



The involvement of student soldiers in the 1947 battle of Palembang as a resource for local history education

Sukardi*, Gunarhadi, Djono

Sebelas Maret University, Surakarta, Indonesia

*Corresponding Author: sukardipgri12@gmail.com

ABSTRACT

The focus of this research is the importance of teaching local history, such as the five-day battle in Palembang in 1947. Students do not understand this important historical event, even though the battle took place in the middle of the city, but this local history material has not been widely used as a learning resource in schools. The aim of this research is to determine whether the involvement of student soldiers in the five-day battle in Palembang in 1947 can be integrated as a source for local history learning in schools. Qualitative research method, case study type with a historical approach. Data collection uses field studies, observations, interviews, and document studies. Data validation was carried out by triangulating data sources and theory. Data analysis starts with data presentation, reduction, and conclusion drawing. The five-day battle in Palembang in 1947 involved Indonesian soldiers assisted by the community against the Dutch, who wanted to regain control of Palembang. The involvement of young student soldiers, who were bravely involved directly in the battle, served as health workers, messengers, and public kitchen workers. The involvement of student soldiers in this battle contains historical values of struggle, heroism, and never giving up, so these historical values can be integrated as a source of history learning in schools. Its relevance as a learning resource can be seen in the history curriculum in the material on the struggle of figures in defending Indonesian independence.

Keywords: history learning resources, student soldiers, five-day battle in Palembang

Article history

Received:
16 August 2024

Revised:
11 February 2025

Accepted:
11 March 2025

Published:
15 June 2025

Citation (APA Style): Sukardi, S., Gunarhadi, G., & Djono, D. (2025). The involvement of student soldiers in the 1947 battle of Palembang as a resource for local history education. *Cakrawala Pendidikan: Jurnal Ilmiah Pendidikan*, 44(2), 299-311. DOI: <https://doi.org/10.21831/cp.v44i2.76764>

INTRODUCTION

The Five Days and Five Nights Battle in Palembang in 1947 was one of the most important events in the history of Indonesia's struggle for independence. The occurrence of this battle could not be separated from the efforts of the Indonesian army, supported by the people and the Palembang militia, to defend Indonesia's independence, which had been proclaimed on 17 August 1945 (Marshanda, 2023; Sukardi & Gunahardi, 2024). The Dutch army re-entered and attempted to regain control of Indonesia through Dutch military aggression (Permana, 2020). Palembang, as the capital city of South Sumatra, stood as a silent witness to the persistent struggle of its people against colonial threats and their unwavering commitment to defending Indonesian independence (Suradi, 2022). The people of Palembang, with determination and courage, strongly opposed any attempt by the Dutch to recolonize their city. They firmly believed that Indonesian independence was non-negotiable and were willing to risk their lives to safeguard the nation's sovereignty as declared on 17 August 1945.

The battle, which took place from 1 to 5 January 1947, involved various segments of society, including the Indonesian army, student soldiers, and local militias, who united in resistance against Dutch forces attempting to retake control of Palembang (Meidonia & Rochmiatun, 2023; Raviko, 2020). With great courage and enthusiasm, the soldiers and people of Palembang defended every inch of their homeland, especially the city of Palembang, from

relentless colonial attacks (Susetyo & Ravico, 2021). However, in the end, they managed to seize control of the city using various military strategies (Sukardi & Gunahardi, 2024). This battle left a lasting mark on the history of Indonesia's struggle for independence, especially for the people of Palembang.

Palembang was one of the cities that became the main destination for the Dutch in South Sumatra province to regain control after the end of the Japanese occupation or after Japan lost the war to the Allies in World War II in 1945 (Suradi, 2022). Palembang and the South Sumatra region were considered important to regain control because this region was rich in natural resources such as petroleum, coal, and plantation products such as rubber and other natural resources, so the Dutch came in full force to regain control of the city of Palembang and its surroundings (Drooglever et al., 1999). The re-occupation carried out by the Dutch was, of course, strongly rejected and met with extraordinary resistance, especially from the army, and was also opposed by youth groups or other community groups who did not want the Dutch to return to Palembang (Hestiliani & Miftahuddin, 2020). These conditions did not stop the Dutch's intention to enter and control the city of Palembang. Due to the arrogance of the Dutch army towards the Indonesian soldiers who were in the city of Palembang, the battle took place for five days and five nights starting on 1-5 June 1947 in Palembang and the surrounding area.

As a historical event characterized by the values of heroism, nationalism, and sacrifice, the Five Days Battle in Palembang has great potential to be used as a source of local history learning in schools (Susanto, 2020). Through teaching local history, students can better understand and appreciate the struggles of regional heroes, as well as foster a sense of love for their country and a spirit of nationalism (Sholeh et al., 2019). In another case related to the importance of local historical values that need to be taught to the younger generation, especially the people of Palembang, it is ironic that understanding of history and awareness of local history, especially among the people of Palembang, remain low (Astuti et al., 2021). One of the causes of the conditions is the lack of optimal learning in schools with local history material in the Palembang area, compounded by historical literacy among students, including teachers, in local history material (Krismawati et al., 2018). Local history learning has an important role in enriching students' insight into the rich culture and history of their respective regions, which are often marginalized in national historical narratives written in textbooks (Maslova et al., 2020). Thus, the integration of local events such as the Five-Day Battle in Palembang into the history curriculum in schools is expected to make a significant contribution to shaping the character and national identity of the younger generation.

The urgency of local history material being taught by teachers to students at school even though students' understanding of local history is currently still low due to several factors. First, the teacher's ability to master local history material is still lacking because the historical material presented to students only relies on learning resources found in history textbooks (Sukardi, Hieronymus Purwanta, Kabib Sholeh, 2023). Indonesian national history textbooks or history teacher handbooks published by the Ministry of Education and Culture are also still very limited regarding the presentation of local history and still mostly focus on national history (Sholeh, 2023). Second, students' understanding of local history is still low, such as the five-day battle in Palembang, because students' literacy level in local history material is also still low (Kusnoto & Minandar, 2017). However, considering the importance of understanding local history, such as the five-day battle in Palembang, for students as learning shows a growing sense of nationalism and introduces the identity of the Palembang region in the struggle to maintain Indonesian independence.

This research aims to examine how student soldiers were involved in the Five-Day Battle in Palembang in 1947 and how local history materials can be used as a source for local history learning in schools. Through a historical and educational approach, this research will identify the historical values of student soldiers' involvement in the five-day battle in Palembang in 1947 and explore effective methods and strategies for integrating it as a source of local history learning in schools. It is hoped that the results of this research can provide useful recommendations for developing local history curricula and improving the quality of history education in Indonesia.

METHOD

The research method used is a descriptive qualitative approach with several specific steps and techniques. This approach aims to describe and interpret student soldiers' involvement in combat in depth based on available historical data (Braun et al., 2021; Rose & Johnson, 2020). The appropriate design for this research is a case study (Schoch, 2020; Yin, 1981). Case studies allow researchers to explore certain phenomena in depth within their actual context, namely the involvement of the Student Army in the battle in Palembang in 1947.

Several techniques were used to collect data, including. First, document study: researchers collect and analyze various historical documents, including archives, letters, official reports, and literature related to the battle in Palembang and the role of the Student Army. Sources such as national archives, libraries, museums, and private collections will be especially important. Second, interviews: conducting in-depth interviews with eyewitnesses or families of student soldiers who were directly involved, such as the Cek Gur family, local historians, and history experts. The aim of these interviews was to gain a first-hand perspective and rich narrative regarding the event. Third, participant observation: the researcher conducted participant observation at historical locations where the five-day battle between Indonesian and Dutch troops took place in Palembang in 1947.

Data analysis was carried out using content analysis techniques, namely examining and interpreting the contents of documents and interview transcripts (Bans-Akutey & Tiimub, 2021). Researchers look for major themes, patterns, and relationships that emerge from the data collected. A triangulation technique was applied by using various data sources (documents, interviews, and observations) to ensure the validity and reliability of the findings. Triangulation helps strengthen conclusions drawn from research (Bans-Akutey & Tiimub, 2021). The research results are presented in the form of a rich and detailed descriptive narrative, which includes the historical background, namely a description of the situation in Palembang in 1947, including socio-political conditions and the reasons for the involvement of the Student Army; individual stories, such as narratives from student soldiers or eyewitness accounts of their experiences in combat; and thematic analysis, namely identifying the main themes that emerge from the data, such as motives for involvement, battle strategies, the impact of battles on local communities, and the contribution of student soldiers to local history.

The results of this research can be used as a source for local history learning in schools. Some practical applications include (1) teaching materials, i.e., developing instructional content based on the research findings for use in history lessons; (2) learning modules, i.e., creating interactive modules that include personal stories of student soldiers and the historical context of the battle in Palembang; and (3) classroom implementation, i.e., integrating local history materials into school curricula to increase students' awareness and knowledge about the local history of Palembang.

FINDINGS AND DISCUSSION

Findings

The course of the Five-Day Battle in Palembang in 1947

The physical struggle for Indonesian independence was led by warriors and national heroes who prioritized national freedom over personal interests, aiming to liberate the nation from both external and internal threats (Kahn & Winters, 2021). Specifically for the Palembang area, the five-day war in 1947 was a fragment of the struggle in the history of the Indonesian nation. Threats from outside after the end of World War II or the defeat of the Japanese army and the withdrawal of its troops from Indonesia gave the Dutch government the opportunity to re-enter by piggybacking on allied troops who entered Indonesia, including Palembang (Sabrina et al., 2023). In such conditions, the people of Palembang were threatened with their independence, so they are always prepared for all possibilities that may occur.

Before the major battle that took place from January 1 to 5, 1947, tensions between the Dutch and the people of Palembang had already escalated in December 1946 (Raviko, 2020). A series of clashes occurred from December 26 to 29, 1946, which served as an early indication of

the impending large-scale conflict. In response to these developments, the regimental commander ordered reinforcements to be mobilized. On December 31, additional troops began arriving in the Kertapati area (Seberang Ulu). These troops, led by Captain Animan Ahyat from Lubuk Guci, had departed from Prabumulih and had already reached the Musi Pait area.

On December 31, 1946, precisely at night, the troops who had arrived were then transferred to the Ilir section, namely the XVII Regiment/II Division troops. The crossing was carried out at night because crossing during the day was not possible because it was too dangerous, considering that the Musi River was closely guarded by Dutch ships (Meidonia & Rochmiatun, 2023). On December 31, a war incident occurred in which the Regiment Commander and his company, as well as anti-aircraft troops, took part in attacking the Charitas hospital area in Palembang. Palembang troops succeeded in capturing Dutch posts in the Charitas area and achieved the first brilliant victory for Palembang troops (Figure 1).



**Figure 1. Photo of the Palembang city charitas hospital in 1945
(Source: Palembang in Seketsa, 2023)**

At the start of the war, soldiers, supported by the people of Palembang, managed to seize control of strategic posts in the city center. However, the battle also resulted in numerous casualties among both the military and civilians. These included 15 soldiers who were killed, Second Lieutenant Ajis, who was wounded in the abdomen, Second Lieutenant Kemas Anang, who was shot in the shoulder, and Second Lieutenant Sofyan, who was killed. Additionally, 50 civilians were killed, 100 were seriously injured, and 200 sustained minor injuries (Abubakar et al., 2020; Nopansyah et al., 2018; Susetyo & Ravico, 2021). Most of these casualties were caused by artillery shelling, gunfire from warships, and aerial attacks targeting the Charitas Palembang Hospital.

On Wednesday, January 1, 1947, at around 05.30 in the morning, Dutch troops left the fort in trucks and jeeps moving at high speed and carried out provocations against the people (Meidonia & Rochmiatun, 2023; Sukardi & Gunahardi, 2024). The Dutch army passed through the demarcation line area that had been agreed upon by the Dutch and the government in Palembang. After that, the Dutch soldiers went around crossing roads they were not permitted to enter, including TRI posts and several headquarters such as the Methodist School headquarters, Napindo headquarters, AK Gani's house, the August 17th Division headquarters, the 15th Regiment headquarters, and the military police office (Purwati, 2012). Apart from violating the agreed territorial boundaries, the Dutch also committed cruel acts against the people of Palembang. The Dutch committed cruel acts against the people of Palembang along the road they were arrogantly walking through (Hestiliani & Miftahuddin, 2020; Zara, 2021). Many civilians from Palembang also became victims of these Dutch atrocities. This provoked anger among the people and soldiers of Palembang, who witnessed what the Dutch soldiers were doing to the local population. Immediately, the people—despite having only limited weapons—organized resistance efforts and were assisted by Palembang soldiers to surround the Dutch troops in Talang Semut, Charitas, Jacobson, Handels Zaken, Benteng, Javasche Bank, Borsumei, and Bagus Kuning. The siege involved many squads and troops who took part; motivated by high morale and solidarity, they dared to surround the Dutch headquarters (Figure 2).



Figure 2. Photo of the Jacobson building, which was captured by the Dutch army during the five-day and five-night war in Palembang in 1947 (Virgi documentation, 2024).

On the first day of the war, January 1, 1947, the West Sebrang Ilir Front, the Palembang troops around the fort, began to experience difficulties fighting the Dutch troops, causing the Palembang troops to retreat. Finally, the Palembang troops around the fort decided to withdraw. The Indonesian republican army (TRI) troops who were in Bukit changed their strategy to fight the Dutch troops by deploying units to enter and explore the villages around the Bukit Siguntang area (Drooglever et al., 1999; Meidonia & Rochmiatun, 2023; Sabrina et al., 2023; Sukardi & Gunahardi, 2024). This strategy was carried out to prevent Dutch troops who had begun to spread to various areas in Palembang. Preventing Dutch troops from breaking into the 35 Ilir area and its surroundings, TRI troops under the leadership of Major Surbi Bustam attacked the BPM Handelszaken building.

The first day's battle on the East Sebrang Ilir Front on January 1, 1947, covered the Tengkuruk area to Charitas Hospital, the Pagar Alam corridor, Jalan Talang Betutu, 16 Ilir, Kepandean, Sungai Jeruju, Bom Baru, and Kenten. The conflict began with an attack by Dutch troops on Palembang troops who were around the Charitas location. Charitas Hospital became a focal point for the TRI and the Dutch because its location was very strategic on a hill, which was suitable as a headquarters and guard post. The war at Charitas was led directly by the Commander of the XVII/Div II Regiment, Major Danny Effendie. Danny Effendie's troops tried to approach the barbed fence that the Dutch had made to surround the Charitas area. Danny Effendie's troops attempted to breach the fence and break in while the Dutch troops were also defending themselves by bombarding the Palembang troops with gunfire. Apart from that, Danny Effendie's troops, assisted by a company from Captain Animan Akhyat's battalion, also attacked the Talang Betutu area to block Dutch reinforcements coming from Talang Betutu Airport towards Palembang.

Then the Dutch troops headed towards the telephone office and post office, which were controlled by the Palembang troops. Dutch troops sent several tanks to attack the post office and telephone office. Understanding this, the Palembang troops were ready on the spot with minimal weapons to fight the incoming Dutch tanks. War could not be avoided and resulted in many casualties from both sides; in the end, the post office and telephone office were controlled by Dutch troops. With the capture of these two places, relations via communication tools were completely cut off from Palembang.

First day of battle on January 1 on the Sebrang Ulu Front. The attack was carried out around the Bagus Kuning area. Dutch troops attacked the Palembang troops' headquarters and posts with mortars and artillery. The Dutch also deployed their planes to destroy the Palembang troops. Many Palembang troop headquarters and posts were destroyed, such as the TRI troop post at 4 Ulu. As a result, the Palembang troops began to be cornered, and finally reinforcements from the interior, such as Kayu Agung and Prabumulih, arrived, which helped the Palembang troops regain some hope. The reinforcement troops were divided into two, namely some towards Ulu and some towards Ilir.

The second day of war on the East Sebrang Ilir Front on January 2, 1947. The focus of the Palembang troops was to control and attack Charitas as the Dutch defence. On the other hand, Dutch troops attacked the Talang Betutu area, which was previously controlled by Palembang

troops, and succeeded in breaking through. Due to the attack on Charitas by Palembang troops, the Dutch did not remain silent; they responded to the attack from Palembang troops by shooting using artillery and cannons on the Dutch warship on the Musi River. They fired indiscriminately at the Palembang troops without mercy (Figure 3).



Figure 3. Photo of armed contact between the Indonesian People's Army (TRI) and Palembang fighters facing Dutch troops on the Musi River in Palembang (Shinomsam, 2018).

On the second day of the war on the West Sebrang Ilir Front. Dutch troops attacked the Sekanak area and the Tangga Buntung area. The Dutch attacked the area by firing mortars aimed at destroying the headquarters and posts of the Palembang troops. On the second day of the battle, the Dutch troops targeted the point where the Palembang troops formulated their strategy; in other words, they aimed at the heart of the resistance. Many Palembang troop posts and headquarters were destroyed and had to be moved.

On the second day of fighting on the Sebrang Ulu Front, it took place in Bagus Kuning. The battle occurred at around 2 pm, when Palembang troops surrounded the Dutch headquarters in Bagus Kuning. The battle went on very fiercely and for quite a long time; with persistence and never giving up, the Palembang troops managed to capture Bagus Kuning and forced the Dutch troops to retreat to the Musi River and return to their ships. That night, many Palembang troops fell asleep due to fatigue after the battle to capture Bagus Kuning. Unexpectedly, while they were asleep, Dutch troops launched a sudden counterattack in an attempt to retake the area. Because the attack happened at night and the Palembang troops were overwhelmed due to limited visibility, many were killed, and others were forced to retreat. As a result, Bagus Kuning was captured again by Dutch troops that evening.

The third day of war, Friday, 3 January 1947, took place on the Eastern Ilir Front. On this day, the Dutch mobilized all their forces, air, sea, and land, to destroy the Palembang troops. Dutch soldiers left the fort driving armored tanks and advanced towards Charitas. Along the way, specifically in front of the Cinde Market, Dutch troops were confronted by Palembang soldiers who had placed mines along the road. However, the mines failed to detonate. As a result, Cinde was initially controlled by Dutch troops, but in the afternoon, it was retaken by the Palembang forces. During this third day of war, the city of Palembang suffered extensive damage due to bombardments from Dutch ships, artillery, aircraft, and cannons. Many buildings were reduced to rubble.

On the third day of the war, the Palembang troops, specifically the Napindo unit stationed at Bank Rakyat, were forced to retreat by the Dutch troops because they were outgunned. As a result, both Bank Rakyat and the Ogan corridor fell under Dutch control (Abubakar et al., 2020; Susetyo & Ravico, 2021). The Napindo troops withdrew to Kenten, and there these troops were still attacked and bombed by the Dutch. Many soldiers were killed or wounded. Among them was Ir. Rifai, who died after engaging a Dutch motorboat and successfully sinking it. As a result of the third day of war, particularly in front of Cinde Market and along Jalan Sudirman, many civilians died horrifically, with severed heads, broken limbs, and dismembered bodies scattered on the road. On the third day of the war on the Western Ilir Front, Dutch troops attacked

Palembang defences at Emma Laan (now Kartini Street) and the MULO Talang Semut school. However, Palembang troops led by Lieutenant Ali Usman successfully repelled the attack and destroyed many Dutch units.

On the Seberang Ulu front, Muchtar's troops confronted a Dutch motorbike unit carrying ammunition. Palembang forces fired a cannon, captured from the Japanese, at the Dutch, destroying the vehicle (Nopansyah et al., 2018; Susanti, 2022). In retaliation, Dutch planes bombarded Muchtar's position for two hours, causing many casualties and serious injuries.

The fourth day of war was January 4, 1947, on the East Sebrang Ilir Front. Dutch troops focused their attacks on the Pelaju section. Then Danny Effendie's troops took advantage of this situation to attack Charitas and its surroundings. In the end, Danny Effendie's troops managed to take control of the ammunition depot in Charitas and forced the Dutch troops to retreat. On the West Sebrang Ilir and Sebrang Ulu fronts, they experienced defeat, which required them to withdraw and leave the battlefield. They were no longer able to continue the war.

On the fifth day, January 5, 1947, was the last day that Palembang troops were required to leave the city and retreat. They withdrew to several areas, such as returning to Prabumulih and retreating to Indralaya and Jambi. Quoted from the album *Struggle for Independence 1945-1950* (1975), the ceasefire negotiations resulted in an agreement, including that the fighting forces of the people of South Sumatra had to withdraw 20 kilometers from the center of Palembang City. The civil government under the leadership of Governor M. Isa, along with the police and navy led by Regiment Commander Major AR Saroinson, remained in Palembang City. The Dutch were only allowed to establish military posts as far as 14 kilometers from the city center. The ceasefire took effect on January 6, 1947, at 00.00 local time, followed by the withdrawal of troops starting at 06.00 (Permana, 2020; Sukardi & Gunahardi, 2024). This ceasefire agreement between the Indonesian government and the Dutch ended the 5 days and 5 nights of fighting in Palembang, which lasted from January 1 to January 5, 1947.

Figures of student soldiers involved in the 1947 Five-Day Battle in Palembang

The Student Army was a military unit composed of students who fought when the Dutch wanted to control the city of Palembang during the 1947 physical revolution. Emil Salim was one of the student fighters and served as the head of the Student Army. Emil Salim, a native of South Sumatra, was born in Lahat on June 8, 1930. Throughout his childhood, he frequently moved between different houses and schools. Emil Salim is the nephew of the Indonesian national hero, Haji Agus Salim. While living in Palembang, he studied at Dai Ichi Syo-Gakko in 1944. After graduating, Emil Salim continued his schooling in Palembang. When the Five-Day Battle broke out, Emil Salim joined the Student Army along with other students and led the group as its commander (Adinda, 2024).

Apart from Emil Salim, there was a female student soldier named Raden Ayu Masturi, commonly known as Cek Gur, who was approximately three or four years older than Cek Molek (another female student soldier). Raden Ayu Masturi is known for her leadership in leading female youth troops in the Indonesian Red Cross in Palembang during the Five Days and Five Nights War. She was appointed as the head of the Red Cross due to her bravery, nationalist spirit, fighting enthusiasm, and strong leadership qualities. Masturi played a key role in mobilizing young women in Palembang to participate in defending their homeland, the city of Palembang, from Dutch colonialism. Palembang was one of the regions outside Java where, in 1947, the Dutch attempted to establish puppet states or federal regions as part of their agreements with Indonesia, including the proposed federated state of South Sumatra (Fatoni, 2024).

Cek Gur is a noble woman, which naturally gave her a strong influence in her community to encourage young women to take part in the battlefield. Apart from that, Cek Gur's family also supported the Indonesian army's struggle in expelling the Dutch from Palembang by providing food supplies such as rice, side dishes, and vegetables for the fighters to eat. To cook this food, the Indonesian Red Cross (PMI) and village women set up community kitchens. The food was wrapped in banana and other leaves and distributed to the soldiers. Simple side dishes include fish caught from the Musi tributary river and vegetables from residents' gardens. The public kitchen was built like the one around the Suro mosque, which is located in Sebrang Ulu, namely in Raden

Jaya Laksana's house, in the area of 12 and 13 Ulu Palembang. Such activities were a form of contribution by the people of Palembang to support the soldiers fighting on the front lines against the Dutch in order to defend the city from being taken over.

Apart from Cek Gur or Raden Ayu Masturi, there was another woman who was no less great who was involved as a student soldier in the five-day battle in Palembang, namely Cek Molek, whose real name was Siti Khodijah. According to Nyayu Nur Hayati (the 13th child of Cek Molek), Cek Molek was still a teenager and in junior high school at the time of the war. During the battle, Cek Molek served in the rear guard as a member of PMI. Within PMI, she was also known as Nyayu Khodijah. Throughout her life, Cek Molek had 20 children, consisting of 9 boys and 11 girls. She was the daughter of Ki Agus Haji Muhamad Ujang and Nyimas Nung (Hayati, 2024).

Cek Molek was married off at a very young age, while still in junior high school. Her parents were afraid that she might be taken by the Dutch due to her beauty and attractive appearance. People in the surrounding villages called her Cek Molek (literally “beautiful sister”) because of her good looks. She was married in 1946 and gave birth to her first child during the Five Days and Five Nights War. However, because of her strong fighting spirit and encouragement from her peers, she chose to leave her baby at home and join her friends in the resistance. As part of the rear guard (PMI), she was responsible for delivering medicine and treating wounded soldiers. In addition to medical care, she and her fellow PMI members also acted as secret couriers, delivering messages to soldiers stationed across Palembang, including in 28 Ilir, Beringin Janggut, and 18 Ilir. Their heroic acts included saving fighters in Talang Betutu and Seberang Ulu. Even though they served behind the front lines, their bravery and commitment were evident, driven by a strong sense of kinship, solidarity, and the supportive environment they lived in.

Involvement and role of student soldiers in the 1974 Five-Day Battle in Palembang

The Five-Day War, which took place in the city of Palembang on January 1-5, 1947, was the largest armed conflict in Indonesia during the Dutch colonial period, involving land, air, and sea forces. In this war, many parties participated in the war, from young to old, men and women who fought against Dutch troops to maintain the integrity and independence of the Indonesian nation from Dutch colonialism. The city of Palembang was partially destroyed by bomb explosions launched by Dutch warplanes, naval ships, and artillery targeting Indonesian forces (Figure 4).



Figure 4. The atmosphere after the five days and five nights of war in Palembang (Ezois, 2020)

The troops involved in the war in the city of Palembang were not only people from the city of Palembang. Forces also came from surrounding areas such as Kayu Agung and Prabumulih. They participated in the effort to liberate Palembang from Dutch occupation. Strong solidarity and shared patriotism among the indigenous population, united by the desire for freedom, drove them to work together and even sacrifice their lives rather than surrender their homeland to foreign control. They held firmly to the slogan "Independence or Death"—it was better to die defending the homeland than to be colonized again. “We love peace, but we love freedom more.”

The Palembang forces were composed of TRI (Tentara Republik Indonesia) troops, divisional troops, militia forces (laskar), and the Student Army. Each group had its own responsibilities during the Five-Day War. There were frontline troops who directly engaged in combat, auxiliary forces divided among different fronts, communication troops who relayed information across divisions, and support troops working behind the scenes—such as medical units, intelligence agents, logistics teams, and messengers—a role in which the Student Army was significantly involved.

The involvement and role of the Student Army were substantial during the war from January 1 to 5, 1947. Most of them served in support roles behind the front lines, not in direct combat with Dutch forces. They acted as medical personnel, logistics aides, food couriers, and intelligence agents in and around Palembang. Because of their young age, they were considered unsuitable for direct combat, even though many of them had basic military training learnt during school. The Palembang leadership was reluctant to risk the lives of these youths, who would be needed to rebuild the nation after the war (Fatoni, 2024).

During the war, many casualties occurred on the Indonesian side. This is where the Student Army's role in the medical field became vital. They helped treat wounded soldiers before further medical attention could be provided. Their contribution was essential to the war effort. Cek Molek and Cek Gur are notable examples of student soldiers who served in the medical division.

In addition to the medical field, some student soldiers also assisted in logistical operations. They prepared weapons and ammunition for use on the battlefield, including rifles, artillery shells, and other equipment. Each group had its own division of labor, and they were responsible for transporting the needed supplies to the front lines (Fatoni, 2024)

When the post office and telephone office were controlled by the Dutch, communication between divisions broke down, and this is where one of the roles of student soldiers was: they carried messages and information between divisions to keep each other updated about the war conditions. By involving student soldiers who were still young, the Dutch would not know that they were carrying important letters from Palembang or other divisions. This condition was favorable for the Palembang side because the Dutch were unaware of this strategy (Fatoni, 2024). When several roads were blockaded by the Dutch, Palembang troops had difficulty obtaining food supplies. At this point, the Student Army was tasked with distributing food to troops who needed it most. Again, the role of the Student Army proved to be very helpful; there was no suspicion on the part of the Dutch in this matter. Apart from that, the Student Army was also assigned as spies to gather information about the position and condition of Dutch troops (Fatoni, 2024).

Meanwhile, Emil Salim at that time was the Head of the Student Army during the Five-Day War in Palembang. He is also still young like other student soldiers. Emil Salim organized his fellow student soldiers to help fight against the Dutch, mainly in support roles behind the front lines. Emil Salim arranged according to each student's abilities and divided the tasks of his colleagues in each division and war front. The tasks or roles given to student soldiers are mostly in the back row and as support for the front row. As previously mentioned, even though they had the ability to fight—gained through school education—older fighters were unwilling to risk deploying the younger generation, who were expected to build a better nation after the war ended.

Integration of student soldiers' involvement in the five-day war in Palembang as a source for learning local history in schools

The independent learning curriculum requires teachers to have skills in providing learning materials to students. Teachers must be able to develop the material that will be presented by studying a lot of material that has not been written in history textbooks. The historical content in the independent curriculum remains limited; therefore, teachers are expected to be more creative in developing supplementary materials. With history learning material that is not very in-depth, a teacher must be creative in developing the material to be taught so that students have broader insight, not just sticking to textbooks.

Material about the involvement of student army figures in the five-day battle in Palembang in 1947 is certainly relevant to include or can enrich historical material in the independent learning curriculum as local history. The involvement of student soldiers in the Five-Day Battle in

Palembang in 1947 is highly relevant to be included or integrated as part of local history in the independent learning curriculum.

Local history material written in textbooks or teacher handbooks issued by the Ministry of Education and Culture is a textbook used by history teachers in teaching history material in schools. Indonesian national history textbooks issued by the Ministry of Education and Culture tend to focus primarily on national narratives, making it necessary to supplement them with findings from recent local history research in order to present more comprehensive and contextual historical content.

A teacher must be creative and able to develop material that is not yet in textbooks by studying and utilizing the latest research results related to local history so that the material can be enriched in more depth. Such as material on the involvement and role of student soldiers in the Five-Day Battle in Palembang. Local history is still under-represented in school instruction; therefore, it is essential for teachers to introduce and integrate surrounding historical narratives into their teaching by connecting national content with local context. Because this independent curriculum requires teachers to be more creative and innovative in conveying and providing material to students.

The local history of the Student Army's involvement is part of Indonesian history, which should be included in history textbooks or in the curriculum taught in schools. This underscores the importance of the teacher's role in enriching local history content and actively seeking out relevant materials, as the success of the curriculum is closely tied to the performance and initiative of educators (Marlina, 2023). If a teacher succeeds in implementing methods according to the applicable curriculum and the students understand it, then the curriculum is said to be successful.

Discussion

This research on the history of the Five-Day Battle in Palembang in 1947 is not the only study conducted on the topic; previous research has also addressed similar themes. Research conducted by Meidonia with the title "Palembang People's War: Analysis of the Comic History of the Five Days and Five Nights Battle" and also research written by Sukardi with the title "History of the Five Days and Five Nights Battle in Defending Indonesian Independence in 1945." Previous articles that are relevant to this article certainly have similarities in the theme of assessment, but in terms of objectives, they have differences. In Meidonia's article, he examines the Palembang people's war, which was written in a comic, and analyzes this historical event from the perspective of content analysis in the comic. Likewise, Sukardi's writing attempts to explain the history of the five-day and five-night battle in the context of knowing the people's efforts to defend Indonesian independence in 1945 in Palembang.

In this discussion, it can be explained that as the results of the research obtained show that the history of the five days and five nights of battle that occurred in Palembang on January 1-5, 1947, was a form of resistance by the people of Palembang not only in maintaining Indonesian independence but also in the emergence of a sense of unity and oneness for the people of Palembang against the Dutch, who wanted to return to control Palembang. So with the strength of uniting community groups from various elements with the Indonesian republican army in Palembang to fight the Dutch, who would regain control of Palembang. One of the important elements in this event that took part in the five-day battle in Palembang was the student army group in Palembang. The student army group is not referred to as the Republic of Indonesia Army Group (TRI) but is a group of soldiers who are still in school or are educated and who, during their studies at school at that time, were also trained in semi-military and other warfare skills. Therefore, this group of student soldiers was directly involved in helping indirectly or acted in the back row, such as serving as letter or message senders, PMI or health officers, and other officers, including helping in public kitchens. The involvement of student soldiers in the five-day battle in Palembang greatly helped the soldiers who were advancing at the rear so that their role was very important in the struggle for independence of the people of Palembang.

The student soldiers involved in the war consisted of men and women from students studying in Palembang. These student army figures include Emil Salim, Cek Molek or Siti Khodizah, and Cek Gur or Raden Ayu Masturi, all of whom played a role in their involvement

during the five-day battle in Palembang in 1947. The involvement of these student army figures was significant in Indonesian history. Palembang thus contains historical values such as heroic values and values of struggle and courage played by student army figures at that time. This shows that the struggle of the soldiers and the local community to maintain the independence of Palembang as part of the Indonesian republic continued despite being full of risks—material loss, loss of life, and other sacrifices, in helping defend the city of Palembang with full determination.

The heroic values and struggle of a student soldier figure are very important for the public, especially the younger generation, such as students at school, to know by studying and studying local history in Palembang. The history of student soldiers' involvement in the five-day battle in Palembang certainly contains historical values such as heroic values, struggle, nationalism, and other values, which can be used as an interesting and creative, renewable source of local history learning at school for teachers and students at school (Maslova et al., 2020; Saefudin et al., 2023). So far, local history material has not been taught enough in history subjects by teachers in schools because one of the history textbooks, which is the teacher's handbook for teaching Indonesian history, therefore, local history has not yet been included as supplementary material in the history textbook. Likewise, teachers' ability to understand local history is still low, so that local history material, such as the involvement of student soldiers in the five-day battle in Palembang, has not been conveyed well to students.

After carrying out curriculum analysis on history textbooks, local history material, and also analysis in the application of local history learning in schools, local history material such as the involvement of student soldiers in the five-day battle in Palembang can be used as a source of history learning in the form of teaching material about struggle figures in Indonesian independence history, which is taught in Grade XII of senior high school. By using this local material as an enrichment in history learning resources, teachers and students will also develop more creative and innovative history learning in accordance with developments in the current curriculum era, which emphasizes learning based on creative and innovative, communicative, collaborative, and critical thinking.

CONCLUSION

The history of the five-day battle in Palembang occurred on January 1-5, 1947, as a result of the Dutch army's attempt to retake control of Palembang, South Sumatra, by force, which led to strong rejection and resistance from both the army and the people of Palembang. The five-day battle in Palembang was a heroic and intense struggle, especially for the local fighters, including student soldiers who were still in school, such as Emil Salim, Cek Molek, and Cek Gur, who joined forces with other community fighter groups.

The involvement of student soldiers in the five-day battle in Palembang in 1947 holds significant historical value that can be taught and introduced to students in schools. Local history learning in schools, as seen from the curriculum, is very relevant, especially regarding historical material on national heroes and independence fighters, as outlined in the history textbooks used by teachers. The history of student soldiers' involvement in the five-day battle in Palembang can serve as an engaging and meaningful source for history learning, encouraging creativity and critical thinking related to Palembang's local history. Incorporating local history material will enhance the importance and appeal of historical content in classroom learning.

REFERENCES

- Abubakar, A., Krisdiana, R., Sukarya, U., Santun, DIM, Adiyanto, J., Maliati, R., Wibawa, MA, & Akbar, A. (2020). *Oedjan Mas at Bumi Sriwijaya*. <https://repository.unsri.ac.id/110125/1/4> Dedi Irwanto Oedjan Mas's book on Bumi Sriwijaya History_KPwBI_Palembang.pdf
- Astuti, F., Idris, M., & Sholeh, K. (2021). Students' interest in Palembang history and culture at SMA Negeri 15 Palembang. *Kalpataru: Journal of History and History Learning*, 7(1), 77–82. <https://doi.org/10.31851/kalpataru.v7i1.6311>
- Bans-Akutey, A., & Tiimub, B. M. (2021). Triangulation in research. *Academia Letters*, October.

- <https://doi.org/10.20935/al3392>
- Braun, V., Clarke, V., Boulton, E., Davey, L., & McEvoy, C. (2021). The online survey as a qualitative research tool. *International Journal of Social Research Methodology*, 24(6), 641–654. <https://doi.org/10.1080/13645579.2020.1805550>
- Drooglever, P. J., Schouten, M. J. B., & Lohanda, M. (1999). *Guide to the archives on relations between the Netherlands and Indonesia, 1945-1963*. <https://resources.huygens.knaw.nl/indonesischebetrekkingen1945-969/Nederlands-indonesischeBetrekkingen1950-1963/Nederlands-indonesischeBetrekkingen1945-1950/en/Archiefgids/archiefgids.pdf>
- Hestiliani, T., & Miftahuddin. (2020). *The nationalism of giyugun officers in South Sumatra*. 398 (ICoSSCE 2019), 44–48. <https://doi.org/10.2991/assehr.k.200130.010>
- Kahn, K., & Winters, N. (2021). Constructionism and AI: A history and possible futures. *British Journal of Educational Technology*, 52(3), 1130–1142. <https://doi.org/10.1111/bjet.13088>
- Krismawati, NU, Warty, W., & Suryani, N. (2018). Need for local history teaching materials in high schools. In *Scholar: Journal of Education and Society* (Vol. 16, Issue 2, p. 355). Scholar. <https://doi.org/10.21154/cendekia.v16i2.1331>
- Kusnoto, Y., & Minandar, F. (2017). Local history learning: understanding content for students. In *SOCIAL HORIZON: Journal of Social Education*, 4(1), pp. 125–137. <https://journal.ikipgripta.ac.id/index.php/social/article/view/428/410>
- Marshanda, W. (2023). Tan Malaka: the murba party and the Indonesian independence revolution 1945-1949. *TRACE: Journal of History & History Education*, 3(1), pp. 79–87. <https://doi.org/10.22437/jejak.v3i1.24653>
- Maslova, I., Burdina, G., & Krapotkina, I. (2020). The use of electronic educational resources and innovative educational technologies in university education. *International Journal of Emerging Technologies in Learning*, 15(16), pp. 68–79. <https://doi.org/10.3991/ijet.v15i16.14909>
- Meidonia, A., & Rochmiatun, E. (2023). Palembang people's war: historical analysis in comics 5 days 5 nights. *Journal of Islamic History and Civilization*, 3(3), https://scholar.google.com/scholar?hl=id&as_sdt=0%2C5&q=Perang+People+Palembang%3A+Analysis+History+in+Comics+5+Day+5+Night&btnG=
- Nopansyah, P., Alian, & Farida. (2018). The role of giyugun officers in defending Indonesian independence in Palembang during the physical revolution (1945-1949). *Criksetra*, 7(2), pp. 60–74
- Permana, RY (2020). A strategy to defend the independence of the Republic of Indonesia in 1948-1949. *Santhet: (Journal of History, Education and Humanities)*, 4(1), pp. 72. <https://doi.org/10.36526/js.v3i2>. Abstract
- Raviko, K. (2020). *View of reconstructing the history of the south sumatra commandery SUB*. 20 (1). View of Reconstructing the History of the South Sumatra Commandery SUB
- Rose, J., & Johnson, C. W. (2020). Contextualizing reliability and validity in qualitative research: toward more rigorous and trustworthy qualitative social science in leisure research. *Journal of Leisure Research*, 51(4), pp. 432–451. <https://doi.org/10.1080/00222216.2020.1722042>
- Sabrina, A., Agustono, B., & Nuhung. (2023). Karo during the revolution, 1945-1949. *Paramita*, 33(2), pp. 223–233. <https://doi.org/10.15294/paramita.v33i2.39531>
- Saefudin, A., Wasino, Susanto, & Musadad, A. A. (2023). “The Netherlands in Indonesia, 1945-49”: An analysis of argument narrative structure in Indonesian history textbook. *Theory and Practice in Language Studies*, 13(7), pp. 1721–1729. <https://doi.org/10.17507/tpls.1307.15>
- Schoch, K. (2020). 6: Three case studies. <https://doi.org/10.1484/m.lmms-eb.4.000093>
- Sholeh, K. (2023). Values in Indonesian history textbook. *International Journal of Multicultural and Multireligious Understanding*, 10(10), pp. 15–24. <https://ijmmu.com/index.php/ijmmu/article/view/5078>
- Sholeh, K., Srinindiati, D., Suriadi, A., Ahyani, N., Suryani, I., Zamhari, A., Chairunisa, ED, & Idris, M. (2019). Values of historical sites in South Sumatra as strengthening character at PGRI Lahat vocational school. *Journal of PkM Community Service*, 2(03), pp. 235. <https://doi.org/10.30998/jurnalpkm.v2i03.3552>

- Sukardi, Gunahardi, D. (2024). The battle of five days and five nights in Palembang in defending Indonesia's independence in 1945. *KnE Social Sciences*, pp. 270–279. <https://doi.org/10.18502/kss.v9i2.14855>
- Sukardi, Hieronymus Purwanta, Kabib Sholeh, NS (2023). Historical values and local materials during the old order and new order periods in Indonesian history textbooks (Analysis and criticism of Indonesian history textbooks class XII senior high school). *Santhet: (Journal of History, Education and Humanities)*, 7(1), p. 72. <https://doi.org/10.36526/js.v3i2.e-ISSN>
- Suradi, A. (2022). The social, political, and cultural perspective of Islamic education in Palembang Malay: A continuous evaluation from the Dutch colonial period to today. *Journal of Ethnic and Cultural Studies*, 9(3), pp. 56–71. <https://doi.org/10.29333/ejecs/1200>
- Susanti, H. (2022). *Trade in Palembang city and socio-political dynamics 1945-1950*. <https://etd.repository.ugm.ac.id/penelitian/detail/214141>
- Susanto, H. (2020). *Historical pedagogy, nationalism, and national character*. [https://doi.org/DOI 10.17605/OSF.IO/CZ7JW](https://doi.org/DOI%2010.17605/OSF.IO/CZ7JW)
- Susetyo, B., & Ravico, R. (2021). The role of Colonel Maludin Simbolon as commander of the South Sumatra sub territory (subkoss) in Lubuklinggau in 1947-1948. *Tamaddun Journal: Journal of Islamic History and Culture*, 9(1). <https://doi.org/10.24235/tamaddun.v9i1.8115>
- Yin, R. (1981). *The case study crisis: Some answers*. *Administrative Science Quarterly* (26 Mar ed.).
- Zara, MY (2021). Indonesian mockery of the Dutch during the Indonesian struggle to maintain independence (1945-1948). *Bijdragen En Mededelingen Betreffende de Geschiedenis Der Nederlanden*, 136(3), pp. 31–60. <https://doi.org/10.51769/bmgn-lchr.6885>