Literature Works as a Learning Facility for History

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Abstract: *For thousands of years history passed on orally from one generation to another. In ancient Greece, the poet Homerus created literary works of the Iliad, the heroic poem of the Trojan war, while Herodotus the historian narrates the Peloponnesian war but his work still mixed with the story of the gods. Thucydides was the first historical writer to attempt to eliminate all the elements of fiction and write facts of pure history, but to this day there are still many works of literature that have inspired or even entirely based on real stories in the past. Intertext Theory states that the authors create actions that are not wholly the product of their thinking, but mainly compile them from several earlier texts, blend them with life experiences, what they have ever read or seen and experience, and formulate them with the style and writing characteristic of their character, becomes a new work. Especially a novel / historical romance based on historical facts of the past. This research wishes to reveal that authentic learning, in addition to done through historical, scientific work, can also help through literary works based on ancient sources, especially for those who want to know history in the cultural and social context, as well as for those who do not want to study it scientifically pure. For that will done several classifications of novel / historical romance based on the level of truth truths disclosure rather than fiction, as well as benefit principles perceived history and non-history students in utilizing literary works to obtain historical knowledge.*

Keywords: *Literary Works, Historical Facts, Text Criticism, Intertext, Learning Tools*

1. Introduction

In ancient times there was no written history, and the story of the ancestor's experience delivered orally from generation to generation by a narrator in the form of prose or poetry, with or without traditional music. The history begins writing. Herodotus (484-425BC) and later Thucydides (460-395 BC) who sought to convey tale based on fact, and eliminated the fictional gods and supernatural beings who embellish these stories[1], [2]. Homerus (+ 700 BC) in an Iliad poem that tells of the Trojan war inspired [3], in 1871 to perform archaeological excavations at a suspected lost Troy, and succeeded in discovering the classical Greek archaeological heritage [1]. We study the arrival of the first Europeans who arrived around the year 1000 AD in the new continent of America through the singing of the Germanene '*Niebelungen*' tribe, while the life and culture of the *Bugis* court nobility in the 13th-14th century known through 'Lontara' the traditional epic of South Sulawesi which is now a world cultural heritage asset [4]. [5] in his dissertation analyzed the heroic poem *'Toloqna Arung Labuaja*' as part of the story of *Rumpaqna Bone*, and this heroic story still narrated by the narrator through the '*sinrili*' (poetry heroic poetry) to the accompaniment of traditional '*pakacaping*.'

The boundary between 'story' and 'history' is sometimes very slim, but necessarily there is a fundamental difference between the two because history must be accountable based on authentic historical facts, written systematically and chronologically. Instead, a writer can use his imagination to enrich his writing without the burden of responsibility, can use beautiful language, straightforward and easy to read, with a severe or witty language style, free modern or rigid language

Historical literature has been instrumental in teaching history in providing background cultural and social information in the context of a historical event. Today's generation can imagine past life situations through the depiction of past living conditions that are the context of a game. It is not always easy for the millennium generation with all the ease of communication and transportation tools to understand the VOC era of the 16th century where everything is so slow and 'old.'

Quoting a statement from [6], there is often a suspicion among historians and even educators, of the reasons for linking history with the educational process. The process of classical education considered to be only a source of ethnocentric tendencies also leading to "xenophobia." Meanwhile, [7] argues that the role of history as "moral precepts" or moral teachings considered to incarnated into indoctrination as the legitimacy of a particular doctrine or ideology.

The story of the 17th century Arung Palaka will only appreciate adequately if the reader understands the cultural context and social-political life of the people of that era. Experience teaching the language to students History and teaching history to students of language and literature for many years raises the idea to utilize literary works as a bridge to a more enjoyable and meaningful learning history. Little knowledge of the past, the absence of the tradition of reading from childhood, the pattern of primary education that is less creative and centered on the authority of teachers, especially in the regions, makes the students tend to be passive in the initiative, lack of insight and passion for finding out. These are all constraints in the ideal teaching process as expected. By encouraging this pattern of learning, it hoped that the created atmosphere becomes more relaxed, but the impact of education is more profound and inherent, and even the interest in reading various literary works is increasing, to broaden the horizons and form a more systematic and credible mindset and pattern.

Meanwhile, [8], argues that teaching the history of the nation is the best effort to strengthen national unity and to instill the spirit of patriotic love of the homeland and soul.

Implementation of learning history by requiring students to read the novel / historical romance about the historical period discussed, making students lazy if given the task of reading a thick scientific book and difficult to understand, at least feel familiar with the context and outline of the learning materials through the novel he read. Thus, the discussion of learning materials in the form of pure history becomes more easily understood. This pattern can have applied both to history students who have difficulty reading scientific books, as well as language and literature students who are often less interested in the introduction of history. They just read the novel, and complete their knowledge with the textbooks/syllabus of their professors, or given the task of searching for scientific articles on the internet, because of the introduction of history for the students into the supporting courses, not the main courses. Also, encouraging people to read books of novel/romance history is also useful to introduce the history of the nation itself and other nations, to happen a deeper understanding of the character of a country, along with the language and culture.

The teaching of history is essential in the formation of the soul of patriotism and the sense of nationality. A knowledge of history supported by the practical experience of good citizens in schools helps strengthen loyalty and helps children find themselves with an extensive historical background [9]. Affirms that history is a subject of great educational value [10]. Meanwhile, [11] says that the amount of history is to teach us about humans and what it has done

For students, the history of literary works can also use as textual criticism, where students critically compare a historical manuscript with novels or novels it reads. It can assign to them to analyze whether the facts in the literature do not deviate from points based on the original text, how many events and how many fictions are wrapping the circumstances, or whether the novel entirely based on the facts, intentional for some reason, and so on.

A literary work of history can have different historical facts and delivery modes, and hence before a novel/historical novel can use as a means of authentic learning, it is necessary to classify this diversity, so that it can then give an appropriate task. But before discussing the classification, the theory will first consider the underlying rating.

2. Method

In this study, the method of [12], which used as a follower of structuralisms, adopts the concept of *vraisemblelation* (an element of integration between a text with text or other factors) an essential basic idea as the development of the intertext theory conveyed by [13]. The method lists five sub-categories of *vraisemblelation* levels as follows:
1) A text whose data taken directly from the real world.
2) A general cultural text based on the real world, but equipped with cultural forms and patterned according to specific cultural patterns.
3) A text with a genre based on convention, a false literary document that creates a bond of togetherness between the author and his reader.
4) A text with an implicit or explicit citation of another genre, created and re-created with more profound intensity and higher quality.
5) An individual intact, by using a text as the basis and starting point of a creative process, and creating it as a parody or irony.

In addition to the classification declared by [12], there is also another classification [14], which is called trans-textuality with the meaning: "everything, be explicit or latent, that relates one text to others" [15], which also consists of five categories. For this study, the classification with a viewpoint more closely related to the text subject expressed by [12], is considered more suitable than the classification which refers to trans-textuality which focuses on the interrelationships and within the text itself.

In this study, the primary analysis is the search for historical facts and the context of the situation to be known, which done by comparing them with the sources of central history, such as archive, newspaper, or dairy. Hence the classification of [12], it also will not be used absolutely, because the situation is different, i.e., using it in the context of literary works, whereas here is done between literary and historical manuscripts.

3. Result and Discussion

This research is related to two groups of students, i.e., students of history and students of Japanese literature. For our history students examine several literary works related to local history in South Sulawesi, but of course, this learning pattern can also make in the context of national, international, or domestic history in other regions of the archipelago.

The material we used in the study is two works [16], [17] namely the short story 'Blood' and the historical romance of the General (*De Laatste Generaal*), an anthropologist and Indology Dutch government employee in the colonial era. Both works obviously take advantage of real events that can read in several primary source texts, in the form of a report to the Governor-General (for 'Blood') and several letters, manuscripts and handover reports (to the General).

I have used this literary work, which is a Dutch translation, for a history student in studying historical texts in the form of a primary source in Dutch, about two South Sulawesi resistance figures: Haji Bau and Arung Labuaja.

Short stories written, data and events are 100% the same as what has happened in the official report, but deliberately changed the names of the principal figures of this real fact, as a code of ethics of confidentiality that should look after as a government official. Here can applied two learning process. First, the students required first to read the short story 'Blood' and then try to understand the official report to the Governor General. Thus, the students get an introduction, how the background to the occurrence of the assassination of the insurrectionist whose name immortalized as the name of this street, as well as the introduction of the Makassar noble cultural context related to '*silariang*' (the abduction of the

girl who wants to marry) and 'siri' (shame). This past cultural understanding is often unknown or experienced by the younger generation, especially if they are not Makassar citizens; also, the introduction of local historical figures is often lacking. In addition to being able to facilitate the understanding of the primary source manuscript, this literary work can also use as a comparative material, as a means of textual criticism as one historian should be able to do. Comparing the same number of sources to complement each other and enrich the material required, is an obligation and skill expected of a historian. The names camouflaged in the story should compare, and the original title searched.

While the General's novel, in general, describes the life of a Bugis nobility (who is 70% inspired by the figure of Arung Labuaja) in society and the royal court with various patterns of life and cultural traditions are very interesting. Bone war events with the surrounding country and the collapse of the Bone kingdom after attacked by Dutch troops in 1905 became the background of this game. The knowledge of historical events, as well as images of the life of the Bugis nobility and class of the nineteenth century, can help students understand the history of the time, but this novel cannot consider a source of historical data.

The teaching of history, in this case for the students of literature and Japanese, we have used several novels to initiate many teaching sessions. It can have done because since about five years ago, the translation of Japanese history novel is booming. Students are much more eager to read stories than history books. As an example, we take a period in Japanese history called Sengoku Jidai, when civil war hit Japan, and appeared three unifying figures of Japan: Nobunaga, Hideyoshi, and Tokugawa. Several novels/novels are representing this period.

The first roman Shogun works [18], which had also filmed in the 1970s, took on the figure of a British VOC ship captain. This book should have detailed in detail and thoroughly about the context of the situation of social living conditions and cultural traditions of society, especially the nobility and knights of the 16th century from the eyes of foreigners. But the names used are fictitious, sometimes reflecting the symbol. This romance can have said the same as the General, is a romance sourced real history but mixed fictitiously.

There is also a book entitled [19], since 2013 (volume 1 - 1-5) a work depicting Nobunaga's life from childhood to becoming a leader and the various wars he undertook to achieve the ideals of uniting the whole of Japan. This book is very detailed, and complete with the names of multiple figures in real, and based on the course of history. The constraints of this book are too accurate to discuss all these wars so much information, if only for students who are just studying history as a supporting subject.

The Last Samurai's work, [20], is a novel full of historical data, written very succinctly and densely, but in an appealing and easy-to-understand language and style, focusing on Hideyoshi's political strategy through intelligence, innocent style but strong will to carry out his plan elevating himself to Taiko (the Prime Minister's equivalent), and unifying Japan. The novel based on Taikoki's primary historical source (Hide

Yoshi's biography) very well used as a source of history that is comfortable and easy to read, and thoroughly accountable as a source of history.

Next, romance [21], written on historical facts reconstructed as historically as possible, is furnished with a background of social and cultural life of 16th-century Japanese society, especially feudal nobility. This romance is a complete narrative of Hideyoshi's life, written in an exciting and readable, culturally informed cultural tradition.

Here we find five works with different characteristics and characters. There is a good work for the introduction of history; there are more focused on the presentation of socio-cultural background at a time. By first sorting out the current learning objectives, classification can have done to see the impact of reading. From the five books above, The Last Samurai is sufficient for accurate history recognition, whereas Taiko has the advantage that history narrated in the context of the introduction of the socio-culture of an era with full completeness. Taiko's weakness is that the romance is quite thick, so as an additional task it will feel heavy. But if this work also used in the introduction of literary works, then this book is much more complete. By contrast, the use of Shogun's novels for history students is less efficient because of the length, tend to be more fictitious than facts, and indeed the names of the characters have altered not by historical events. Nobunaga's novel interestingly studied for history, especially the first and second volumes to know the characters of Nobunaga, but the story of too detailed warfare with so many names and parties involved would be confusing if one just wanted to read to strengthen the introduction of its historical context. As for those who choose Japanese history as a staple study, or a war story lover, reading all the novels is probably very interesting.

The use of literary works as a learning instrument has tested for two years, against students of history and on the students of literature and language, especially Japanese literature. The procedure we have implemented in this case is always asking the students first to read the literary-related material that will discuss in the next week. Approaches to history students differ from language students. For the student of history, literature must read for all, while the primary source material of history as a comparator can assign in groups, to obtain complementarily and reinforcing data, or as a means of textual criticism. Through the presentation of each team, and with the background of the introduction of events in the socio-cultural context of the period, then a discussion held to extract the correct data and reconstruct historical events as well as possible.

Literature and language students divided into two or three literary literature, to read the background of the period to discuss next week, and to present an outline of the history they find in the literary work in an understanding of the cultural and social context. After the student presentation, the lecturer adds, completes, and aligns the data and the description that presented, then held the question and answer. It can also be another group of students, asked to read a formal history source from a handbook given by a lecturer, to make a presentation on the same topic then also as a literary reader, and later this material discussed together.

From the questionnaire conducted at the end of the learning period to the students of history and language for two years, combined with the recording of the situation of class activeness and achievement of the value obtained by the students, it can have said that the learning of history by utilizing literary works has increased interest, knowledge, and student insight in learning tale itself is quite significant than ever before.

Below is the recapitulation result of our questionnaire:
1) Students feel that they can better understand and more efficiently extract the necessary data if they recognize their socio-cultural background through literary works.
2) Students feel that with this method they learn more than just study history alone. Reading both broadens the insights of general knowledge as well.
3) They recognize that reading literature has helped them deepen history deeper and deeper, and reading novels is more fun than reading history books. It is because the reading culture has not accustomed to small, so the scientific work becomes more difficult to understand. Only one student from the four classes chose the original teaching pattern, i.e., without the help of literary works.

4. Conclusion

Intertext theory as it stated that is not only relevant for the study of history or literary work, where all new creations always based on something already written, but the literary works are also a reflection of something that has happened in the past and becomes part of the historical fact and science. Thus, if there are a close relationship and interaction between two related fields of a topic, intertext theory can utilize to aid a better and deeper understanding process. In this case, the literary works can improve the quality of the learning process of history to be better, more accessible, comfortable, and fun, especially in a society where the habit of reading scientific papers still feels heavy.

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