

The study of history based on local antiquity: A case study of existence of Kampar River in analyzing the past maritime in teaching history

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Abstract. This paper describes the history-based learning local history, which takes the case of the existence of the Kampar River as local aspects in the learning of the maritime history in Indonesia. The data obtained through the triangulation by collecting interviews, observation, documentation study and referred to articles, journals, textbooks and data other documents in the library that supported the teaching of history based on local history in the analyzing of maritime history in Indonesia, then it was investigated and drawn as a conclusion that the Kampar River was able to be used as the study of history in the local context in understanding of the teaching history in Indonesia related to maritime history. The results in this study show that first, Kampar River is a river that is loaded with historical events of the Kingdom of Sriwijaya, The Kingdom of Islamic until the independence of Indonesia. Second, the existence of Kampar River as a aspect of emergence of history / local aspect which is able to be used as information about the maritime history to the learners. For learning process, it involves local aspects of learners to connect, internalize and develop cooperation in analyzing of the concept aspects practically in teaching maritime history. The concept of local history-based teaching history is contextually-learning learning concept that emphasizes the relevance of teaching materials with real world of learners. The existence of Kampar River is a means emergence of history / local aspect can be used as information about the maritime history to assist in the understanding of teaching maritime history on the learner, for learning involving local aspects for learners to connect, internalize and develop cooperation in analyzing aspects of the concept to praxis in teaching maritime history. The concept of local history-based teaching history is contextually-learning learning concept that emphasizes the relevance of teaching materials with real world of learners. The existence of Kampar River is a means emergence of history / local aspect can be used as information about the maritime history to assist in the understanding of teaching maritime history on the learner, for learning involving local aspects for learners to connect, internalize and develop cooperation in analyzing aspects of the concept practically in learning the maritime history. The concept of local history-based learning is contextually-learning that emphasizes the relevance of teaching materials with real world of learners.

Keywords: *Kampar River, Learning, Local History and Maritime.*

1 Introduction

The history is the story of a collective experiences in one community or nation in the past. On a personal experience of shaping the personality of people and to determine their identity. A similar process occurs in the collectivity, the collective experience or history that form the national identity. The nations which do not know history likened to a person who has lost his memory, dementia or mental illness, then the person lost the personality or identity (Kartodirdjo, 1993). Su'ud (2007) in his professor speech also expressed a nation's history is memorable to experience the nation itself, then by forgetting the history means the nation suffers from amnesia. Therefore, the social behavior is not intact, because it is not based on its experience. That is why Bung Karno delivered a famous speech with the title *Jasmerah*, which stands for advice "Never Occasional Leaving History" aims at creating insights or historical perspective. Historical insights to further highlight the continuity of everything. Being is the result of the process of Becoming, and being itself is in the process in the becoming a point. While the socio-cultural nature in our environment is a product of history, among other regions of Indonesia, national state, national culture. National History multidimensional have several functions including: to prevent of determinism, expand intellectual horizons, prevent the occurrence of synchronism, which ignores the determinism (Kartodirdjo, 1993)

History is a actual science that have important values associated with character formation and strengthening of national identity. History has various understanding of the values of life. Various events in history can evoke emotions, values, and ideals which create life more meaningful. History is an educational tool to get to know the people and culture. Thus, the history of the teaching and learning process should be directed to the internalization of values that will shape the person who has the ability to think critically and causality. The students should be given the flexibility to make the process of critical thinking can be trained from an early age. (Darini, 2011) Although the current model of teaching history is growing and advancing, but in reality, there are still a lot of teaching and learning process regarding to history are qualified (Hariyono, 1995)

Darini (2011) says that in some universities and schools are still common notion that the study of history is easy, so there is also among lecturer or teacher of history who do not have the educational background of history. Teaching and learning experience on campus or school tend to be just as

the transfer of knowledge and information from a professor or teacher to the learner. How to determine the success of the acquisition of knowledge and information is done through tests that tend to memorize. In the end, learning becomes less meaningful because the learning activities based on curriculum material rather than encourage the learners to examine historical events in their entirety and critical thinking. The development of learning history tends towards cognitive and it can cause the learners bored in studying history.

On the other hand, there is the possibility of the disinterest of students in the subject of history which the theme of history are less touching to their sense of regionalism, so that a sense of emotional involvement and does not occur naturally. Therefore, one of the efforts to restore a sense of interest for learners to the lessons of history is creating a pattern of teaching history related to the situation of the environment. Local history learning activities need to be used as a medium to develop a sense of awareness and interest in their regional sphere, then dig deeper for more of what existed in the past trajectory in the region. Almost all regions in Indonesia have historic resources, whether in relation to national or local history. In addition to having these sources store a variety of information can be studied more. Therefore, in the field of education, this diversity should be used to support the learning process

Therefore, to overcome the problem of the need for a variety of learning is contextual learning to utilize environment surrounding of the learner to serve as the study of history teaching. As said by Blanchard, Bern and Aricson, as quoted Komalasari (2014) stated that, learning with contextual approach is the concept of learning that help teachers link between the material taught with real-world situations of the students and encourages them to make connections between the knowledge possessed by application in their lives as members of the family and society. Kampar River is a river which is in Riau Province. Its presence indicates that the Kampar River is loaded with historical events surrounding them. Ahmal (2013) revealed that the Kampar River is a river with a lot of history of political, cultural and social life, and the local history to examine the historical study of learning maritime history.

2. Methodology

This research was conducted purely on the desk study. The study was started from collecting a problem and collecting some references from some journals and reference books. The idea was finally found that the Kampar River was actually used in all aspects in the past.

3. Results and Discussion

Designing of the learning media

Teaching History in the context of Local History

Local history can be regarded as a form of writing history in a limited scope that includes a particular locality (Widja, 1991). The scope of the limitations normally associated with the area (spatial elements). In Indonesia, local history can be referred as the history of the area. However, it is not uncommon that people claim that local history is not the same as the history of the area. Abdullah (1985) in his book *Local History in Indonesia*, disagree with the use of local history is equated with the history of the area. Not only the use of the word "region" connote to politics, especially between "local" and "center", but also, the use of the term in such a context, can ignore the concept cultural ethnic which better reflects the unit of locality a historical development. So, term history of the area as opposed to the history of the national territory or the center has given the sense that the term is ambiguous. To connect the chaos consensus on space or spatial element in local history, then there are three terms, which include: (1) The political administrative units; (2) The unit cultural ethnic; and (3) The local political administration can be a clump cultural ethnic that needs to be considered (Priyadi, 2012)

Jordan (in Widja, 1991) highlighted the scope of local history not only aspects of spatial (space) solely as villages, towns, counties and unitary area (locality) and others, but also social institutions and units -unit culture that exists in one locality. It can be concluded from the thought of Jordan that the scope of local history is a whole environment that can be unitary areas such as villages, districts, counties, towns and other territorial unit of that size and the elements it intuition, social and cultural rights which are in an environment that , such as: family, settlement patterns, population mobility, cooperativeness, market, technology, agriculture, local government institutions, associations of art, monuments and many others. While Wasino (2009) says that local history in terms of areal position below the national history. However, it does not mean all the local history should have relevance to national history. Local history can covers events that have

relevance to the national history and events of local specialties that are not related to broader events such as national, regional, or international.

By doing research on local history, we will not only be able to enrich the treasury of National History, but more importantly to deepen our knowledge of the socio-cultural dynamics of Indonesia's diverse society. In this way, we can realize also that there are various shades of human with its environment and its history. Furthermore, the introduction of which deepen the awareness of our history, that we are given the possibility to get the meaning of historical events passed by (the user guide local history seminar in 1982 in Widja, 1991). LB historian Lopian (1980) argues about the importance of the study of local history, including: Interests studying local history, The first is to recognize the various historical events in regions throughout Indonesia with a better and meaningful. This is not out of national history writing today about giving meaning to certain people, especially those concerning the history of its own territory. Many of the national history lacking, but also because of lack of knowledge about the background details and events that just described in very general context.

The teaching of local history in this paper is a part of the learning process in a formal education, the main goal of course is the success of the process itself in achieving the goals set in the curriculum. Different from local history studies with more emphasis on the attainment of knowledge of historical events targeted for the study of the history of a particular locality (Widja, 1991). Through teaching of local history, the learners are invited to get closer to the actual situation in its immediate environment. Viewed sociologically, psychologically brought directly learners know and combine with the community environment, in which they are a part of it (Douch, in Widja, 1991).

The analyzing of Kampar River in the Perspective of Local History

Kampar River is one of the important rivers in Riau Province. The length of the river reaches approximately 413.5 km, tipped on areas of West Sumatra Province and emptied into the East coast of Sumatra Island in Riau. The depths is average of 7.7 meters and an average width of 143 meters (Bappeda, 1997). Throughout the Kampar River store events / history of local, national and worldwide impact on changes in social life Kampar. Events / history of local, national and world through the presence of the Kampar River is characterized by the emergence of both political, cultural and other social institutions. It becomes interesting to analyze in aspects of maritime history study in Indonesia on a local scale.

Local History in view Sungai Kampar as a medium in the process of emergence of events / history in this region. Kampar River is released in advance of the bonds of national and international. Release of the bonds of national and world events is an indicator in the study of local history.

Expression of a historian associated with local history which is as Abdullah (1992) states that local history is "the history of a place" in this case related to local history with the presence of the Kampar River in the context of local history then the limitation of Kampar River to be studied local history is focused along the Kampar, especially those included in the Kampar regency. As connected with the subject with other regions both national and international scale are not the focus in the aspect of local history. The existence of the Kampar River means of the emergence of events can not be denied has a historical story worldwide.

The existence of the Kampar River as a media of the emergence of this global event to the attention by scientist's other aspects of social life to be seen on a national and international scale. One of the world up in historical events is the appearance of Muara Takus Stupa located in Hulu River Kampar District XIII Koto Kampar, known as relics of the kingdom of Sriwijaya. Muara Takus relics of Sriwijaya has an influence to many of the world, as it relates to the influence of the Kingdom Sriwijayanya. National kingdom Sriwijaya was one of them such as the National kingdom of Majapahit Kingdom. How it can be separated and can be restricted so that it becomes the study of local history ? To see the existence of Kampar River as the learning local history source (Abdullah, 1992).

Therefore, the existence of the Kampar River in the context of local history as well as the area bounded aspects of historical events. As in the study of local history see where the Kampar River in the study of local history then the aspect of a region that has aspects of historical events is limited. Palalawan Bandar Tolam kingdom which is a kingdom located in Kampar River region (Pelalawan Now) seen as cultural, political and other social within the area bounded ie Palalawan royal life in the territory of the Kingdom of Palalawan. Likewise, the events that contain the political, cultural and other social confined to a specific area,

Kampar River is the focus in the study of local history that are within Kampar River region and has influence in the region. Some of them such as that described by Ahmal (2013) about the existence of the Kampar River in social, cultural and political as events Culture Balimau Kasai makes Kampar River as a means in the procession Balimau Kasai, the emergence and development of the City Bangkinang in Colonial period in the banks of Sungai Kampar, Events religious social manasah / madrasah emergence of Islam in Kampar through the Kampar River, as well as the migration of people to various areas through the Kampar Kampar River so that the social dynamics of the existence of the Kampar River can be seen in the aspect of local history in addition to the kingdom of Sriwijaya and the Kingdom Palalawan Bandar Tolam. All of it in one region along the Kampar River.

The Analyzing of Maritime History at the Kampar River in Indonesia's History Lesson

The existence of the Kampar River in life of maritime history in the position as understood in maritime history itself. Kampar River in social life can be considered a portion of the maritime history of Indonesia and the worldwide. Seen as historically and now Kampar River is connected to the Straits of Malacca which is a path through the world trade. But the existence of Kampar River as a part in maritime history as if it did not have a role and relation with maritime history. In terms of maritime, which in KBBI (2011), maritime (1) everything related to the sea and (2) associated with shipping and trade in the sea. Furthermore, significant maritime matters concerning maritime issues or the nature of the Indonesian archipelago. The term is often synonymous with the word maritime nautical meaningful (1) of a long time ago; ancient, (2) is beautiful; more beautiful, and (3) of the sea; nautical (KBBI, 2011). Thus, maritime history is the study of past human activity related to maritime aspects, especially the shipping and trade (Poelinggomang, 2001).

Refer as the above study of maritime history to discuss aspects of social life just marine life. Sea is an aspect in the study of maritime history that holds events in the history of social struggle. as if the sea is only seen as the study of maritime history. But if it refers to the further understanding that the maritime history is not focused on the marine aspects causing the emergence of events, but that the focus of the study of maritime history by Poelinggomang (2001) that the study of past human activities related to the maritime aspects, especially the shipping and trade. The existence of the Kampar River in the annals of the river which has the same event from the study of maritime history, Kampar River also participated in the vortex of human activities are used as a shipping and trading activities. Ahmal (2013) noted that the Kampar River is a river that is traversed by the activities of political, religious, cultural and social. Political activity, proved that in Hulu Sungai Kampar found Stupa Muara Takus, in Downstream found relics of the kingdom Palalawan in Bandar Tolam, cultural activities Balimau Kasai, the development of City Bangkinang and all the infrastructure is built around the edges of the Kampar and the emergence of religious activities become public life Kampar now. Then the appearance of the locality (Kuok, Salo, Bangkinang, Rumbio and Airtiris and many other villages) to be a centre of the city which located in the bank of Kampar River as the effect of Shipping and Trading activities in Kampar River.

This is a study that can be equated with maritime history (if it can not be said of maritime history) in Indonesia. As the emergence of the political life of the kingdom of Hindu and Buddhist in Indonesia, Appeared and development of Islam both cultural, political and social aspects of the Kingdom of Islam in Indonesia, the emergence of cities in the coastal areas of the island in the archipelago and cultural activities are located along the coast and inland rivers. It can be seen also on the lives of Kampar River processual level of activity has similarities of human life in the past in the life of seafaring and maritime trade in the history of Indonesia. The Kampar

the local aspect contains similarities historical events that are included in analyzing maritime history in Indonesia. Therefore studying the Kampar River can provide the same historical understanding when learners studying national history were discussed related to maritime history. Studying local history about Kampar River can learn the same events in maritime history in Indonesia.

The Kampar River in Contextual Learning Approach Learning the Lessons of History

Having seen and observed the presence of both the Kampar River in local history in the study of maritime history, Kampar River is a river that keeps a record of history which can be adopted and supported into the study of the history lesson learners. Aspects of relevance to the study of history is learned by the learners and aspects of local history can be seen in the maritime historical in Indonesian history lesson from the life of pre-history to colonial life that occurred in Indonesia through the aspects of maritime / marine. It can be categorized in the study of history contextual teaching learning approach. Kampar river used as a medium of learning, learning sources or instructional materials in Indonesian history lesson.

Learning with contextual approach or Contextual Teaching and Learning (CTL) is a concept of learning that helps lecturers / teachers link between learning materials with actual world situations of the learners. In addition, this study model also encourages the learners to connect between the knowledge possessed by their real-life everyday (Muslich, 2008). Mulyasa suggests that CTL is a learning concept which emphasizes the links between learning material with real-life learners, so that they are able to connect and apply the competencies of learning outcomes in everyday life (Mulyasa, 2006). More Elaine B. Johnson Contextual Teaching and Learning revealed that CTL is a learning system that is based on the philosophy that students are able to absorb the lessons if they grasp the meaning of the academic material and school tasks and they can associate new information with knowledge and experience they already had previously (Johnson, 2009) It is hoped that they are able to connect and explain the competence of learning outcomes in everyday life. This in turn will make the students feel the importance of learning, and they will gain deeper meaning of what was understood. Based on some of the terms above, it can be understood that the CTL is a teaching system that can produce meaning for attempting to connect academic content to the context of life everyday learners. The task of lecturers / teachers in the CTL is to provide ease of learning to the learners by providing various facilities and adequate learning resources, including arranging for the environment and learning strategies that enable students to learn in a conducive atmosphere.

The existence of the Kampar River in the province of Riau flows from upstream and downstream passes some districts (Kampar and Pelalawan) is

a river known by learners in the province of Riau. The knowledge of the river can be seen from the lessons at school and knowledge of its own environment. Knowledge of the Kampar River for learners is certainly very interesting because of the Kampar River is not a river that is foreign to most people of Riau, but the river that divides the province of Riau. Making the Kampar River as contextual aspects of the history lesson will yield a good understanding of the students in the study of history that have relevance to the events of history in general in Indonesia. Because learning with contextual approach involves seven major components, as said Muslich (2008). namely constructivisme (constructivism, building, shaping), questioning (ask), inquiry (investigating, finding), learning community (community learning), modeling (modeling), reflection (reflection or feedback), and authentic assessment (assessment of actual).

By seeing national history in a history lesson can be known through the study of the Kampar River, as well as they understand the history of the local / regional, in addition Kampar River can be seen directly by learners. Along the Kampar River found relics that can be seen and observed. As Stupa Muara Takus the existence of the kingdom of Buddha in Indonesia, the Kingdom Palalawan an Islamic kingdom in Indonesia, the growth of cities can see the city in Bangkinang, Culture Balimau Kasai can be seen which is a mix of Hindu and Islam, Mosque Jamik which is a relic early Islam the Airtiris and other relics that can be found by students to see history in Indonesia. As disclosed related to the learning through contextual approach can facilitate learners in understanding the other's history in Indonesia. Because the Kampar River for learners can be found and observed directly and to support the lessons of history in Indonesia.

4. Conclusion

The history of local history-based learning is a thing that can be done to ease the burden of learners in understanding the history of Indonesia. Local history which is a portion of the national history and contributor in the national history can be involved learners to associate each study national history. local history occurs in a particular region or limited by any particular area by releasing effects on other areas. Local history can be seen in the presence of the Kampar River that holds many historical events, both political, cultural, religious and other social institutions. The existence of the Kampar at Kampar community is viewable directly through the heritage-relics scattered from upstream to downstream of the Kampar River. All of them have a local aspect, although there could be perceived as the Kampar River is the study of world history as well. Releasing region restriction ties influence the data referred to local history.

The existence of the Kampar River in maritime history can be seen from the aspect of shipping and trading activity. Although maritime aspect focuses on the sea, but the Kampar River is connected to the Sea / Strait of Melaka has connection with Maritime history in Indonesia. Apart from this is that the Kampar River is a river that has been passed by the shipping and trading activity by humans. The existence of Kampar River a factor in the events is a portion of the national event. Maritime aspects of the Kampar river become a study in see where the Kampar as a portion which can support the study of history in Indonesia.

Kampar River is a spatial aspect in the study of local history, and aspects of content similarity in maritime history in Indonesia. Learning contextually is learning that bring concepts and practices so that the teaching of history is not monotonous and provide reinforcement of better understanding of the history of the learning process for students. Kampar River abandon historical relics can be seen and observed directly by learners and provide a good understanding of the students in the study of historical events in Indonesia. Besides, they become more familiar with their local history as it also devotion to the national history will be realized, due to national history is motivated by the histories in Indonesia.

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