarah Kota Purwakerta (Purwokerto) 1832-2018*, which was published by Pustaka Pelajar with the Muhammadiyah University of Purwokerto in 2019. Sugeng Priyadi is indeed known as a productive historian from the Muhammadiyah University of Purwokerto who studies the region's local history. Banyumas. This is indicated

by the various titles of books and scientific works written by him about the history of Banyumas.

Sejarah Kota Purwakerta (Purwokerto) 1832-2018 is one of his works that provides information about the long history of the city of Purwokerto, which is currently developing into the capital of the Banyumas district. With the extended periodization coverage, it can be said that the discussion in this book is very complex. However, the nature of the complexity in this book also shows its superiority in the narrative about the sugar factory. In the works of previous historians, the narrative of the sugar factory was only placed in the economic context of the colonial government. However, in Sugeng Priyadi's work, we can know the development of the sugar factory in Banyumas until the reformation period. This can open a continuous discussion about the existence of a sugar factory in Banyumas from time to time.

A few months after the book History of the City of Purwakerta (Purwokerto) 1832-2018 was published, the study of the Banyumas area was growing. This development was marked by the publication of the book Arkeologi Transportasi: Perspektif Ekonomi dan Kewilayahan Karesidenan Banyumas 1830-1940an by Purnawan Basundoro published by Airlangga University Press. The book is a vibrant historical study using recent data and archives so that readers can explore the primary sources used in understanding the transportation network of the Banyumas residency area of the 19-20 centuries. Therefore, it can be said that the book Transportation Archeology: Economic and Regional Perspective of the Residency of Banyumas 1830-1940s is very comprehensive as a reference for the study of transportation in the residential area of Banyumas.

Purnawan Basundoro places the development of transportation routes in Banyumas during the colonial period as his study material. In his study, the development of the Serajoedal Stoomtram Maatschappij (SDS) railway line was discussed very comprehensively. We can determine the traffic route for sugar shipments from the factory to the Cilacap port by reading the book. Therefore, the narrative about sugar factories in Banyumas also does not escape the book's discussion.

In its development, the narrative about the sugar factory in Banyumas is not only produced by academics with a background in legal history or historical education. In the last decade, the historical awareness of the Banyumas community has begun to be re-grown with the presence of the historical community in Banyumas. The historic community is a forum for exploring public history in a local scope. This means that people can know the history of their area through public history.

The historical community in Banyumas well known to the public is the Banjoemas History Heritage Community (BHHC). The community was founded in 2011 by young people who realized the importance of preserving history and culture in the former Banyumas residency. Some of the activities carried out by BHHC are holding discussions on local history in Banyumas and tracing historical sites in the Banyumas district. During the visit to the traces of historical sites in the Banyumas area, BHHC also invites the general public interested in knowing and understanding the history of Banyumas. Armed with primary data and contemporary archives, BHHC can narrate a historical event in the Banyumas area. In addition, BHHC also uses social media as a forum to document activities and disseminate

information about various histories in Banyumas. Therefore, activities and publications can be known by the general public.

One of the historical sites studied by BHHC is a sugar factory located in Banyumas. It is known that during the colonial period, five sugar factories were operating in the Banyumas residency area, namely the Kalibagor sugar factory, the Purwokerto sugar factory, the Klampok sugar factory, the Bojong sugar factory, and the Kaliredjo sugar factory. However, the sugar factory building that is still standing is the Kalibagor sugar factory. However, it has also been converted into a garment factory. Meanwhile, the other sugar factory buildings have disappeared, but the sugar factory complex traces are still being found.

Based on a study conducted by BHHC, we can comprehensively know the dynamics of the sugar factory in Banyumas during the colonial period. This is known from the various information provided by BHHC on its social media, such as blogs, YouTube channels, Facebook, and Instagram. In their publications, BHHC also provides photos of sugar factories during the colonial period and maps of the locations of sugar factories so that they become an attraction for readers.

Various studies on the socio-economic history of Banyumas during the colonial period by academics show a close relationship with the existence of a sugar factory. In addition, the efforts to study sugar factories by the historical community of BHHC also vastly enrich the knowledge of the people of Banyumas. Therefore, the narration of the sugar factory in historical learning at the Banyumas senior high school is very relevant. Moreover, the studies that have been carried out use primary sources (data and archives of contemporaries) to encourage students to improve historical thinking skills.

#### 4.0 COLONIAL HISTORY MATERIAL IN HIGH SCHOOL

History learning materials in schools are inseparable from the curriculum policies applied. The curriculum is a set of plans that are then implemented to develop student's academic potential (Agung, 2015: 4). One component of the curriculum is the syllabus which contains Basic Competencies (KD) and Core Competencies (KI).

In 2013 revised 2018 edition of the curriculum, KD and KI used are based on the Permendikbud No. 37/2018 document. The contained KI can be shown in the following table.

<b><i>KOMPETENSI INTI 3 (PENGETAHUAN)</i></b>	<b><i>KOMPETENSI INTI 4 (KETERAMPILAN)</i></b>
<i>3. memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah</i>	<i>4. mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan</i>

Meanwhile, historical material regarding the socio-economic life of the colonial period was identified in KD 3.3 and 4.3. At KD 3.3, students are expected to be able to analyze the impact of politics, culture, society, economy, and education during the European colonial period (Portuguese, Spanish, Dutch, English) on the life of the Indonesian nation today.

As for KD 4.3, students are expected to be able to reason about the impact of politics, culture, society, economy, and education during the European colonial period (Portuguese, Spanish, Dutch, English) on the life of the Indonesian nation today and present it in the form of historical stories. The learning content of KD 3.3 and 4.3 shows the relationship between the material and the achievements or assignments of the described material. By referring to the KD, history teachers can teach systematically. Therefore, history teachers need to use learning media and learning resources to introduce the material to students. One of the media, as well as learning resources that history teachers can use, are textbooks. Textbooks are books used in schools that contain selected teaching materials regarding specific fields of study in written form that are systematically arranged and have met the requirements of teaching and learning interests for students and teachers (Muslich, 2010: 50). In the revised edition of the 2013 curriculum, the government has published Indonesian history textbooks for SMA/MA/SMK/MAK grades X-XII. The publication of the textbook supports the implementation of the 2013 curriculum. The materials and competencies contained in the textbook are the minimum skills that must be mastered by students. Therefore, teachers have creativity and flexibility in developing materials in the form of relevant learning activities.

Referring to KD and KI regarding the impact of colonialism on the Indonesian people, the material is written in the textbook is found in the Indonesian history book SMA/MA/SMK/MAK for class XI semester 1. In this book, the material on the economic impact is briefly written. The author of the textbook only explains the general description of the colonial government's policies that had an impact on the environmental transformation of the Dutch East Indies, such as the construction of the highway, Anyer-Panarukan, the development of cities that influenced the emergence of various transportations, and the capitalist economic system that encouraged the natives to recognize export crops (Sardiman & Lestariningsih, 2017: 163-166). Thus, if the teacher only relies on textbooks as the primary reference in teaching, the learning received by students is potentially not holistic. Moreover, the textbook does not explicitly mention the areas where natural resources are used.

Based on the description of the material written in the textbook, history teachers in the Banyumas area can develop material on economic impacts and relate it to sugar industrialization in the local scope in Banyumas. Therefore, learning models and strategies are needed that can be used by history teachers in contextualizing the material contained in textbooks.

#### Relevance of Historiography of Sugar Factory in Banyumas with History Learning in Senior High School through Constructivism Approach

The coverage of material on the impact of colonialism in the economic field for the native community provides space for history teachers to develop material and contextualize it into the local scope. The narration of the sugar factory in the constellation of the socio-economic history of Banyumas is also very relevant to fill the void of economic history learning materials in high school in the Banyumas region. In developing the material or learning, it is

necessary to support learning models and strategies. The author assumes that the models and strategies used in contextualizing historical learning are through a constructivist approach.

Constructivism is an approach that prioritizes students to be actively involved in building their knowledge independently. In this approach, Sardiman (2004: 37) suggests that learning is an active process of learning subjects to reconstruct meaning, either in texts, dialogue activities, physical experiences, etc. Based on this understanding, the teacher's role in the constructivism approach is a facilitator who helps students build their knowledge and reconstruct the meanings found in the learning process.

The constructivism approach is also very closely related to the direction constructed by the government through the 2013 curriculum. According to the 2013 curriculum recommendations, the learning approaches and models used are discovery learning, problem-based learning (PBL), and project-based learning (PJBL). The three models are applications of the constructivism approach.

Of the three recommended models, the model that is relevant to learning economic history in the local context according to the author's perspective is the PJBL model. Abidin (2020: 93) suggests several considerations that serve as the basis for selecting the PJBL model in local history learning, namely 1) the PJBL model can be implemented outside of regular learning, 2) the PJBL model allows students to learn various materials that are not contained in historical materials. Indonesian national education, 3) the PJBL model provides a time that encourages students to study local history more optimally and meaningfully.

In implementing the PJBL model, syntax or stages are needed so that learning is systematic. Mulyasa (2014: 145) suggests learning syntax using PJBL, namely 1) determining basic questions, 2) designing project plans, 3) developing schedules, 4) monitoring students in project development, 5) testing results, and 6) evaluating experiences. The PJBL syntax, when elaborated in history learning, can encourage students to have historical thinking skills, which can be done through the stages of historical research. Therefore, with the historical relevance of the sugar factory in Banyumas, a learning strategy that history teachers can carry out is needed. Abidin (2020: 95) suggests 20 local history learning strategies that can be a teacher's choice in implementing learning. Following the strategy offered by Abidin, the author only adapts learning strategies that are by the narrative context of the sugar factory in Banyumas. The strategies that can be used are presented in the following table.

No	Activity	Information
1	Site observation	Make observations of sugar factories or sugar factory trails
2	Document analysis	Analyze documents, such as archives
3	Journal	Recording data or experiences when searching and processing data
4	Close reading protocol	Reading texts to obtain information, both implied and explicit

5	Case viewing protocol	Observing objects in order to obtain information, both implicitly and explicitly
6	Visual analysis	Analyzing visually in terms of symbols in order to get meaning, both implied and explicit
7	Data triangulation	Triangulation of data from various sources to obtain valid information
8	Evidence logs	Record data or evidence in a notebook

Through the learning strategies presented in the table, history teachers in the Banyumas area can more easily apply socio-economic history lessons related to sugar factories in Banyumas. These learning strategies can be used in other materials that review local history. Thus, students' understanding of historical material is more comprehensive.

## 5.0 CONCLUSION

The national historical narrative is inseparable from the local scope. This is because events between regions have a relationship that encourages the emergence of national history. For example, the existence of a sugar factory in Banyumas was inseparable from the economic policies of the colonial government at the central level. Then, in its development, the sugar factory in Banyumas opened economic connectivity between regions so that they were connected. This understanding needs to be conveyed to students in the area to encourage contextual history learning. Through a constructivist approach with the PJBL model, the sugar factory in Banyumas has the potential to be used as study material for history learning in high school in the Banyumas region. Given the existence of sources that support the history of the sugar factory in Banyumas.

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