Knowledge preservation of General Sudirman’s struggle in Pacitan: An opportunity to protect historical value to achieve Sustainable Development Goals

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Abstract

Despite its value, historical knowledge is very vulnerable to loss in the era of globalization. The historical knowledge of General Sudirman's struggle in Indonesia is a knowledge asset that is valuable for society. General Sudirman lived in Pacitan for about 99 days, and information on his stay is valuable for Pacitan’s society and important to be preserved. This article describes the knowledge preservation of General Sudirman’s struggle in Pacitan, including its implications for society today. Knowledge of General Sudirman’s struggle in Pacitan is preserved in various physical and non-physical forms. The preservation of knowledge leads to understanding several perspectives. This means that the preservation of knowledge has impacts or implications in various areas, such as in human life and resources, organization learning, archiving, and social and economic sectors. Furthermore, knowledge preservation has implications for achieving sustainable development goals.

Keywords—knowledge preservation; historical knowledge; General Sudirman

1. Introduction

Knowledge preservation is a part of knowledge management (KM). It is a crucial aspect of managing and processing knowledge (Maina, 2012). This is important because preservation has a role in protecting and maintaining the value of knowledge. Knowledge preservation activity guides actions to prevent and remove damage to collections of information (Kosilov, 2010).

The value contained in knowledge is a foundation in this preservation. It is related to the definition of knowledge itself in that knowledge is the result of a mixture of elements of experience, value, information, and expertise that one creates. Knowledge becomes a framework for evaluating and reuniting new experiences and information (Davenport and Prusak, 1998). Further, it is a very important asset in people’s lives because it provides guidance in every activity. Knowledge is a collection of truths of belief that can improve an entity’s capacity (Desouza, 1979).

History is part of knowledge that has important value in human life as it provides a reflective value for considering the past and predicting the future. According to Nevins (1938), a Western historian, as cited by Goodson (2012), “Although when we use the word history we instinctively think of the past, this is an error, because history is actually a bridge connecting the past with the present, and pointing the road to the future” (Nevins in Goodson, 2012, p. 39). In the context of knowledge of history, preservation is an important action to keep the value of knowledge so that the knowledge can be used for present and the future necessities.

General Sudirman is an Indonesian patriot who showed a powerful mind and spirit in Indonesia’s struggle for independence. His track record indicates that he understood the importance of preserving knowledge of history. This is a knowledge heritage asset in Pacitan. The knowledge contains a valuable meaning for society as it inspires spirit and confidence in carrying out daily activities.
Knowledge preservation is basically identified as an attempt to save knowledge value, including in this knowledge preservation of General Sudirman’s struggle in Pacitan. However, knowledge preservation has implications for other areas. This article discusses the knowledge preservation of General Sudirman’s struggle in Pacitan, including its implications.

2. Literature Review

The word preservation is based on “preserve,” which means to keep safe from injury or damage (Merriam-Webster Dictionary). In this case, preservation means that the maintenance is intact and protected from damage. The preservation of knowledge is an effort to maintain knowledge so that the value contained therein remains intact.

Based on the International Atomic Energy Agency (IAEA), knowledge preservation is a process of organizing knowledge systems and organizational capabilities that present and store perceptions, actions, and experiences from time to time that can be reused for the future. Knowledge preservation includes all measures to preserve, understand, store, and protect tacit and explicit knowledge to maintain accessibility and readability in order to keep knowledge value (IAEA, 2006).

Understanding the importance of preservation includes identifying core process functions or competencies and recognizing risks and challenges when dealing with such processes and competencies. Risks may occur in the form of loss of tacit knowledge, loss of documents, loss of data, and loss of documents in electronic form (IAEA, 2011). Meanwhile, knowledge preservation has a basis of processes and stages. These three processes are also the basis of KM. The three foundations are selection, storage, and actualization (Romhardt, 1997).

Selection is concerned with identifying knowledge that has value for the future. Selection aims to assess whether knowledge can feasibly be preserved or not. In the context of storage, knowledge containing important values is stored in appropriate storage, such as in the form of a collection of books, digital media or data, videos, or important documents. In addition, storage can be realized in the form of embedding in the activity or action. At the actualization stage, the stored knowledge can be applied or utilized to meet necessities.

In addition, based on IAEA (2011), the following basic processes are the focus of KM activities and must be considered from a KP perspective:

- Identification
- Capture
- Generation or creation
- Processing and transformation
- Storage and retention
- Search and retrieval
- Representation
- Transfer and exchange
- Maintenance and updating.

Identification is an attempt to distinguish what to choose, process, preserve, and maintain. It also considers how changes will be identified. Capture is a process of constructing data, information, and knowledge in a knowledge base. Capture may also need to include the preservation of historical documents. Generation or creation is the process of gaining new knowledge through a process of analysis, interpretation, or incremental learning, or be based on an entirely new idea or innovations. Processing and transformation are the effort to transform data, information, or knowledge into a form that adds value or utility.

Storage and retention refer to data and information or knowledge being stored in a knowledge base in any form. Search and retrieval are the process that facilitates access to location, data, information, or knowledge within the knowledge base. Representation is a process to use data, information, or knowledge to improve understanding. Transfer and exchange are activity to share and exchange data, information, or knowledge to realize the knowledge usefulness. Maintenance and updating is a process to keep knowledge available and maintained to be used in the present and future.
Nonaka and Toyama (2003) demonstrate that the process of knowledge creation is a specific part of the dimensions of space and time, and it is interrelated with other aspects. In most organizations, there are different processes of knowledge preservation. The measure of preservation of knowledge is usually also related to whether a project has a formal preservation strategy or not and whether there is a certain restriction or not. It identifies that the preservation of knowledge has multiple perspectives.

The perspective of knowledge preservation is a form of the representation of benefits or purposes in knowledge preservation. Perspectives in the context of knowledge preservation include the archival perspective, production process perspective data, business process re-engineering (BPR), and the transaction theory perspective, human resource and organizational learning, project-based perspective, and design basis information maintenance perspective (IAEA, 2011).

3. Methods

This study uses qualitative research, in which data collection can be done through three basic types: observation, interview, and documentation study (Creswell, 1994). This is used to collect data in the context of historical knowledge preservation of General Sudirman’s struggle in Pacitan. Observations were made of objects and activities related to the history of General Sudirman’s struggle in Pacitan. In documentation and interviews, this study focuses on information or explanation about the history of General Sudirman in Pacitan as well as Pacitan society’s view regarding the facts of history.

4. Results

Pacitan is one of the regencies in Indonesia located in a karst area. It is dominated by mountains and highlands. The geographical conditions were part of General Sudirman’s strategy in designing guerilla warfare tactics.

The presence of General Sudirman in Pacitan created a record of history that it is useful for society because it allows for reflection on activity. The preservation of knowledge related to maintaining knowledge value has become a necessity so that the knowledge can benefit people today and in the future. The best practice of knowledge preservation can be seen by the three basic aspects of knowledge preservation processes, namely, selection, storage, and actualization (Romhardt, 1997).

Selection. Selection, in the context of knowledge preservation, refers to the process of identifying or selecting data and information that is relevant to be preserved. Not all data is valuable enough that it needs to be preserved. Probst said that “organizations should identify core areas of their organizational knowledge base and establish a pragmatic selection stage for knowledge to be saved. The guiding rule should be to preserve only information that will be usable for a third party in the future” (Probst, 1998, p. 27). This means that preservation activities directed only to the knowledge that has important value to use in society’s daily activity and in the future.

In this case, the objects of preservation consist of data and information about General Sudirman’s struggle in Pacitan. This can be traced by relics that still exist today. In addition, other information that becomes an object of preservation concerns General Sudirman’s activities in Pacitan, such as meetings with prominent people or those in the surrounding area.

General Sudirman was known as a strong and intelligent patriot figure. Despite having only one working lung, he conquered opponents through guerrilla warfare. Historical traces of General Sudirman in Pacitan bring a special impression to Pacitan’s society. General Sudirman’s struggle was very close to the life of Pacitan’s society, and it has also become familiar history in Pacitan. Therefore, this knowledge is relevant to be selected as an object of preservation.

Storage. Storage means saving knowledge value in various forms, such as making notes, records, or databases, or storing in other forms that represent knowledge value. In this case, storage is reflected in various forms such as relics, monuments, events, artwork, and galleries, as well as events or traditional art. These are representations of the historical knowledge of General Sudirman in Pacitan. The value of the history is embedded in various forms.
General Sudirman’s monument is located in sub-district Nawangan, the plateau area of Pacitan (Fig. 1). The monument has become a main symbol depicting the history of General Sudirman in Pacitan. It is also a unique tourist site in Pacitan that attracts local and international visitors.

To arrive at the top of the monument building, visitors must pass three parts of the steps. The number of stairs in each part is 45, 8, and 17, respectively, and this number sequence represents Indonesia’s Independence Day, August 17, 1945.

The Relief of General Sudirman is a building that holds information about the general’s struggle during his life (Fig. 2). The relief is created from bronze and consists of 38 panels measuring 2 × 5 meters. Information in the relief tells about General Sudirman’s childhood until the end of his life. His study and struggle as a member of Pembela Tanah Air (PETA/homeland’s army) is also told in the relief.

The monument, called “Tumpak Rinjing,” is located in the Pringkuku sub-district of Pacitan (Fig. 3). It was built to commemorate the guerrilla warfare led by General Sudirman in collaboration with Brigadier Ignatius Slamet Riyadi in Tumpak Rinjing. The warfare took place on June 7, 1948 (pacitanku.com). In addition, the monument has become a symbol of General Sudirman’s guerrilla route in Pacitan.
General Sudirman’s house served as a shelter and guerrilla headquarters when Commander General Sudirman was in Pacitan (Fig. 4). The building consists of wood as its frame and the ground as its floor. The house has two rooms, the front and the back. The front room is rectangular with a size of 11.5 × 7.25 square meters, while the back room measures 10.2 × 7.3 square meters. General Sudirman occupied the house for 107 days, from April 1, 1949 to July 7, 1949, and the house was also his guerrilla headquarters, where he devised a strategy to attack and defend from the enemy. The house has a kitchen and room to store supplies and weapons. In addition, Sudirman used the house to socialize with people in the surrounding area and to receive guests such as government officials from Yogyakarta (pacitanku.com).

Besides building, historical symbols of General Sudirman in Pacitan are embodied in the form of activities or events, namely, Palagan Tumpak Rinjing, Napak Tilas, Fragment Kolosan, and traditional music. Palagan Tumpak Rinjing is an event that is held every two years (the odd years). It commemorates the war between Indonesian patriots and invaders that started on July 7, 1949, in which five members of patriots and three civilians died. Palagan Tumpak Rinjing takes place at night and finishes early in the morning with a parade on a route on the plateau that is approximately 32 kilometers long.

Another event similar to Palagan Tumpak Rinjing, namely, Napak Tilas Gerilya Jendral Sudirman (Fig. 5), is held to commemorate General Sudirman’s struggle. The concept of this event is similar to Palagan Tumpak Rinjing, but the route is longer at 97 kilometers. The parade follows one of General Sudirman’s guerrilla routes.

The storage in this historical knowledge preservation context also takes the form of traditional songs that describe the journey of General Sudirman as a patriot defending Indonesia. The type of music used is traditional Javanese music. Preservation allows data and information to be stored in various forms of storage. However, in this case, information stored in reliable forms such as books, records, or videos has not been found.

Actualization. In the context of actualization, the preservation of knowledge does not conclude with storage but in making such knowledge available in acceptable quality for decision making. Knowledge preservation is a continual and systematic process (Romhardt, 1997). This represents that the knowledge preservation of General Sudirman’s struggle in Pacitan has an impact on the lives of people in Pacitan.

This historical knowledge has an important value, especially for people in Pacitan. Mitha (19 years old), an original Pacitan youth, conveyed information about the actualization of knowledge value of General Sudirman’s struggle in Pacitan:

“Manfaatnya kita tu bisa merasakan gitu lo, nilai kepahlawanan, soalnya pacitan juga kan daerah pesisir kidul yang menjadi tonggak sejarah, nah dari itu kita juga memiliki sejarah kalau kita pernah disinggahi oleh Jendral Sudirman. Kalau jaman dulu tu kan mereka berkorban atau alat perjuangannya..."
According to Mitha, the knowledge of General Sudirman’s struggle in Pacitan influences Pacitan’s society, especially the youth. The youth have an impetus to keep their spirit and to strive to serve their nation as they are the human resources of the next generation. In addition, according to Umam, Pacitan’s people who attended Palagan Tumpak Rinjing revealed that Palagan Tumpak Rinjing was made to commemorate the struggle of patriots in liberating Indonesia from colonialism. This is a valuable history to keep in mind.

The perspective of knowledge preservation is interpreted as an attempt to recognize the essence of knowledge in various aspects of life. The knowledge preservation of General Sudirman’s struggle in Pacitan has given rise to several perspectives such as the archival perspective, human resource and organizational learning perspective, BPR, production process data perspective, design basis information maintenance perspective, and social and economic perspective.

Archival perspective. This perspective is based on the essence of knowledge preservation as a medium to produce archives, both tangible and intangible. An archive is evidence of an event or activity recorded in a tangible form that allows retrieval (Lundgren and Lundgren, 1989). Archives need to be stored in facilities such as libraries or museums.

The knowledge preservation of General Sudirman’s struggle in Pacitan prompted the creation of an archive of knowledge of history in Pacitan. This can be seen from the evidence of the relics stored at General Sudirman’s house in Pacitan.

In this case, the storage of knowledge takes various forms such as monuments, reliefs, events, traditional songs, documents, and articles online. This indicates that the knowledge preservation of General Sudirman’s struggle led to the creation of archives that serve as a valuable asset of knowledge. There are no reliable documents preserved in archives in libraries or relevant agencies. It is important to create historical knowledge archives that will be of use to society.

Production process data perspective. This perspective is based on the data history of operational preservation such as data collection, monitoring process system, health monitoring system, and so on. Activities in knowledge preservation are a gradual series and tiered processes. The data can be used as information and knowledge assets for the sustainability of knowledge preservation processes in the future. All processes and activities in the knowledge preservation of General Sudirman’s struggle in Pacitan can be used as data or records for further preservation.

BPR. This perspective links knowledge preservation and technology-based knowledge. This means that the historical knowledge preservation involves the technology to create a convenience of knowledge utilization. Technology thus becomes an important vehicle for knowledge preservation.

In this case, an online-based information system was used to store the knowledge of General Sudirman’s struggle in Pacitan. Information about the history of General Sudirman in Pacitan can be found in various online media, but it has not yet been optimized. The information is still limited to brief fragments. Historical records of General Sudirman in Pacitan should be compiled more fully. In addition, historical records can be maintained in the domain of local governments or legal organizations in order to provide credible information.

Human resources and the organizational learning perspective. This perspective links the preservation of knowledge with the knowledge benefit to people’s live. Knowledge is the state of a person’s mind (Becerra-Fernandez, 2010), and it contributes to improving competence. In this case, the preservation of knowledge provides a learning value to improve people’s self-competence. In addition, the preservation of knowledge becomes the basis for realizing the sustainability of knowledge for the future.

Symbols of history like monuments, reliefs, relics, and Sudirman’s house contain historical knowledge and thus indirectly serve as knowledge sources for society. Other forms such as Palagan Tumpak Rinjing and Napak Tilas Gerilya Sudirman also contain the value of Sudirman’s struggle that can be directly perceived by the people. The historical knowledge received will be a valuable asset in people’s lives. The history is a reference for Pacitan’s people. Especially for Pacitan’s youth, the history of General Sudirman’s struggle provides an exemplary value for devoting themselves to the nation. It is a representation of knowledge preservation that has implications for human resources.

Social and economic perspective. This perspective links the preservation of knowledge with social and economic aspects. Objects or activities that represent the storing of historical knowledge, such as monuments, reliefs, galleries, Palagan Tumpak Rinjing, and Napak Tilas, become main attractions for people to see. This indicates that historical knowledge preservation contributes to creating objects of tourism. Thus, it indirectly has implications for local revenue and the surrounding community. Meanwhile, from the social viewpoint, the activities of Palagan Tumpak Rinjing and Napak Tilas create mutual cooperation and awareness in the society’s environment.
The program of sustainable development, called Sustainable Development Goals (SDGs), is a global agenda that has a major mission to save and keep world peace. This program is based on humanity, welfare, and environmental safety. Development programs in this context include social, economic, and environmental aspects. This agenda also aims to maintain the community welfare, sustainability of social life, quality of the environment, and inclusive development and implementation of governance that can maintain the quality of life from one generation to the next.

What is the relationship between knowledge preservation and SDGs? Based on the essence of knowledge preservation as described in the perspective of knowledge preservation, knowledge preservation indirectly strives to achieve the goal of sustainable development. Preservation is essentially maintaining the value of historical knowledge that is very useful for people’s lives. That is a perspective of knowledge preservation in the context of human resources, in which the people act in peace, justice, and cooperation. This then leads to the implementation of the SDG program in social (peace, justice, and institutional strength) and economic sectors.

In addition, the preservation of this knowledge plays a role in improving the economy. For instance, the preservation of knowledge has led to tourism objects such as monuments and events created to commemorate General Sudirman’s struggle. These tourism products are sources of income as people to sell souvenirs, food, and services. In addition, local communities or governments earn revenue through taxes or ticketing fees.

Various perspectives of knowledge preservation as described in advance indirectly contribute to development. The knowledge preservation of General Sudirman’s struggle in Pacitan is significant for the interest of life in the present and future. This confirms that knowledge preservation can be one of the supporting aspects of the implementation of SDGs in Indonesia. Figure 6 shows the model of knowledge preservation implication in this knowledge preservation case:

![Diagram](image)

Figure 6. Implication model of knowledge preservation of General Sudirman’s struggle in Pacitan.

5. Conclusions

Knowledge preservation is an attempt to protect, store, and maintain knowledge so that the knowledge has value that can be used to meet life necessities. Historical knowledge acts as a bridge connecting the past to the present and directing us to the future. Therefore, it must be preserved to optimize its role.

The historical knowledge of General Sudirman’s struggle in Pacitan is part of larger important historical knowledge that needs to be preserved. Historical knowledge preservation consists of three stages: selection, storage, and actualization. The historical knowledge preservation of General Sudirman’s struggle in Pacitan is represented in buildings, such as monument, relics, reliefs, and Sudirman’s residence; activities, such as Palagan Tumpak Rinjing and Napak Tilas; and traditional songs, namely, “Gendhing Palagan Tumpak Rinjing.” Historical knowledge preservation in this case is still rarely represented in reliable documents that are official sources. In the actualization context, historical knowledge preservation was actualized in Pacitan’s society. Pacitan’s people use this knowledge as reflective on their action. Sudirman’s attitude has become part of the spirit of daily life in Pacitan’s society.

The knowledge preservation of General Sudirman’s struggle in Pacitan has yielded various perspectives, including the archival perspective, production process perspective, BPR, human resource and organizational learning perspective, and social and economic perspective. This suggests that the historical knowledge preservation not only implies saving knowledge value but also social, economic, human, and environmental considerations. Knowledge preservation of history can be one attempt to support SDGs in Indonesia, primarily in social and economic areas.

Knowledge preservation of General Sudirman’s struggle in Pacitan is basically an attempt to maintain the historical knowledge value. To optimize the attempt, some recommendations are given:
1. Historical knowledge preservation of General Sudirman’s struggle in Pacitan should be recorded in a reliable official document. Copies of this document should be stored in the local library as a local knowledge source.

2. In the digital storage context, the historical knowledge should be loaded on a reliable website such as an official government site.

3. The government or regional parliament needs to draft a rule of preservation of historical assets that it also can be used as a legal formal in historical knowledge preservation.

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References