

# Is Nationalism Steel Alive? Learn from Indonesia and Japan Junior High School History Textbook

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**Abstract:** *This article is written based on Japanese Junior High School History Textbook adopt by government, and Indonesian Junior High School History Textbook adopt by Ministry of Education and Culture Republic of Indonesia. Objective of this study is making comparison concerning content and substance of Junior High School of two countries, concerning nationalism tendentious embedded in both textbook. History textbooks become big issues related to political and diplomatic constrains between Korea, China and Japan concerning substance of Japanese occupation in both countries. But there are no responses or discussion in Indonesia concerning the same texts book even Korea, China and Indonesia have been colonialized by Japan. This paper would compare studies of two textbooks of Junior High School history of Japan and Indonesia focused on Japan Occupation in Indonesia (1941-1945)*

**Keywords:** History textbooks, Indonesia, Japan, nationalism, occupation.

## 1. Introduction

This article is written based on library or literature studies, especially comparison of the Indonesian and Japanese junior high school textbook on History subject. The opinion and perspective presented in this article is my personal point of view.

There is an ongoing controversy in Japan about junior high school textbook treatments of Japanese military actions during Pacific War and colonization of neighboring countries like Korea and China. The controversy surrounding the adoption of junior high school history textbooks in Japan raises this question: why are textbooks, history textbooks in particular, important enough to fight about? In this context I supposed that people fight over textbook content because education of history (real history) is so obviously about the future, reaches so deeply into society, and in Japan and also in Indonesia, curriculum and its substantive contents is directed by the government. And the students in the other hand believe absolutely what they read in textbooks<sup>1</sup>.

There is nationalistic opinion in Indonesia society that the subject of history lesson in primary school and high school must increase, which the aim is to deepen Indonesian people understanding about their identities based on historical approach that is still ongoing discussion. The opinion that

“Indonesian nationalism had decreased in young generation” was a pivotal dilemma between older and younger generation. In Japan, controversy concerning history textbook focuses on treatments of Japanese military actions during Pacific War and colonization of neighboring countries like Korea and China mainly occurred in Korea and China. This problem spreads as international and diplomatic issues.

Similar controversies did not occur in Indonesia; although Japanese military government occupied Indonesia for three and half years (1942-1945). In this context, I supposed that people concern over only on their textbook content and their believed that education of history (real history) even it is so obviously about the future, boring the students, and as a result, the subject of history is not attractive subject for them.

In Japan, each public and private school selects one history textbook from a list of seven or eight authorized by the Ministry of Education, Culture, Sports, Science and Technology (*Monbukagakusho*= 文部科学省) every four years. This screening process lasts one year. Japanese textbook companies submit manuscripts to the Ministry of Education, whose appointed committees examining them according to prescribed criteria. The Ministry offers the textbook companies opportunities to revise their drafts, and copies of the Ministry-approved manuscripts are then available for consideration by the local districts.

In Indonesia, each public and private school select one history textbook from list of textbooks which had been nominated by *Pusat Kurikulum dan Perbukuan Kementerian Pendidikan dan Kebudayaan* (Committee of Curriculum and Books Center, Ministry of Education and Culture). Individual can propose a textbooks draft, and the Committee select it carefully based on Curriculum guidance published under authority of Ministry of Education and Culture. The

<sup>1</sup> See my article, “Scientific History or History for Education?” International Journal of Science and Research (IJSR), (6), (11), 2017, pp. 1300-1305.

draft that past the selections, then publish by publisher, and distributed to each public and private school around the countries. Review and censorship of curriculum by Ministry of Education is a process must be done before textbook deliver to every school around the country. This similar process is also doing in Japan.

In 1982 the screening process in Japan became a diplomatic issue when the media of Japan and neighboring countries extensively covered changes required by the Ministry of Education. Misleading of phrase or terminology in historical explanation in textbooks must be avoided, because historical phrase or terminology is the truth of historical event, fact and reality. The historical event, reality and fact not absolutely found in historical document, but still alive as collective remembrance of their society, or person who involved in historical event. The other side, after Pressure applied by China and Korea, which criticized historical terminology, used in textbook that the Japanese army's "advance into" China instead of its "aggression in" China and of "uprising among the Korean people" instead of the "March First Independence Movement". "Advance into China", and "uprising among the Korean people" are categories as not historical event and reality, but phrase of nationalism ideology hidden in historical terminology. This terminology has been changed in newly revised textbook.

A textbooks of Junior High School Indonesian History in 2013 was banned by the Attorney General (*Jaksa Agung*) with the reason that textbooks do not mention *PKI=Partai Komunis Indonesia* (Indonesia Communist Party) in September 30, 1965 Movement 1965. In the same textbook there are no criticisms or controversy concerning Japanese occupation in Indonesia, also there are no discussion or comment concerning Japanese Junior History School Textbooks. The reason not clear, maybe Indonesian had no interest discussing textbooks of other countries? Or, maybe textbooks of other countries are not their concern for discussed.

## 2. Textbook Review

### 2.1 Ideology of textbook

In Indonesia and Japan history textbook, they embedded in social studies categories. Japanese occupation was part of books II for VIII grade students (2<sup>nd</sup> grade of Junior High School). In Japan history textbook concerning Pacific War and occupation of Japan described under title World War II. Why history must be taught in Junior High School? And why is this subject so sensitive especially concerning individual, society, and nation identities and pride? Answering this question, we must think in many dimensions. From perspectives of their age and emotion in psychological context of Students of Junior High School is genius in adopting stimulus concerning societies, their imagination about the past and present. Learned history in this context is one of important aspect in building character, value and personality in growing and accumulating personality of individual. In broader contexts, understanding history has wide impact in peoples mobilization concerning of their countries in line with in order to inseminate their main set of thinking, consciousness, and responsibility of

their duties to the nation and humanities.

Based on argument mention above, I reach the assumption, that comparing substance of Junior High School Textbook of Indonesia and Japan, it could have importance meaning, that understanding history of nation mean understanding each national identity of two nation, Indonesia and Japan. Understanding "ideology" of textbook mean understanding "what is objective of history education in engineering character building for the sake of nation". Government, such as education institution, historian, educator in general have big responsibility to teach their citizen, especially in Junior High School generation through real history in each countries.

### 2.2 Substances and Dimension of Textbook

In this article I focus on textbook chapter concerning Japan Occupation on Indonesia, background, and policy also after match by compering the two textbook content, historical term and illustration. In both textbook, background of Japan invasion into Asian Countries, based on international, regional and national context. I use abbreviation of ITB for Indonesia Junior High School History Textbook<sup>2</sup>, and JTB for Japanese Junior High School Textbook<sup>3</sup>.

### 2.3 Background of Pacific War:

**ITB 1:** Meiji Restoration was background of Pacific War. Meiji Restoration changed Japan from closed country into industrial and Imperialism country. Imperialism policy of *Hakko-Ichi-u* in connection to unified Asia under Japan as a ruler. To realize it policy, Japan inseminated a sentiment of Asian as brotherhood. Japan gave propaganda of Pacific War, as Great East Asia War. In Indonesia Japan called itself as elder brothers of Indonesian peoples. (P.142)

**JTB 1:** In 1940<sup>th</sup> crucial relation between Japan and USA became worse after Japan-USA Negotiation in Washington. America dissatisfied with Alliances of Japan-Germany-Italia, and as the reason, America supported Chiang Kai-shek of China. As the result Washington Negotiation became deadlocked. **At that time America and East India (Indonesia) was big supplier of Japanese oil.** The Dutch did not satisfy concerning Three Alliances of Japan-Germany-Italy. **As the result, import of important natural resources such as oil, rubber, etc. from Indonesia has become crucial** (p.232)

### 2.4 Pacific War:

**ITB 2:** Two dimensions of Pacific War concerning Indonesia ended Dutch colonialism and the beginning of Japan occupation. Japan gave propaganda of Pacific War, as Great East Asia War. In Indonesia, Japan speeded up three

<sup>2</sup> Indonesia Junior High School History Text Book, Concerning Japan, Matroji, Sejarah Jilid 2 (History vol. 2): Untuk SMP Kelas VIII (For Junior High School VIII grade Students), KTSP Standar Isi 2006, Jakarta, Erlangga, 2006

<sup>3</sup> Japanese Junior High School History Text Book Concerning Indonesia, Rekishi Shakai (歴史社会), 2015

movements: Japan as Asian light, Japan as Asian patronage, Japan as Asian leader. Japan made Indonesia as supplier of raw material in sustaining their factories. Indonesia as resources of raw material was needed by Japan to sustain Japanese Industries and war machine. By ruling Asia including Indonesia, Japan had ambition to dame up Western imperialism (p.142)

**JTB 2:** Concerning the establishment of Great East Asia prosperity sphere (*Dai Toua Kyoueiken*=大東亜共栄圏), as the name of Pacific War. Objective of Southward advance of our country (Japan) is obtained of oil natural resources. For this reason in order to maintain important natural resources from South East Asia, Japanese government advanced their troop into South Part of Indochina, which occupied by France. America - for the reason of Japanese advanced to Indochina-freeze all Japanese assets in America and totally stopped their oil supply to Japan. America, Great Britain, China, and Dutch, oppressed and enclosed Japan economically. Japanese Prime Minister Konoye Fumimaro proposed a conference with American President Roosevelt, but failed to realize. In the beginning, Japanese naval negatively responded open war with America, because Japanese naval was also facing oil problem (p.232)

## 2.5 Japanese Military Government and Occupation:

**ITB 3:** On March 8, 1942 The Signed of Kalijati Agreement on Surrender of Dutch to Japan (Leutenant General Ter Poorten as Military Commander of Dutch, and Leutenant General Imamura as Japan Military Commander). Occupation government mobilized Indonesian people to dump up aggression of Allied powers into Indonesia. Japan occupied oil abundance resources region such as Tarakan, Balikpapan, and Palembang. Japanese army also mobilized Indonesian forces labor (*Roumusha*) to build up Japan military camp and railways (p.143). Japan military government divided Indonesia into three regions of government. Sumatera region was under division XXV of Army and occupied government decided Bukittinggi (Sumatera) as Central Administration of Occupation. Java region was under division XVI of Army and decided Jakarta as Central Administration. Kalimantan, Sulawesi, and Moluccas Region ruled under Division II of Naval Force, and Makassar was Central of Occupation Administration (p.143).

**JTB 3:** After Washington Conference, Western Country released Asian Countries from their colonialized control. A half-year after Japanese military defeated Western military power, which colonialized South East Asia countries for long period, began implemented occupation policy. The victory of Japanese military to Western power had a big impact and hope of people of South East Asia and India for their independence. Thailand, which one of independent state in Asia, concluded alliance with Japan and declared war against Great Britain and America. Most of Indian troops which be taken prisoner, changed into "peoples military" and cooperative to Japanese army for Indian independence. Most of Indian troops which be taken prisoner, changed into "peoples military" and cooperated to Japanese army for Indian independence.

## 2.6 Mobilization and voluntary army:

**ITB 4:** Mobilization of peoples (from urban, rural, old, young student, illiterate) for war purposed. Japanese army trained Indonesian civilian peoples in military skills. Organizing mobilization groups, such as Java Volunteer Group (*Jawa Hokokai*). In rural area, Occupation Government organized Agriculture Cooperation Group (*Nougyou Kumiai*). In 1943 Japan began lost in many places during Pacific War. In such condition, Japan mobilized young Indonesian peoples for supporting war. On March 9, 1943, *Seinendan* (Youth Brigade, queasy military unit) organized by Occupation Government. *Seinendan* group consisted of young peoples overage 14-22 years in ages. On August 1943, *Fujinkai* (Woman group overage 15 years in ages) also organized. *Fujinkai* was also trained in queasy military skills. *Keibodan* or (Police Assistance Guard, youth of 20-25 years old) was also organized by Occupation Government. In Sumatra *Keibodan* called *Bogadan*, in Kalimantan called *Sameo KonenHokokudan*. On April 1944, *Heiho* (Soldier Assistan Guard) was also organized. On October 1944, *Peta* (*Pembela Tanah Air*=Country Land Protector Army), was organized in Java, and in Sumatera *Giyugun* was organized (p.144). In rural area, Occupation Government also changed tobacco, tea, coffee plantation, into foods plantation, it destructed forest irregularly for the reason of agriculture plantation (5000 hectares forest in Java destructed irregularly). Collected paddy and others foods for occupation government (20% for farmer or owners, 30% for government and 50% for seed and communities rice barn) (p.144)

**JTB 4:** In Burma voluntary army was organized in cooperation and accepted Japanese military drive. **In Indonesia voluntary army was also organized and trained by Japanese army.** In condition of war that became worse, on November 1943, Japan organized Great East Asia Conference and attended by China (Government of Nanking), Thailand, Manchuria, Philippine, Burma, and representative of India. The conference adopted the "declaration of Great East Asia Cooperation" (*Dai Toua Kyoudou Sengen*=大東亜共同宣言)

## 2.7 Force Labor and War Victims

**ITB 5:** Mobilization of peoples (from urban, rural, old, young student, illiterate) was directed for war proposed. Government mobilized forces labor (*Roumusha*) to build airport, street, railways, and military barrack. Thousand of *Romusha* (almost from Java sent out to others region, and also to foreign countries such as Malaysia, Burma (Myanmar), and Siam (Thailand). Japan totally exploited crops planted, peoples fell into poverty, starving, and epidemic disease spread everywhere, around the country (p.145). Occupation government also mobilized *Romusha* in order to build Japanese war facilities. Japanese Occupation authority ruled and covered almost of society groups and peoples lifehood. Children were also educated in military trained (p.144).

**JTB 5:** The region, which has been attacked by Japanese army such as China and South East Asia, caused big sacrifice of army and also ordinary peoples. **Coerces of**

**Japanese language education and pray to Shinto Shrine, also repulsed by Indonesian peoples.** In Philippine activities of guerrilla forces, which have connection with America, strictly oppressed by force by Japanese Army. Many civilian peoples became victims. When counterattack of Allied Force became severely Japanese army which took priority to maintain commodities and labor, frequently force peoples to work hard. Taimen railway, which constructed by Japanese army and force laborer from South East Asia Countries also mobilized in big size of Great Britain military prisoner in those countries. This railway, which connected Thailand and Burma, was used as transports of commodities, and goods for Japanese military purposed. The construction of this railway took many victim of force laborer (p.236)

On 1943 state mobilization system enacted by Government, concerning: University students were mobilized for army, (*gakuto shujjin*=学徒種出陣). Almost of men were mobilized to war, students of primary high school and above, took part in arms and munitions factories (*kinroudouin*=勤労働員). Bronze statue and temples bell were delivered to factories and smelted as weapon. There were many regulation in many field concerning, restriction of rice consumption of the peoples for purposed of war, peoples must use plain or simple clothes, limitation used of English language in government institution, all kind of media, newspapers, and films must support the war (p.238). All kind of news, information, must be controlled by government regulation. Government also created policy to continue *Japanization* (citizenships assimilation) of Korean peoples. Government also implanted tight regulation on Conscription for Korean and Taiwanese peoples. Force labor for Korean and Chinese peoples in Japanese mining and factory was also regulated.

### 2.8 Struggle for Indonesian and Japan Defeat.

**ITB 6:** There were two factions in Indonesian Independence movement, cooperative faction and non-cooperative faction. Cooperative faction proposed that Independence must be proclaimed under Japanese authorities guaranty. Non Cooperative faction, argued that, proclamation of independence must be gained as fruit of Indonesian struggles against Japanese colonialism (p.146). On July 1945 Japanese South Military Commander, at there meeting in Singapore agreed to give independence for Indonesia on September 7, 1945. On August 7, Japanese South East Asia Military Commander General Terauchi agreed on formation of *Dokuritsu Zyunbi Iinkai*, (*PPKI*=*Panitia Persiapan Kemerdekaan Indonesia*) and on August 9, Sukarno, Hatta, and Radjiman Wediodiningrat were appointed as chairman and deputy of *PPKI* (Preparation Committee of Independence of Indonesia). On August 6 and 9, America dropped Hydrogen bomb in Hiroshima and Nagasaki. Terauchi changed his promise for Indonesian independence should be on August 24 (p.146)

**JTB 6:** When America occupied Mariana and Iwojima Island, air raid of big city became intensified. School boy and girl evacuated to rural by group (*gakudou sokai*=学童疎開). Air raid not only destructed munitions factory, but also business area, and residential area. The casualties of Tokyo

air raid (*Toukyou Daikuushuu*=東京大空襲) was about 100.000 people dead, and 270.000-households were burned. In the end of March 1945, American troop attacked Okinawa. In big battled field (land and sea), Japanese troop and Okinawan civilian became victims (p.239). In June, American troops destroyed Japanese troops, and won the war. About 180.000-190.000 Japanese war victims, and half of them were Okinawan civilian peoples. Boys student of juniors high school and girls that fought alongside the army, were either killed in the fighting or committed suicide because of fear of being captured. Colonialized countries were under Western control after the end of war; between tenth years won independence by their power (p.236).

### 3. Problem Definition

Why are history textbooks so important in substantive as a tool and method of engineering in character and nation building among the youth? Are the youth or young generation should follow and thinking and move in the same track to their old generation experience in their individual, social, political and ideological life? This is my concern about textbook on history especially for junior high school as a tool in disseminating consciousness of their nation history and universal human history.

### 4. Approach

This article based on historical approach. Comparing of two Junior High School History Textbook of Indonesia and Japan. Crosscheck and data verification based on literature studies by analyzing data found on two textbook and other resources (books, science journal, news, and articles). Data and resources analysis based on my own subjectivity vision on history as education, and history as science.

### 5. Discussion

**ITB 1:** Chronologically, there were not direct correlation between Meiji Restoration and Pacific War, but Meiji Restoration as starting point for Japan modernization, industrialization, and capitalism. Japanese militarism as fruit of imperialism war between western power and Japan for the sake of nation, but political dynamic concerning Japan aggression into neighbor countries also colorings Japanese society.

The internal conflicts inside the Imperial War Forces were followed by political conflicts between conservative-minded political parties and progressive-minded political parties. Conservative-minded political parties focused their attention primarily to the settlement of internal economic crisis and the intensifying democratic movement. Similarly, civilian groups, which supported International Communism movement, focused their attention to the settlement of problems in capitalistic economy, which was developing in Japan at that time. According to their perception, the capitalistic economy implemented in Japan triggered injustice in Japanese domestic economy and forced Japan to get involved in imperialistic war to compete over colonies and international market. Regions, which were rich in natural resources and potential market, were areas in East

and Southeast Asia. The expansion policy to the South could not be separated from the policy to meet supplies of raw materials needed by the Japanese industry.

**ITB 2:** Regional dimension promoted by Japanese in the slogan Great East Asia Co-prosperity, raised some hopes among some Indonesian independence movement elites, that Japanese “promised to give independence” and “liberate” East Asian and Southeast Asian countries from Western colonialism. Indonesian Perception on Japanese movement to the South, based on development of independence movement in many countries in Asia. News about the China-Japan War, independence movements in Korea, independence movements in India under Gandhi, and post World War I fascism movements which were getting expansive had an effect on Indonesian independence movement discourse. The Japanese government in Tokyo had made some preparations for capturing areas in the South by sending some spies who were known as *Bunka Sendenbu*=文化宣伝部 (Cultural Propaganda Section). *Sendenbu*'s function was to gather as much as information in the Netherlands East Indies (Indonesia).<sup>4</sup>

**JTB 2:** The International Dimension, which was centered in the position of the Dutch and its allies toward the conflict between the United States and its ally Britain, against Japan and its ally – in imperialist war – provided an opportunity to the probability of Indonesian independence. In 1928, Soekarno then first President of The Republic of Indonesia, (in his writing in *Suluh Indonesia Muda* newspaper in 1928) had predicted that the dispute among post World War I capitalistic countries had generated nationalism awareness which was getting expansive especially in the colonized Asian countries. The Japanese involvement in the dispute among Western Countries and Japanese position, which was getting cornered in Korea and China, as a result of resistance of those nations against Japanese occupation, would give a positive impact on Indonesian independence movement. Soekarno further wrote:

*...Let's not be unprepared when all our enemies fight against each other with all their efforts in close proximity to our homeland and perhaps in the land of our country too. Let's not be blinded, when other Asian nations stand side by side and know how to respond to such a dispute.*<sup>5</sup>(Writer's translation)

**JTB**, used terminology **advance** to southward, **not aggression**; also did not used **colonization** of Asian Countries, but **liberate** of Asian Countries from Western Colonization, no phrase of **imperialism war** used concerning dispute among Western colonialism and Japan. For western power JTB used **colonialism**, not occupation for Asian Countries, which colonized by western power.

<sup>4</sup> Goto Ken'ichi, *Japan and Indonesian National Movement*, Jakarta, Yayasan Obor, 1998, also see Shiraishi Saya, and Shiraishi Takashi, (ed) “Orang Jepang di Koloni Asia Tenggara Sebuah Tinjauan”(Japanese in South East Asia Colony, a review), Jakarta, Yayasan Obor, 1998.

<sup>5</sup> Ir. Soekarno, “Indonesia and Pan-Asiatisme” in *Suluh Indonesia Muda*, 1928, republished in *Di Bawah Bendera Revolusi*, Volume I, pp. 73-78.

**JTB 3:** In Japanese Imperial Session in 5 November in regard to the expansion to the South, one of the things mentioned was:

*The economy in the areas in question (areas in the South, translator), should be controlled strictly in an effort to make it easier and support battle equipment which was very crucial and as a main support in Japanese occupation's forces... independence movement by the locals should not be allowed*<sup>6</sup>(Writer's translation)

Then, in Imperial Session (*Gozen Kaigi*) on 14 March 1942, the Secretary of the Cabinet Hoshino Naoki made the following statement:

*There is no limitation for us . . . we can seize them and do whatever we want . . . Areas in the South are currently to be made raw material resources and market to our industry. We must find some efforts to prevent industrial development in those areas. Wage for labor has to be made as low as possible in those areas.*<sup>7</sup>(Writer's translation)

**JTB 4:** In 1940 the Japanese Army decided to attack and occupy the Netherlands East Indies (Indonesia). With this strategy, it was expected that the British force could be disengaged from the United States' force. Shortage of naval ships – which were concentrated to support wars in the Pacific – resulted in the incapability to transport raw material resources especially from Java and Sumatera, although one of the main purposes of the expansion to the South was the exploitation of natural resources which were required by the Japanese industry. For examples, in JTB, only for sentence describe related history concerning Japanese occupation of Indonesia, only little ward used related to Japanese brutality during the occupation.

*At that time America and East India (Indonesia) was big supplier of Japanese oil. The Dutch did not satisfied concerning Three Alliance of Japan-Germany-Italia. As the result, import of important natural resources such as oil, rubber, etc. from Indonesia become crucial (p.232). In Indonesia voluntary army also organized and trained them by Japanese army. Coerces of Japanese language education and pray to Shinto Shrine, also repulsed by Indonesian peoples.*

**ITB 5: (a) Romusha:** Horrible stories about *Romusha* (forced war laborers) based on accounts told by those who experienced it were truly horrible. As Ismail Marahimin wrote in his novel, even though Ismail didn't narrate specifically about *Romusha*, this novel describes a lot of things about sufferings, joys and pains during the Japanese occupation in Indonesia.<sup>8</sup> Until today there is not any accurate data about how many people who died or were

<sup>6</sup> Ienaga Saburo, *Taiheiyo Sensou (The Pacific War, 1931-1945)* New York, Pantheon Books, 1978 p. 55

<sup>7</sup> Ienaga, *Ibid*.

<sup>8</sup> Ismail Marahimin, *Dan Perang pun Usai*,(The War End), Jakarta, (?).

killed while doing *Romusha*. Many people exploited in *Romusha* were murdered after they finished doing a secret work, such as build fortress for underground protection in Bukittinggi, Sumatera. People in Bukittinggi called it “*lubang Jepang*” “the Japanese Hole”<sup>9</sup>. Similarly, it also happened in road works in Borneo, Sumatera, Java, even railroad works in Burma.

(b) **Famine.** Lack of food during the Japanese occupation period was a common story among elderly people. Most of the people were forced to eat mixed rice (rice mixed with corn, *gerontol* (salted shredded coconut), or banana tuber/root or other roots) as well as green leaves such as cassava leaves. Starvation happened in many regions. People were forced to plant trees that produce castor oil for lighting as a substitute to electricity and oil. People were forced to wear clothes made from gunnysack/jute or tree barks, so that many people got skin diseases. There are plenty of literary works, which describe how difficult life was during the Japanese occupation<sup>10</sup> there were not descriptions concerning this matter in JTB.

(c) **Jugun Ianfu.** *Jugun Ianfu* (local women employed by force to entertain Japanese soldiers). Stories about *Jugun Ianfu* in Indonesia caused everlasting suffering for young women who experienced it. Some of them especially in Java are still alive, but it is very difficult for them to recount their bitter experiences as *Jugun Ianfu*. Natalia conducted a field research in Central Java and Yogyakarta using interview method about *Jugun Ianfu* and from the result of the field research she conducted, some conclusions can be drawn: the main issues of *Jugun Ianfu* are poverty, victory, diseases (mental diseases, drunken war) which resulted *Jugun Ianfu* both individual and collective who were systematically forced by *Kempetai*. *Jugun Ianfu* also had their Japanese names, such as Wagimin (Sakura), Soerif (Ayami), Ribut (Akiko), etc<sup>11</sup>. In Indonesia *Jugun Ianfu* was not as big discussion issue as in Korea and China because officially the government of Indonesia has never claimed for compensation for this issue, unlike Chinese and Korean government, which claimed for compensation.<sup>12</sup> There weren't description or information on *Jugun Ianfu* in ITB and JTB

**JTB 5:** There weren't quantities data concerning how many peoples were dead in force laborer work in Thailand

<sup>9</sup> When the writer visited the Japanese Hole in Bukittinggi (West Sumatera) in the early 1990's, the tourist guide recounted a tragic story about the making of that hole which was built secretly at nights, and the workers were from Java or other areas, and when the hole had been done, the workers didn't return to where they were from (perhaps they were murdered?)

<sup>10</sup> See, Sutan Takdir Alisjahbana, *Kalah dan Menang, passim*, Ismail Marahimin, Dan Perang pun Usai, *passim*

<sup>11</sup> See, Natalia Adriani, *Jugun Ianfu: Pelacuran Pada Masa Pendudukan Jepang di Wilayah Jawa Tengah dan Yogyakarta Periode 1942-1945* (The Sex Slaves in Middle Java and Yogyakarta During Japanese Occupation 1942-1945), Undergraduate Student Thesis, Japanese Study Program, Faculty of Humanities Universitas Indonesia, 2003.

<sup>12</sup> About *Jugun Ianfu*, read among others, Hick George, *The Comfort Women: The Sex Slaves of the Imperial Japanese Forces*, (New South Wales, Australia: Allen & Unwin Pty. Ltd., 1995)

and Burma, but quantities data on Japanese victim concerning The casualties of Tokyo air raid (*Toukyou Daikuushuu*=東京大空襲) In March 1945, about 100.000 people's dead, and 270.000-house hold was burned.

**ITB 6:** National dimension of some independence movement elites approved Japanese propaganda, while some others raised some objections because of suspicion that the Japanese would occupy Indonesia, replacing the Dutch when they managed to expel the Dutch from Indonesia. These differences triggered some internal conflicts among independence movement elites, which consumed their energy.

## 6. Conclusion

Comparing of two Junior High School History Textbook of Indonesia and Japan, it could be concluded that in both textbook, embedded the national policy of history education that aim to educate student understanding history for character and consciousness insemination in nationalism context. It could be understood that in textbook, used very selective historical resources, event and data, and neglected real historical fact. For examples, in JTB, only for sentence describe related history concerning Japanese occupation of Indonesia, only little ward used related to Japanese brutality during the occupation. In Indonesia Junior High School History textbook, Japanese Military Occupation of Indonesia described in one chapter or 14-page description, also based only on selected, real and true historical resources, data and used appropriate historical rhetoric and terminology.

History does not intent to “dig up bitter memories” solely during the Japanese occupation, but it focuses its attention to not only historical events but also the meanings of Japanese occupation for the humanity and relations among nations. Based on two-history textbook of Junior High School in Indonesia and Japan, it seems that there are still many historical events documents, and resources that have not been revealed. These days young generation in Indonesia has a quite low interest in history of Japanese occupation, compared to their interests in Japanese pop culture such as comics (*manga*), animation (*anime*), Japanese pop music (*Pop*), which are popular in Indonesia and worldwide.

Selected phrase and terminology used in JTB have connotation of nationalism spirit, international peace, and humanism spirit. Description of social condition such as malnutrition, human right violation, and worst social and human lives, air raids, atomic bomb and other war victim of Japanese peoples, described abundantly in one side, but the other side suck condition only touch slightly in occupied Asian Countries especially in Indonesia. In ITB most of phrase used in textbook exposed real and selected historical document, nationalism and heroism of Indonesia peoples, humanities and abundant of war victim suck as, force laborer, starvation, and worst social life's and human right violation. To answer the question of this article is nationalism steel alive? The answer is yes, in form of historical education through history textbook. Based on this comparison studies, I suggest that, more proportional of textbook content, historical phrase, terminology, and illustration must based on real historical fact and data, in

good proportion of narration, and match with Junior High School level of thinking.

## 7. Future Scope

We have abundant historical resources, fact and data of both country, Indonesia and Japan concerning Japan occupation in Indonesia. Our big home work today especially textbook writer and government in each country should have a universal vision and action to change Historical horror, which victimize human kind into mutual coexistences in peace. It means that the new historical perspective must be creating as justice introspective of the past. A new universal history textbook perspective especially between Indonesia and Japan should be tried to realize.

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