

## Silabus

### **POLITIK, SEJARAH DAN MASYARAKAT INDONESIA INDONESIAN POLITICS, HISTORY AND SOCIETY**

Kode MK : S-DK 1203

MATA KULIAH : Indonesian, Politics, History and Society  
KODE MATA KULIAH : PCR 1203  
BEBAN SKS : 2 SKS  
TUJUAN KURIKULER : Agar mahasiswa mampu Menganalisis dinamika dan sejarah perjuangan Indonesia untuk memberikan siswa pemahaman yang mendalam tentang Nasionalisme; Menganalisis dimensi integritas masyarakat dalam membangun Bangsa Negara; Menganalisa latar belakang sejarah, politik dan sosial untuk membangun dan mengembangkan Indonesia untuk memberikan pemahaman siswa identitas nasional.

TIM DOSEN : Prof. Dr. Salim Said  
Prof. Dr. Susanto Zuhdi  
Dr. Ryas Rasyid  
Dr. La Ode

SESSION	TOPIC	LECTURER
Day 1	Course Introduction	Prof Dr. Salim Said
Day 2	History of Social Conflict : Pre Independence Era	Prof. Dr. Susanto Zuhdi, M.Hum
Day 3	History of Social Conflict : 1945 -1949	Prof. Dr. Susanto Zuhdi, M.Hum
Day 4	History of Social Conflict : 1949 -1959	Prof. Dr. Susanto Zuhdi, M.Hum
Day 5	The Formation of Indonesia	Prof Dr. Salim Said
Day 6	Revolution Period of Indonesia	Prof Dr. Salim Said
Day 7	Parliamentary Democracy	Prof Dr. Salim Said
Day 8	<b>Mid Exam</b>	
Day 9	Guided Democracy	Prof Dr. Salim Said
Day10	New Order/Military and Politics	Prof Dr. Salim Said
Day 11	After New Order (Reformasi)	Prof Dr. Salim Said

Day 12	Local Government and Authonomy	Dr. La Ode MD
Day 13	SARA and National Integration	Dr. La Ode MD
Day 14	Conflict and National Integration	Prof. Dr. Susanto Zuhdi, M.Hum
Day 15	Indonesian Politics and its Challenges	Prof Dr. Salim Said
Day 16	<b>FINAL EXAM</b>	

### COURSE INTRODUCTION

The IPH course develops an understanding of Indonesian Politics, History and Society. From the perspective of history, It explores the history of social conflict on pre Indonesian Independence and the early stage of Indonesia Independence which colored the dynamics of Indonesian Struggle. As from the perspective of politics, the course covers the dynamics of Indonesian politics starting from the period of Indonesian Revolution, Parliamentary Democracy, Guided Democracy, the new order era and also develops an understanding Indonesian at the era of reformation. The students will also be introduced with sub topic of local government and its autonomy, SARA and National Integration particularly from the perspective of conflict resolution and finally concluded with the description and understanding the challenges of Indonesia ahead.

Students who complete this course will be able to demonstrate the ability to:

- Analyse the dynamics and history of Indonesian struggle to give the student a deep understanding of Nationalism.
- Analyse the dimension of society integrity in establishing Nation State.
- Analyse the the historical, political and social background of establishing and developing Indonesia to give the student understanding of national identity.

### COURSE READINGS

Students will be assigned readings from selected books and an anthology pointed by Lecturers, those books are:

Barbara Sillar Harvey, *Permesta, Pemberontakan Setengah Hati*\_ (Jakarta: Pustaka Grafiti),

Benedict Anderson, *Imagined Communities*.

Deliar Noer, *Mohammad Hatta, Biografi Politik*.

Daniel S. Lev, *The Transition to Guided Democracy*. (Ithaca, New York: Southeast Asian Studies, MIP, Cornell University ,1966).

David Reeve, *Golkar of Indonesia. An Alternative to the Party System*.

George McTurnan Kahin, *Nationalism And Revolution in Indonesia*, (New York, Ithaca Cornell University Press, 1962)

George McT. Kahin, ( Ithaca, New York, Cornell University)

Herbert Feith, *The Decline of Constitutional Democracy in Indonesia*, (Ithaca, New York: Cornell University Press 1962)

Presiden Soekarno, *Indonesia Pilih Demokrasimu yang Sedjati*, (Djakarta: Kementerian Penerangan, 1956).

Ruth McVey, *Building Behemoth, Construction of the Nation-State*, dalam Daniel S. Lev and Ruth McVey (Eds), *Making Indonesia, Essays on Modern Indonesia in Honor of George McT. Kahin*, ( Ithaca, New York, Cornell University)

R. William Liddle, *Politics and Culture in Indonesia*, in *Leadership and Culture in Indonesian Politics*.

R.Z. Leirissa, PRRI, *Permesta: Strategi Membangun Indonesia Tanpa Komunis*.

Salim Said, *"Tentara Nasional Indonesia Dalam Politik: Dulu, Sekarang dan Masa Datang,"* dan Salim Said, *Keterlibatan Politik Militer Selama Perang Kemerdekaan dan Dampaknya Terhadap Politik Indonesia Kontemporer*, dalam Salim Said, *Militer Indonesia dan Politik: Dulu, Kini dan Kelak*, (Jakarta,: Pustaka Sinar Harapan , 2000).

### COURSE REQUIREMENTS

The required readings listed for each topic should be read before the seminar meets. The school/faculty has selected the readings for their relevance, quality of ideas, readability, and timeliness. Generally, these readings are listed in an order reflecting the logical development of the topic and can be most profitably read in that order.

The specific graded elements of the course are:

- **Mid-term test.** The mid-term test can be in the form of short paper (3-5 pages) or group presentation, or inclass or take home examination. The mid-term examination will contribute 30% of total grade of this course.
- **An essay work or paper.** Students should select their topics and turn in a ten to twelve pages of essay, **The paper is due by November 2012.** The body of the paper should be 10 pages, one and half-spaced, 12-point font, with no less than one-inch margins. It is expected that all papers will be properly referenced with footnotes, paginated and have a bibliography. Please refer to the IDU Citation Style Guide for the correct format. The paper will contribute 30 % of total grade of this course.
- **Final Exam/Writing Exam.** Students will take a writing examination upon completing the module. The writing exam will contribute 30 % of total grade of this course.

- **Class Participation.** Lecturers will assess the contribution of each student during seminar/class activity. Student who is actively contributing to the class with new and fresh idea will earn maximum score. On the contrary, student who is pasive in the class or distract the class will not earn maximum score. The class participation will contribute 10 % of total grade of this course.

**The final grade for the course will be computed with the following weights:**

- **Mid-test** : 30%
- **Final Test:** : 30%
- **Paper and Writing Exam** : 30%
- **Participation** : 10%

Grades are assessed using the following IDU grading scale: **(proposed grading scale)**

<b>Letter Grade</b>	<b>Grade Points</b>	<b>Numerical Scale</b>	<b>Criteria</b>
A	4.0	85-100	Firm command of knowledge domain; High level of analytical development
A-	3.75	80-84.99	
B+	3.50	75-79.99	Command of knowledge beyond minimum; Advanced analytical development
B	3.0	70-74.99	
B-	2.75	65-69.99	
C+	2.50	60-64.99	Command of only basic concepts of knowledge; Demonstrated basic analytical ability
C	2.0	55-59.99	
C-	1.75	50-54.99	
D+	1,50	45-49.99	Lack of basic concept of knowledge; it does not merit for graduate level
D	1,00	40-44.99	
E	0	<40	Fail

The following serve as guidelines in the assessment of students in the course.

### **Papers**

There are six cornerstones of a superior paper:

- It establishes the relevant question clearly;
- It answers the question in a highly analytical manner;
- It proposes a well-defined thesis (claimed, statement) stated early on;
- It presents evidence to support that thesis;

- It addresses, explicitly or implicitly, opposing arguments or weaknesses in the thesis and supporting evidence (this constitutes a counterargument); and,
- It accomplishes the above in a clear and well-organized fashion.

Standards for assessing student papers are as follows:

- A : Work of superior quality; contains original thought
- A- : Work of high quality that demonstrates original thought
- B+ : A sound effort which meets all six cornerstones above
- B : A solid essay which is, on the whole, a successful consideration of the topic.
- B- : An essay that addresses the question and has a clearly-stated thesis, but which fails fully to support the thesis and either does not address counterarguments thoroughly, has serious structural flaws, or does not fully develop conclusions.
- C+ : Sufficiently analytical to distinguish it from a C, but lacks sufficient support, structure, analysis, or clarity.
- C : Expresses a reasonable argument but makes inadequate use of evidence, has little coherent structure, is critically unclear, or lacks the quality of insight deemed sufficient adequately to explore the issue at hand.
- C- : Attempts to address the question but does not come to a responsible, defensible conclusion worthy of serious attention or is below average in one or more of the six cornerstones listed above to require significant remedial effort.
- D : The submission does not merit graduate credit. Students may be asked to resubmit the essay.

### **Presentations:**

Powerpoint briefings are to be provided to the lecturer electronically prior to the presentation. A printed copy is to be handed to the lecturer prior to commencing the oral presentation. It will be employed for the grading process.

Assessment of student presentations will employ the following criteria:

- Content: Does the briefing inform on the topic in an appropriate manner? Does it have a proper balance of detail?
- Delivery: Is delivery of the presentation smooth with few pauses? Does the briefer express a sense of confidence in the subject matter?
- Presence: Does the briefer interact with the audience and make eye contact?
- Use of Notes: Does the briefer employ notes with subtlety? Is the briefer able to present with minimal or no use of notes?
- Slides or Other Presentation Materials: Does the briefer use slides or other materials to support the presentation? If the briefer employs slides, are they visually interesting, informative and readable? How well does the briefer transition between slides?

- Timing: Does the briefer stay within the state time parameters?
- Questions: How well is the briefer able to respond to questions on the material covered in the brief? Has the briefer anticipated likely questions and counterarguments?
- Adaptability: Does the briefer exhibit grace under pressure—the ability to respond and forge ahead in the face of technical problems or to summarize and skip slides when time constraints arrive?

**Standards for assessing student presentations are as follows:**

- A : Work of superior quality that shows a high degree of original thought; presentation and supporting graphics set forth points in a well-organized, comprehensive yet sustainable manner.
- A : Above the average expected of graduate work; contains original thought. An insightful presentation but one which has gaps that leave it short of an “A”.
- B+ : A sound effort which meets all criteria above; a well-executed presentation which includes complete analysis of the question.
- B : Average graduate performance. A solid presentation which is, on the whole, a successful consideration of the topic.
- B : A presentation that addresses the assigned topic and has a clearly-stated point or narrative but which fails fully to support these and either does not address counterarguments thoroughly, has serious structural flaws, or does not fully develop conclusions.
- C+ : Sufficiently analytical to distinguish it from a C, but lacks sufficient support, structure, analysis, or clarity. A presentation which is confusing and lacking adequate empirical support cannot receive a grade higher than this.
- C : Expresses a responsible opinion but makes inadequate use of evidence, has little coherent structure, is critically unclear, or lacks the quality of insight deemed sufficient adequately to explore the issue at hand.
- C- : Attempts to address the assigned topic and approaches a responsible opinion but does not come to a responsible, defensible conclusion worthy of serious attention or is sufficiently below average in one or more of the standards listed above to require significant remedial effort.
- D : The presentation is unrepresentative of the qualities expected of graduate-level work or fails to address the assigned topic. Resubmission is at the instructor’s discretion.

**Class Participation:**

The following standards are employed to assess student grades for seminar participation:

- A : Strikes the good balance between “listening” and “contributing.” Demonstrates superior preparation for each session as reflected in the quality of contributions to group discussion. Frequently demonstrates insightful and original thought. Respects the opinions of others but challenges when appropriate.

- A- : Above the average expected of a graduate student. Well prepared for classroom discussion at each seminar session. Respects the views of colleagues and, by quality of contributions, commands their respect in return.
- B+ : A solid contributor to seminar sessions. Joins in most discussions. Contributions to group understanding of the topic and discussions reflect understanding of the material. Respectful of the views of others.
- B : Contributions to discussions reflect average preparation for class. Supports group efforts. Occasionally interrupts others.
- B- : Contributes. Often speaks out without having thought the issue through. Sometimes fails to show regard for a colleague's opinions or proper consideration or courtesy toward others in the seminar group.
- C+ : Generally prepared. Sometimes contributes voluntarily; more frequently needs to be encouraged to enter into discussions. Routinely allows others to take the lead in group discussions.
- C : Preparation is adequate, but frequently fails to respect the views of others, is sometimes belligerent in discourse with colleagues and/or instructor. Rarely steps forward to assume a fair share in group discussions. Usually content to let others form the class discussions and develop required seminar positions.
- C- : Minimal contribution to group discussions suggesting lack of preparation for classroom sessions, as well as little or no interest in contributing to group endeavors. Sometimes displays a negative attitude.
- D : Class preparation and contributions do not merit graduate credit. Student will be referred to the faculty, faculty advisor or Dean of Students for counseling.

### **IDU NON ATTRIBUTION POLICY**

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Presentations by guest speakers, seminar leaders, and panelists, including public officials and scholars, constitute an important part of University curricula. So that these guests, as well as faculty and other University officials, may speak candidly, the University offers its assurance that their presentations at the School, or before other IDU-sponsored audiences, will be held in strict confidence. This assurance derives from a policy of non attribution that is morally binding on all who attend: without the express permission of the

speaker, nothing he or she says will be attributed to that speaker directly or indirectly in the presence of anyone who was not authorized to attend the lecture.

## **Topic 1 : Course Introduction**

This introduction is to give the broad description on Indonesian History, Politics and Society.

### **Required Readings**

George McTurnan Kahin, *Nationalism And Revolution in Indonesia*, (New York, Ithaca Cornell University Press, 1962)

R. William Liddle, *Politics and Culture in Indonesia, in Leadership and Culture in Indonesian Politics*.

Benedict Anderson, *Imagined Communities*.

Ruth McVey, *Building Behemoth, Construction of the Nation-State*, dalam Daniel S. Lev and Ruth McVey (Eds), *Making Indonesia, Essays on Modern Indonesia in Honor of George McT. Kahin*, ( Ithaca, New York, Cornell University)

Deliar Noer, Mohammad Hatta, Biografi Politik.

Herbert Feith, *The Decline of Constitutional Democracy in Indonesia*, (Ithaca, New York: Cornell University Press 1962)

Salim Said, *Tentara Nasional Indonesia Dalam Politik: Dulu, Sekarang dan Masa Datang*, dan Salim Said, *Keterlibatan Politik Militer Selama Perang Kemerdekaan dan Dampaknya Terhadap Politik Indonesia Kontemporer*, dalam Salim Said, *Militer Indonesia dan Politik: Dulu, Kini dan Kelak*, (Jakarta,: Pustaka Sinar Harapan, 2000).

Daniel S. Lev, *The Transition to Guided Democracy*. (Ithaca, New York: Southeast Asian Studies, MIP, Cornell University , 1966)

David Reeve, *Golkar of Indonesia. An Alternative to the Party System*.

Presiden Soekarno, *Indonesia Pilih Demokrasimu yang Sedjati*, (Djakarta: Kementerian Penerangan, 1956).

### **Issues for Consideration**

- The broader knowledge of Indonesian History?
- The broader knowledge of Indonesian Politic?
- The broader knowledge of Indonesian Society?
- .....

**Methods :** Lecture and discussion



## **Topic 2 : History of Social Conflict : Pre Independence Era**

This course will explore the history of social conflict before the independence of Indonesia and the social conflicts during that period.

### **Required Readings**

- .....
- .....

### **Issues for Consideration**

- Explain the social conflict at pre independence era
- .....
- .....

**Methods :** Lecture, presentation and discussion

## **Topic 3 : History of Social Conflict : 1945 -1949**

This course will explore the history of Conflict at the period of 1945 -1949

### **Required Readings**

- .....
- .....

### **Issues for Consideration**

- .....
- .....

**Methods :** Lecture, presentation and discussion

## **Topic 4 : History of Social Conflict : 1949 -1959**

This course will explore the history of Conflict at the period of **1949 -1959**

### **Required Readings**

- .....
- .....

### **Issues for Consideration**

- .....
- .....

**Methods :** Lecture, presentation and discussion

## **Topic 5 : The Formation of Indonesia (Prof Salim Said)**

This particular topic is to explore the background and the establishment of the idea of Indonesia as Imagined Community. Moreover, through this course, the students will be able to explore further the concept of Indonesia as a new nation as well as a created nation.

### **Required Readings**

Benedict Anderson, *Imagined Communities*, Ch I,II, III.

George Mc Turnan Kahin, *Nationalism and Revolution in Indonesia*, ( New York, Ithaca Cornell University Press, 1962), Chapter I, II, III.

R.william Liddle, *Politics and Culture in Indonesia, II in Leadership and Culture in Indonesian Politics*, page 63 - 106.

Ruth Mc Vey, *Building Behemoth, Construction of the Nation State*, in Daniel S Lev and Ruth Mc Vey (Eds), *Making Indonesia, Essays on Modern Indonesia in Honor of George Mc T Kahin*, (Ithaca, New York, Cornell University)

Taufik Abdullah, *Indonesia Toward Democracy*, (Singapore ISEAS, 2009) Chapter I

### **Issues for Consideration:**

- Indonesia is a new Nation.
- Indonesia is a Created Nation.

**Methods :** Lecture and presentation

## **Topic 6 : Revolution Period of Indonesia**

To well understand the Revolution Period, the students should know the period of Japanese occupation. The most important issue to be elaborated is the implementation of the mobilization politics which had significant impact to physical revolution afterwards. How the influence of Japanese occupation and how the response of the proclamation.

### **Required Readings**

George Mc Turnan Kahin, *Nationalism and Revolution in Indonesia*, ( New York, Ithaca Cornell University Press, 1962), Chapter IV,V,VI,VII,VII,IX,X,XI,and XIII.

Deliar Noer, Mohammad Hatta, *Biografi Politik*, Ch. 5.

Herbert Feith, *The Decline of Constitutional Democracy in Indonesia*, Ch I (Ithaca, New York, Cornell University Press, 1962)

Salim Said, *Tentara Nasional Indonesia dalam Politik: Dulu, Sekarang dan Masa Datang*, dan Salim Said, *Keterlibatan Politik militer selama Perang Kemerdekaan dan Dampaknya terhadap Politik Indonesia Kontemporer*, in Salim Said, *Militer Indonesia dan Politik : Dulu, Kini dan Kelak*. (Jakarta Pustaka Sinar Harapan, 2000) hal.1 -54.

## Issues for Consideration

- The role of national leaders
- The role of local leaders

**Methods :** Lecture, discussion

## Topic 7 : Parliamentary Democracy

This topic will elaborate the role of political parties struggling to find the right form of Indonesia. There were 3 main political powers playing significant role: political parties, military under Soedirman and President Soekarno and how these three powers play role in Indonesian politics.

### Required Readings

George Mc Turnan Kahin, "Nationalism and Revolution in Indonesia," ( New York, Ithaca Cornell University Press, 1962), Chapter IV,V,VI,VII,VII,IX,X,XI.

Deliar Noer, Mohammad Hatta, Biografi Politi, Ch. 8.

Daniel S. Lev, The Transition to Guided Democracy. (Ithaca,New York: Southeast Asian Studies, MIP, Cornell University ,1966

David Reeve, Golkar of Indonesia.An Alternative to the Party System.

Presiden Soekarno, Indonesia Pilih Demokrasimu yang Sedjati, (Djakarta: Kementerian Penerangan,1956).

Barbara Sillar Harvey, Permesta, Pemberontakan Setengah Hati ( Jakarta Pustaka Grafiti)

RZ Leirissa, PRRI, Permesta: Strategi Membangun Indonesia tanpa Komunis.

## Issues for Consideration

- Mistrust among segments in society played important roles in the debacle of the political system.

**Methods :** Lecture, presentation and discussion

## Topic 8 : Mid Exam

### Topic 9: Guided Democracy

This course will examine the balance of power implemented by President Soekarno which put PKI as a balancing power to military. However, the tension was growing and ended up with Gestapu PKI.

### Required Readings

AH Nasution, *Memenuhi Panggilan Tugas* jilid 5.

Herbert Feith, *The Decline of Constitutional Democracy* dalam Ruth T Mc Vey (ed), Indonesia, (New Haven: Human Relation Area Files, 1963) hal 309 – 409

Herbert Feith, *President Soekarno, the Army and the Communis: The Triangle Changes Shape*, dalam journal Asian Survey, 8 August 1964, pages 969-980.

Rosihan Anwar, *Sebelum Prahara: Pergolakan Politik Indoensia 1961-1965* (Jakarta:Penerbit Sinar Harapan, 1981)

Rex Mortimer, *Indonesian Communism Under Soekarno*.

### **Issues for Consideration**

- The failure of Nasakom.

**Methods :** Lecture, presentation and discussion

### **Topic 10 : New Order/Military and Politics**

This course will explore the role of military, the development of its role and prospect. The course also will examine the New Order, its concept, why and what's wrong with this era.

### **Required Readings**

R.William Liddle, *Suharto's Indonesia: Personal Reule and Political Institution*, dalam R William Liddle, *Leadership and Culture in Indonesian Politics*.

R William Liddle, *Modernizing Indonesian Politics*, dalam William Liddle (ed) *Polical Participation in Modern Indoensia*, (New Haven Conneticut, South Asian Studies, Yale University, 197.)

Heru Cahyono, *Pangkopkamtib Jenderal Soemitro dan Peristiwa January 1974*. (Jakarta : Sinar Harapan, 198.)

Herbert Feith, *Suharto's Search for Political Format*, dalam majalah INDONESIA (terbitan Cornell University), 6, (Oktober) 1968, halaman 88-105.

Harry Tjan Silalahi, *Konsensus Politik Nasional Orde Baru*. Jakarta Center For Strategic and International Studies, 19..)

Soeharto, *Pikiran. Ucapan dan Tindakan Saya*

Leo Suryadinata, *Golkar & vHdi Tentang Budaya Politik* (Jakarta: LP3ES, 19 ..)

Jamie Mackie dan Andrew MacIntyre, *Politics*, dalam HI Hill (ed), *Indonesia's New Orde. The Dynamic of Socio-economic Transformation*.

U.Edward Espinal, *Opposing Suharto*, (Stanford,California, Standford , California).

### **Issues for Consideration**

- The role of the military in developing Indonesia.
- The demise of "Dwi Fungsi"

**Methods :** Lecture, presentation and discussion

## **Topic 11 : After New Order (Reformasi)**

This course will explore where Indonesia is heading after the end of Orde Baru. How do the civilians exercise their role in governing the country.

### **Required Readings**

Donald K. Emmerson (ed) *Indonesia Beyond Soeharto*.

Geoff Forrester (ed) *Post-Soeharto Indonesia :Renewal or Chaos. Indonesia Assesment 1988*, (Singapore-Leiden: ISEAS-K3TLV, 1999).

Marcus Mietzner, *Military Politics, Islam and the state in Indonesia*, (Singapore, 2009).

Edward Espinaldan Marcus Meitzner (eds) *Problem of Democratisation in Indonesia*, (Singapore, ISES, 2010)

Gerry van Klinkendan Joshua Barker, *State of Authority : The State in Society in Indonesia*, (Ithaca, New York: Cornell Univ SEA Program,2009

### **Issues for consideration**

- Euphoria in search of a suitable system to manage the country

**Methods :** Lecture, presentation and discussion

## **Topic 12 : Authonomy and National Integration**

### **Required Readings**

- .....
- .....

### **Issues for consideration**

- .....
- .....

**Methods :** Lecture, presentation and discussion

## **Topic 13 : Film and Presentation**

### **Required Readings**

- .....
- .....

### **Issues for consideration**

- .....
- .....

**Methods:** Discussions with Resource Person

## **Topic 14 : Conflict and National Integration**

### **Required Readings**

- .....
- .....

### **Issues for consideration**

- .....
- .....

**Methods :** Lecture, presentation and discussion

## **Topic 15 : Indonesian Politics and its Challenges**

It will explore the challenges ahead and how Indonesian politics respond to those challenges.

### **Required Readings**

- .....
- .....

### **Issues for consideration**

- How to find a system to run the country
- .....

**Methods :** Lecture, presentation and discussion

## **Topic 16 : Final Exam**

**FAKULTAS STRATEGI PERTAHANAN  
PROGRAM STUDI DAMAI DAN RESOLUSI KONFLIK**



**Silabus**

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*INDONESIAN POLITICS, HISTORY AND SOCIETY***

Kode MK : S-DK 1203

JAKARTA, 2014