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CONSTRUCTING HISTORICAL UNDERSTANDING THROUGH THE ANALYSIS OF THE 1947 KEDAULATAN RAKJAT NEWSPAPER

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Abstract

This study aims to analyze the 4 March 1947 edition of Kedaulatan Rakjat as a primary historical source and examine its potential for constructing historical understanding through source-based history learning. This research employs a qualitative approach using historical document analysis. Data were collected through documentation and literature studies, then analyzed by identifying newspaper content, examining its historical context, and interpreting its pedagogical relevance. The findings reveal that the newspaper page presents various issues concerning Indonesia's early independence period, including diplomatic struggles, political developments, cultural independence, education, and the formation of representative institutions. In particular, the news related to Ki Hadjar Dewantara highlights the relationship between political independence, cultural identity, and educational reform. These findings indicate that historical newspapers can serve as learning resources through activities involving source identification, contextualization, evidence examination, and historical interpretation. This study offers an alternative for developing source-based history learning, although its findings are limited to one newspaper page and have not been tested through classroom implementation.e

Keywords: historical understanding, primary sources, historical newspapers, history education, Kedaulatan Rakjat.

INTRODUCTION

History learning plays an important role in helping students understand human life in the past and its relationship with the development of society today. Historical understanding is not enough to be built through the mastery of information about figures, places, and chronologies of events, but also requires the ability to explain how historical knowledge is obtained and interpreted based on evidence. This process involves identifying information, understanding context, connecting various events, and compiling explanations that can be accounted for (Sendur et al., 2021). Therefore, history learning needs to provide opportunities for students to be involved in the process of building historical understanding, not just receiving information that has been presented in textbooks.

One approach that can support this process is primary source-based history learning. Primary sources present evidence from the historical period being studied so that students can deal directly with the traces of people's lives in a certain period. The use of historical documents in learning provides opportunities for students to identify the origin of sources, understand the purpose for which they were made, and assess the information contained in them (Claravall & Irey, 2022). Students also need to receive guidance to be able to evaluate the evidence and distinguish the information contained in the source from the interpretation built on that information (Marczyk et al., 2022). Thus, primary sources can be the basis for learning activities that encourage students to ask questions, examine information, and compile explanations based on historical evidence.

Newspapers are one of the primary sources that can be used to develop historical understanding. In addition to conveying information about an event, newspapers record various social, political, economic, and cultural issues that developed at the time of their publication. This character allows readers to trace the issues reported as well as observe how a problem was conveyed to the society of its time. The use of authentic materials in history learning can provide opportunities for students to develop arguments based on historical sources and information (Mierwald et al., 2022). In addition, presenting information through a certain perspective can affect the way readers build an understanding of an event (Kropman et al., 2023). Therefore, newspaper analysis needs to pay attention to the content of the news, the context of the publication, and the viewpoint that may affect the delivery of information.

The use of newspapers as a source of learning needs to be directed to analytical activities so that students do not stop at reading and finding information. Students can be guided to observe news headlines, identify the issues discussed, find evidence in the text, and relate them to the broader historical context. These activities help distinguish information directly conveyed by sources from explanations built through the process of interpretation. Historical thinking skills include the skills of understanding evidence, contextualizing, and compiling explanations about past events (Tirado-Olivares et al., 2024). In this process, teachers act as facilitators who provide guiding questions so that students are able to develop reasoning based on the analyzed documents.

The development of digital technology has also expanded opportunities for the use of historical archives in learning. Digitization allows documents previously stored in the collections of certain institutions to be accessed through digital media so that they can be used as learning materials. The use of web-based historical sources can be an alternative to expand students' access to primary sources and support the development of historical thinking skills (Widiadi et al., 2022). The development of virtual visit-based historical learning media also shows opportunities for the use of primary sources to support students' ability to understand historical evidence (Ofianto et al., 2023). However, the availability of digital documents does not automatically result in meaningful learning. Documents still require a process of reading, examination, and interpretation so that students can understand the information and historical context contained in it.

One of the documents that can be used to study Indonesian life in the early days of the independence revolution is the March 4, 1947 edition of the newspaper Kedaulatan Rakjat. This period was marked by various issues regarding the sustainability of the Republic of

Indonesia, the struggle for diplomacy, the formation of government institutions, and political relations with other countries. The newspaper pages that became the object of this research contained a number of news stories, including "Akoelah Repoeblik Indonesia!", "Political Independence Is Meaningless", "Indonesia in the 1st Chamber", "Cabinet Session", and "People's Representatives". These news shows a diversity of issues that can be traced through one contemporary press document. In particular, the news "Political Independence Is Meaningless" contains a discussion of cultural independence and teaching improvements related to the thought of Ki Hadjar Dewantara. The existence of these various themes provides an opportunity to examine the relationship between information in newspapers, historical context, and the process of forming historical understanding.

A number of previous studies have discussed the use of primary sources, digital archives, and newspapers in history learning. Kumalasari et al.'s (2025) research shows the use of old newspaper collections through inquiry-based learning activities to support historical literacy and students' critical thinking skills. Wilis et al.'s (2026) research also develops a historical inquiry model by utilizing the Jogja Library Center's newspaper collection to strengthen historical thinking skills. The study shows that press archives have the potential as a source of learning that supports historical investigation activities. Nevertheless, there is still room to examine in a more targeted way how the information on one page of contemporary newspapers is identified, connected to the historical context, and interpreted as the basis for pedagogical activities to construct historical understanding. This research takes this focus by limiting the object of study to one page of the March 4, 1947 edition of People's Sovereignty, not to measure the effectiveness of learning or generalize all the newspaper news.

Based on these problems, this study aims to analyze the March 4, 1947 edition of the People's Sovereignty newspaper as a historical source and explain its potential in supporting the construction of historical understanding through learning based on primary sources. The analysis is directed at the identification of news information, interpretation of content based on historical context, and the development of pedagogical activities that connect evidence with historical interpretation. The novelty of the research lies in the concentration of a study on one page of contemporary newspapers that are analyzed not only as historical documents, but also as the basis for the formulation of learning activities to build historical understanding. Theoretically, this research is expected to enrich the study of historical education regarding the relationship between the use of primary sources, contextualization, and historical interpretation. Practically, the results of the research can be an alternative for teachers in designing learning that involves students in identifying information, examining evidence, understanding context, and compiling interpretations based on historical sources.

LITERATURE REVIEW

Primary sources are evidence that comes from the historical period being studied and can be used to understand the experiences and lives of people in a certain period. In history learning, primary sources provide opportunities for students to deal directly with historical evidence so that understanding does not depend only on narratives in textbooks. The use of documents as learning materials can help students develop historical thinking skills through reading, identifying, and evaluating available information (Claravall & Irey, 2022). Source

analysis also needs to be accompanied by an examination of the origin, purpose, value, and limitations of the document so that students do not receive information directly without considering the character of the source (Soininen, 2022). Thus, primary sources can be placed as the basis for learning activities that encourage students to build historical knowledge based on evidence.

Newspapers are press documents that record information and public problems at the time of publication. As a source of history, newspapers can provide an overview of issues that develop, events that are reported, and how an issue is conveyed to readers. Research by Late and Kumpulainen (2022) explains that historical newspapers that have been digitized are still used as primary sources, even though their digital form has its own characteristics and limitations. The content of newspapers also cannot be treated as a comprehensive picture of historical reality because news is related to certain contexts and perspectives. Studies on multiperspectives in historical texts show that the presentation of information from a certain point of view is related to the way readers build representations of an event (Kropman et al., 2023). Therefore, newspaper analysis needs to pay attention to the content of the news as well as the historical context behind it.

Historical understanding is formed through the process of connecting evidence, context, and interpretation to past events. This process requires contextualization skills so that students do not understand historical information separately from social conditions and times (Sendur et al., 2021). Historical thinking skills also involve evaluating historical explanations and considering the evidence bases used in building interpretations (Marczyk et al., 2022). In learning, teachers can provide analytical questions that direct students to identify information, compare information, and compile explanations based on the documents studied. This process places students as active parties in building understanding, not just recipients of historical information. Thus, the construction of historical understanding is a reasoning process that connects information in sources with historical context and explanations.

The use of press archives in learning can be developed through historical investigation activities that place students as observers and interpreters of sources. Research by Kumalasari et al. (2025) shows the use of old newspaper collections through inquiry-based learning activities to support historical literacy and critical thinking skills. The research of Wilis et al. (2026) also develops a historical inquiry model by utilizing the Jogja Library Center newspaper collection to strengthen historical thinking skills. Both studies show that press archives can be integrated into learning through document investigation and analysis activities. This research takes a more specific focus by focusing on one page of the March 4, 1947 edition of People's Sovereignty. The information in the document is analyzed based on the content of the news and its historical context, then linked to the possibility of pedagogical activities that help students identify evidence, contextualize, and prepare historical interpretations.

Based on this study, this study places newspapers as a primary source as well as learning materials that connect historical evidence with the process of interpretation of students. The study framework focuses on the relationship between the characteristics of documents, news information, historical context, and pedagogical relevance. The framework is the basis for analyzing how a single newspaper page can be used in evidence-oriented historical learning and historical reasoning.

RESEARCH METHOD

This research uses a qualitative approach with the historical document analysis method. This approach was chosen because the research focuses on the interpretation of information in newspaper archives and its relevance to historical learning, not on measuring students' learning outcomes. Historical research in the field of education emphasizes the selection of sources, source criticism, contextualization, and interpretation according to the period studied (Westberg, 2025). With this approach, the research is directed to identify information in newspapers, understand the context of the news, and formulate its use as historical learning materials.

The object of the research is a one-page edition of the Kedaulatan Rakjat newspaper on March 4, 1947 in the form of digital reproduction. The document is the main primary source because it contains news originating from the early period of the Indonesian independence revolution. Supporting sources consist of books, scientific journal articles, and academic publications that discuss the political condition of Indonesia during the revolution and the use of primary sources in historical learning. The selection of documents was purposively carried out based on their suitability with the focus of the research, namely the existence of information about the political life of the Republic of Indonesia in 1947. This study did not use a population and sample of students because the unit of analysis was in the form of historical documents.

Data collection is carried out through documentation studies and literature studies. Documentation studies are carried out by observing newspaper reproductions, identifying the identity of the publication, recording news titles, and selecting information related to the focus of the study. Literature studies are used to obtain historical context and pedagogical foundations in interpreting documents. The data collection process includes initial reading, in-depth reading, recording relevant information, and grouping findings based on the focus of analysis. These stages are in line with the principles of document analysis which places reading, information organization, and interpretation as part of the qualitative research process (Dalglish et al., 2020).

The research instrument is in the form of a document analysis sheet that is prepared based on the focus of the study. The sheet includes four aspects, namely the identity and characteristics of the source, the content of the news, the historical context, and the pedagogical relevance. The aspect of the identity of the source is used to check the date of publication and the character of the document. The aspect of the content of the news is used to identify the information and issues conveyed. The aspect of the historical context is used to connect the content of the news with the political conditions of Indonesia at the beginning of the revolution. Meanwhile, the aspect of pedagogical relevance is used to formulate possible learning activities through information identification, source criticism, contextualization, and historical interpretation.

Data analysis is carried out in a descriptive-qualitative manner through three stages. First, data reduction is carried out by selecting news titles and information that are relevant to the focus of the research. Second, data presentation is carried out by grouping the identification results based on the theme of the news, historical context, and relevance of learning. Third, conclusions are drawn by interpreting the relationship between information in newspapers and opportunities to use them to construct students' historical understanding. The historical analysis

process also pays attention to the relationship between sources and the context of the time so that interpretation is not separated from the conditions when the document was published (Westberg, 2025).

The validity of the data is checked through source criticism and reference triangulation. Source criticism is carried out by paying attention to the identity, time of publication, character, and limitations of information in the document. External checks are directed at the identity and authenticity of documents based on published information and available source information, while internal checks are carried out by assessing the content of the news and its suitability with the historical context. Reference triangulation is carried out by comparing information in newspapers with relevant academic publications. This step aims to reduce the possibility of interpretations that rely on only one document and provide historical support for the resulting interpretations.

RESULT AND DISCUSSION

A. Kedaulatan Rakjat Newspaper as a Primary Source for Constructing Historical Understanding

The March 4, 1947 edition of Kedaulatan Rakyat newspaper is a press document that contains various information about Indonesia's political developments and international dynamics in the early days of the independence revolution. The pages analyzed show a diversity of issues through a number of news reports, including “Akoelah Repoeblik Indonesia!”, “Kemerdekaan Politik Tidak Berarti”, “Indonesia dalam 1e Kamer”, “Sidang Kabinet”, dan “Perwakilan Rakjat”. In addition, there is news about the relationship between the United States and Greece and other international political developments. The diversity of information shows that a single page of a newspaper can present several aspects of people's lives that took place in the same historical period.



SELASA KLIWON 4-3-1947.

KITA menghadapi masa datang dengan persatoean kocat.

Hanja persatoeanlah jang dapat memboekitkan sedatoe kebenaran jang berharga.

Kedaulatan Rakjat

11 BAKDAMOELOED DJE 1878.

KALAU kita soedah kocat dan tersoemen baik, maoe tidak maoe doenia internasional pasti mengakoei negara kita.

TAHOEN II. DITERBITKAN OLEH „BADAN OESAHA PENERBITAN NASIONAL INDONESIA" JOGJAKARTA. NOMOR 129.

Akoeilah Repoeblik Indonesia!

Seroean Kongres Komoenis di London kepada seloeroeh negara demokrasi.

Jogja 2-3 (Antara-UP).

LONDON: Kongres komoenis seloeroeh kerdjaan Inggeris di London pada hari Saptoe j.l. berseroe kepada negara2 demokrasi oentoek membantoe bangsa Indonesia dan repoebliknja jang sekarang sedang menghadapi agressi imperialis Belanda.

Dengan seoara kocat kongerenti menerima baik kawat jang akan dikirim kepada komoenis Indonesia jang berentoek demikian:

„Kongerensi berseroe kepada segenap pemerintah demokrasi diseloeh oentoek mengakoei repoeblik Indonesia sebagai negara merdeka dan mengadakan hoeboengan diplomasi dengan repoeblik Indonesia.

Berseroe soepaja membantoe repoeblik Indonesia bisanja diterima sebagai anggauta UNO.

Berseroe soepaja negara2 demokrasi mengemoedjukan kepada Dewan Keamanan UNO perloenja menghentikan agressi Belanda karena membahajakan perdamaian doenia.

Berseroe soepaja menghentikan segala pindjaman orang dan pendjoekan sendjata kepada Belanda dari Inggeris, Canada, Australia dan lain2 negeri jang dipakainja oentoek menerang bangsa Indonesia.

Berseroe soepaja di Inggeris mengoeta di Malaya latihan dan pemberian perlengkapan kepada pasoekan Belanda jang digoenakan terhadap Indonesia segera dihentikan.

Kongerensi menjatakan persetoedjoeannja terhadap demoetoetan komoenis Belanda jang minta soepaja permoesoehan dengan Indonesia segera dihentikan dan tentara Belanda segera ditarik kembali.

Kongerensi merasa girang dengan kemadjoean komoenisme di Indonesia dalam waktoe kelakangan ini, dan dengan terbentoeknja hajo, karena adanja pembrontakan bangsa Formosa menentang politik perdagangan pemerintah terjang monopoli, demikian menoeroet laporan jang boleh diperdjaja kemarin doeloe.

Kaboeh pembrontak menjerboe kantoor polisi dan sementara itoe terdengar seberapa tembakan.

Menoeroet Central Nieuws Agency dari Taipeh hanja terdapat demonstrasi sedja disepandjang djalan.

Kabar jang beloem pasti mengatakan, bangsa Formosa menoeroet adanja trusteeship atas Formosa, jang baroe dikembalikan kepada Tiongkok sesoedah hampir 160 tahoen djawah kekoeasaan Djepang.

Pembarontakan meloeas.

Jogja, 4-3, (Antara).

SANGHAI U.-P.: Tentang pemberontakan di Taikoku, ibo kota Formosa lebih landjoet dapat dikabarkan, bahwa perloeloehan itoe kini meloeas ke Formosa Selatan.

Gooberneur Tiongkok telah berhoeboengan dengan pemimpin pemberontakan soepaja menghentikan penoempahan darah. Menoeroet s. s. s. Tiongkok, sampai sekarang telah 3 sampai 4.000 orang jang dicadjadi korban.

T.V. Soong berhenti.

Chiang Kai Shek, presiden dan panglima tertinggi, sementara waktoe merangkap

Amerika membantoe Joenani?

Jogja 3-3 (Antara-UP).

ATHENE: Pada malam minggoe sampai Minggoe pagi jl. kabinet Joenani bersama2 dengan pemimpin partai2 pemerintah mengadakan sidang lebar biasa. Didoega jang dibitjarakan peroendingan Inggeris — Amerika di Washington tentang bantoean kepada Joenani.

Djoeroebitjara pemerintah mengatakan, bahwa peroendingan2 di Washington itoe dimoelai dalam boelan September jl. dan sekarang soedah hampir selesai. Didoega peroendingan di Washington itoe mengenai seloeroeh soal Joenani, militer maoepoen ekonomis. Malahan kabarnja soal Lucet Tengah seloeroehnja djoega dibitjarakan.

Mosi van vertrouwen?

Malang, 4-3.

TEPAT poekoel 12.00 siang sidang kabinet selesai.

Presiden dan Wakil Presiden segera menoedjoe ke Selecta. Kalangan resmi menjatakan, bahwa Kabinet telah memoetoeskan:

Djawaban Pemerintah kepada pemandangan oemoem jang didjoekan oleh sidang KNIP akan diberikan oleh menteri masing2 jang bersangkoetan.

Dari kalangan politik didapat kabar, bahwa P.N.I. dan Masjoemi tidak menghendaki adanja pemandangan oemoem instansi II. Dengan demikian dapat diharapkan bahwa sidang KNIP akan berachir selekas moengkin.

Moengkin sidang nanti malam adalah sidang jang penghabisan. Dengan demikian maka sangat boleh djadi bahwa sidang KNIP akan mengadjoekan „mosi van vertrouwen" kepada Pemerintah.

WARTAWAN Van Wijk dari „Vrij Nederland" bertjakap2 dengan Mr. Ali Sagtroemidjoto (P.N.I.) dan Mr. Zain, dirigentoe kongres Persatoean Wartawan di Malang. (Gambar Iaphoe).

KEMERDEKAAN POLITIK TIDAK BERARTI

Tidak dengan kemerdekaan Keboedajaan.

Perbaikan pengadjaran haroes diperhatikan

Pidato Ki Hadjar Dewantara.

Malang, 4-3.

PADA tg. 3-3 sidang KNIP diboeka pada poekoel 09.20 pagi dengan atjara melandjoetkan pemandangan oemoem tentang beleid Pemerintah. Diantara pembitjara2 jang terpenting ialah Ki Hadjar Dewantara jang membentangkan soal pengadjaran pendidikan dan keboedajaan. Menoeroet beliau tjara P. M. mengemoekakan keterangan2 tentang beleid Pemerintah sangat memoeaskan.

Kemerdekaan politik adalah pintoe gerbang segala kemerdekaan. Tetapi kemerdekaan politik jang tidak bersandar pada kemerdekaan keboedajaan tidak akan dapat mengertegoeh kedoedoekan kita sebagai bangsa jang merdeka. Djika tidak ada kemerdekaan, kita tidakan moengkin mengetjap kebahagiaan jang sebenarnja. Orang jang hanja poeas dengan kemerdekaan politik, hidoepnja tetap akan diombang-ambingkan oleh pengaroeh2 keboedajaan asing.

Keboedajaan bersifat nasional dan oleh karena itoe akan kendjadi sendi jang koeat oentoek menegakkan negara. Sifat nasional itoe tidak berarti bahwa kita menolak keboedajaan asing.

Keboedajaan asing perloe bagi kita akan tetapi tjara mengambilnja haroes jang bidjaksana; dengan ajarat2 bahwa pengambilan keboedajaan asing perloe oentoek menjempoernakan dan memperkokoh keboedajaan nasional. Salah satoe sifat choeloes dari keboedajaan ialah pengadjaran.

Kritik terhadap Kementerian Pengadjaran.

Ki Hadjar Dewantara sangat menjesal bahwa dalam djaman merdeka ini masih ada orang2 jang berpegang tegoeh kepada oendang2 Djepang (Osamu Seirei) padahal Osamu Seirei Djepang soedah lama dirobek-robek oleh pemoeda2 kita.

Dalam djaman revoloesi hendaknja berani djoega mendjalankan revoloesi dalam lapangan pengadjaran. Kita haroes berani membaharoei sifat pengadjaran dengan merobah dasarnja, agar selaras dengan keadaan masa. Soekoer bahwa Menteri Pengadja-

Sidang Kabinet.

Malang 4-3.

TADI malam Presiden telah tiba di Malang dengan kereta api istimewa.

Kalangan resmi menerangkan, bahwa hari ini poekoel 10.00 digedoeng G. R. I. diadakan sidang Kabinet jang djoega dihadiri oleh Presiden dan Wakil Presiden.

Adapoen jang dipersoalkan dalam sidang tsb. ialah, djawaban pemerintah terhadap pemandangan oemoem tentang beleid Pemerintah jang diadjoekan oleh sidang KNIP.

„De kloof tussen Indonesie en Nederland is niet te overbruggen ..... en dat is maar goed ook", kata Ki Hadjar.

Selandjoetnja diminta keterangan kepada P. M. apakah jang beliau katakan kepada wartawan „Vrij Nederland" ketika wartawan tsb menanjakan kedoedoekan bahasa Belanda di Indonesia.

Beliau memoetoekan keterangan tsb. karena tidak membatjanja dalam soerat kabar. Achirnja diminta poela hasil daripada Panitia Penjelidik Pengadjaran jang diselenggarakan oleh Pemerintah.

Belanda poetar tidak lagi

Malang, 4-3.

MR. Abdoelmadjid ketoea suoemite I dan II dari panitia pekerdja fihak Indonesia dalam komisi Gentjatan Perang, menerangkan pada wartawan kita ...

Figure 1. Kedaulatan Rakjat newspaper, 4 March 1947.
https://khastara.perpusnas.go.id/koleksi-digital/

The characteristics of these documents provide an opportunity to identify historical information through contemporary evidence. Readers can observe the date of publication, the title of the news, the arrangement of the columns, the content of the news, and the issues that concern the newspaper. These elements are the basis for understanding the information conveyed while placing it in a historical context. Newspapers not only serve as a repository of information about events, but also show how an issue was conveyed to readers at the time of its publication. Documents need to be analyzed by considering the identity, content, and limitations of sources before being used to construct historical interpretations.

In history learning, the process can be translated into observation and source identification activities. Students can be asked to find information that is directly listed in the newspaper, distinguish it from personal interpretation, and then ask questions about the background of the news. This activity provides a basis for students to understand that historical knowledge is built through the process of examining evidence and interpretation. The use of documents as learning materials can support the development of historical thinking skills when students are directed to read and evaluate information in sources (Claravall & Irey, 2022). Page of *Kedaulatan Rakjat* can be positioned as a material for historical research, not just an illustration of life in the past.

B. Understanding Indonesia's Diplomatic Struggle through Newspaper Analysis

One of the issues that stands out in the page of Kedaulatan Rakjat is Indonesia's diplomatic struggle in dealing with the Dutch. This can be seen in the headline titled “Akoelah Repoeblik Indonesia!” with subheadings “Seroean Kongres Komoenis di London kepada seloeroeh negara demokrasi”. The news contained information about the call of the Communist Congress in London to democratic countries to help Indonesia which was facing Dutch aggression. The news also mentioned support for the Republic of Indonesia, the cessation of Dutch aggression, and the withdrawal of Dutch troops from Indonesia. The information showed that the issue of Indonesian independence was reported as an issue that also received attention from political groups abroad.

These findings can be used to understand that the struggle to defend independence does not only take place through armed resistance at home. Political support, international relations, and efforts to gain world attention are also part of the dynamics of the struggle of the Republic of Indonesia. Through the news, students can identify the parties who delivered the call, the targets of the support requested, and the problems behind the news. Furthermore, the information can be linked to the condition of Indonesia after the proclamation, when the Republic was still facing threats to the sustainability of its independence. The process of connecting source information with the situation at the time of its publication is part of historical contextualization (Sendur et al., 2021).

The issue of diplomacy is also seen in the news "Indonesia in the 1st Chamber" which contains the answer of the Minister of Overseas Regional Affairs of the Netherlands, Jonkman, to the debate in the Eerste Kamer. The news discusses the issue of equality and freedom as well as the interpretation of the Linggarjati Agreement. The news shows that there is a debate about the meaning of the agreement, including the issue of Indonesia's position and the relationship

between the Indonesian government and the Netherlands. This document provides information on how Indonesian issues are discussed in Dutch political institutions.

The two news presented different points of view and discussion space regarding Indonesia's struggle. The headline featured a call for support from political groups in London, while the news “Indonesia dalam 1e Kamer” shows the discussion of Indonesia in Dutch political institutions. These differences can be used to direct students to compare information from each news and understand that a historical issue can arise in various political spaces. The study of multiperspective shows that differences in viewpoints in historical texts are related to the way readers build an understanding of an event (Kropman et al., 2023). Through this analysis, students can develop an understanding that Indonesia's diplomatic struggle is part of political dynamics involving various parties and interests.

C. Interpreting Political Independence, Culture, and Education in Historical Context

Findings that have a direct connection to education are contained in the news titled “Kemerdekaan Politik Tidak Berarti”. Under the title is the following information “Tidak dengan kemerdekaan Keboe-dajaan” and “Perbaikan pengadjaran haroes diperhatikan”, accompanied by a statement that the news was related to Ki Hadjar Dewantara's speech. This news discusses the relationship between political independence, culture, and education after Indonesia's independence. The existence of the news shows that the issue of independence is not only discussed in the context of political relations with the Netherlands, but also concerns the direction of cultural development and national education.

The content of the news explains that political independence does not automatically guarantee cultural independence. The news highlights the importance of building a cultural life that does not depend on other nations. At the same time, the news does not solely portray foreign culture as something that must be rejected. The issues discussed are more related to the attitude of the nation in determining the direction of its own culture and selectively considering external influences. Thus, independence is understood as a process that also includes the formation of cultural identity and independence.

The news section entitled "Criticism of the Ministry of Education" shows attention to the issue of education in the early days of independence. The news mentions the influence of the Japanese heritage education policy and the need for reform in the implementation of teaching. In addition, the issue of teaching Dutch in schools and its relationship with the possibility of a re-emergence of dependence on the Netherlands is also discussed. The information shows that education is one of the areas in question in the effort to build the nation's life after independence. However, the content of the news needs to be understood as ideas and criticisms conveyed in the context of 1947, not as a comprehensive picture of the entire education policy at that time.

For history learning, this news can be used to build an understanding of the relationship between political change and socio-cultural change. Students can be directed to answer why political independence is considered insufficient, what educational problems arise after independence, and how ideas about national culture are related to colonial experiences. These questions help students connect the information in documents with the historical conditions behind them. The contextualization process allows students to understand human ideas and

actions based on the situation of their time, not solely using current measures (Sendur et al., 2021).

News about Ki Hadjar Dewantara's thoughts also provides an opportunity to connect the history of education with the formation of historical understanding. Students not only study figures as part of historical material, but also analyze ideas conveyed through contemporary documents. They can distinguish information contained in the news, identify criticized issues, and formulate interpretations regarding the relationship between education and national independence. Thus, newspapers present evidence that allows students to understand that nation-building after independence involves changes in the political, cultural, and educational fields.

D. Developing Historical Understanding through Source-Based Learning

Page of Kedaulatan Rakjat also contains news about the development of Indonesian political institutions. News “Sidang Kabinet” informed the implementation of the cabinet meeting in Malang on March 3, 1947. The news stated that the session discussed the government's response to the general views expressed in the KNIP session. The information provided an overview of government activities and the relationship between the cabinet and representative institutions in the early days of independence.

Meanwhile, the news "Perwakilan Rakjat" discusses the issue of the formation and position of the People's Representative Body. The content of the news mentions the formation of representative bodies, democratic principles, representation of various groups of society, and the relationship between representatives and political organizations or parties. The news also shows that there are problems regarding the representation of minority groups, including Chinese, Arabs, and Dutch. This information shows that the formation of representative institutions is not only related to the structure of government, but also to discussions about community representation in Indonesian political life.

Both of these news can be used to understand that the formation of the government after the proclamation took place through a political process and discussion of institutions. Students can identify the institutions mentioned, understand the issues discussed, and relate this information to the development of the government of the Republic of Indonesia at the beginning of the revolution. Analysis can also be directed to the differences in the functions of the cabinet and the people's representative body based on the information available in documents and supporting sources. Thus, students have the opportunity to build an understanding of the development of political institutions through historical evidence, not just memorizing the names of institutions and their duties.

Based on the overall findings, the use of the People's Sovereignty page in learning can be developed through several stages of activities. First, students observe the identity of documents, publication dates, and news titles. Second, students choose news related to certain historical issues and identify important information in them. Third, students relate the information to the political, social, and cultural context of Indonesia in 1947 through supporting sources. Fourth, students develop interpretations based on the evidence found and explain the relationship between the information in the document and the historical events studied.

This stage puts students in the process of building understanding through evidence and reasoning. Teachers can provide guiding questions, such as who conveys information, what issues are reported, in what situations the news is published, and what can be concluded based on the information. Students can also be asked to distinguish the facts written in the document from the interpretations they compile. This activity is in line with inquiry-based learning that utilizes primary sources to develop historical literacy and critical thinking skills (Kumalasari et al., 2025).

The results of the analysis show that one page of the March 4, 1947 edition of People's Sovereignty contains evidence that can be used to examine the struggle for diplomacy, political relations, the formation of government institutions, as well as cultural and educational issues in the early days of the revolution. The findings of Ki Hadjar Dewantara's speech are one of the parts that have direct relevance to education because they show the issue of teaching reform and cultural independence. Overall, the document has the potential to be used as a learning material that directs students to identify information, understand the context, and build interpretations based on historical evidence. This study does not measure the effectiveness of the use of documents on learning outcomes, but shows how newspaper analysis can be translated into pedagogical activities to construct historical understanding.

CONCLUSION

This study concludes that the 4 March 1947 edition of Kedaulatan Rakjat provides historical evidence for understanding Indonesia's early independence period, particularly its diplomatic struggles, political developments, cultural independence, and education. Through source identification, contextualization, and interpretation, historical newspapers can support the construction of historical understanding. The practical implication is that historical newspapers can be used as learning resources to encourage students to examine evidence and develop historical interpretations. However, this study is limited to one newspaper page and does not involve classroom implementation or student responses. Future research could analyze additional newspaper editions and different media sources, as well as investigate the application of newspaper analysis in history learning.

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