



INTEGRATION OF LOCAL VALUES IN HISTORY LEARNING AT SMA NEGERI 5 MEDAN

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Abstract

This research is titled "Integration of Local Values in History Learning at SMA Negeri 5 Medan" and aims to identify how local cultural values are integrated into history learning and understand the challenges and impacts on students. The research method used is qualitative with a descriptive approach. Data was collected through in-depth interviews, observations, documentation studies, and focus group discussions (FGDs) with teachers, students, principals, and community leaders. The results of the study show that teachers have made efforts to integrate local values through methods such as folklore and local history case studies. However, the challenges faced include limited teaching materials, lack of teacher training, and a dense curriculum load. Although students show high interest and feel more engaged when local values are incorporated into learning, this integration has not been fully optimal and consistent. This research emphasizes the importance of developing a more contextual curriculum, more in-depth teacher training, and collaboration with local communities. The integration of local values is expected to strengthen students' cultural identities and preserve local cultural heritage, with a significant impact on their character formation and historical understanding.

Key words: *Local Value; History Learning; SMA 5 Negeri Medan*

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INTRODUCTION

History learning in high school (SMA) has an important role in shaping students' character and understanding of national identity (Sirnayatin 2017). History is not only about memorizing past facts, but also about a deep understanding of the values, culture, and identity that shape the identity of a society (Rulianto 2018). At SMA Negeri 5 Medan, efforts to enrich history learning by integrating local values are a strategic step to strengthen students' ties with their regional cultural heritage.

The integration of local values in history learning has great potential to increase students' awareness of the richness of local culture as well as strengthen local identity which can enrich national identity (Zaini and Munira 2021). In Medan, which is one of the big cities with high cultural diversity, the recognition and understanding of local values is becoming increasingly crucial. SMA Negeri 5 Medan, as one of the educational institutions located in the heart of this city, has a responsibility to ensure that the students not only understand the national history, but also appreciate and understand the history and local values that exist around it.

This integration is relevant amid strong globalization currents, where the influence of foreign cultures often obscures local identities. By realizing the importance of preserving local values, schools can be a bulwark to keep the younger generation from losing their identity. In addition, this integration can also increase the relevance of history learning for students, making history lessons more interesting and contextual.

At SMA Negeri 5 Medan, this effort is not only seen as an obligation, but as a form of innovation in teaching methods. The integration of local values in history learning can be done in a variety of ways, from the use of local sources in teaching materials, the introduction of influential local figures, to the involvement of students in projects that delve deeper into their own local history and culture. This is expected to provide a more meaningful learning experience for students.

In addition, the integration of local values also plays a role in building social awareness and moral responsibility of students. By studying local history and culture, students are expected not only to become more sensitive to local issues, but also motivated to contribute to the preservation of

the local culture (Wibowo, Sariyatun, and Djono 2018). In the classroom, this can be translated into more lively discussions, where students can relate history lessons to the realities of their daily lives.

History learning integrated with local values can also strengthen the relationship between schools and local communities (Januardi, Superman, and Nur 2024). Collaboration with community leaders, local historians, and cultural actors can enrich the subject matter while strengthening the bond between the school and the community. In this context, SMA Negeri 5 Medan can be a learning center that not only teaches academic knowledge, but also instills moral and social values taken from local cultural heritage.

In addition, integrating local values into history learning also functions as an effort to preserve culture. In a situation where many local traditions and values are endangered due to the times, education can serve as an effective tool to preserve and revive these values. Through history education that is integrated with local values, students are invited to become guardians of their local cultural heritage.

The importance of integrating local values in history learning at SMA Negeri 5 Medan also lies in efforts to create a generation that is proud of its own identity. By understanding and appreciating local values, students will have a strong foundation to face the challenges of globalization without losing their identity (Darmawan 2024). It is also expected to encourage the creation of a sense of solidarity and togetherness among students from different cultural backgrounds.

In the implementation of the integration of local values, the role of teachers is very central (Sitinjak et al. 2024). Teachers not only play the role of presenters of materials, but also as facilitators who direct students to be more active in exploring and examining local values. Therefore, teachers need to be equipped with adequate knowledge of local history and culture, as well as effective teaching methods to integrate these values into learning.

This process is certainly not without challenges. One of the challenges that may be faced is the lack of adequate resources, both in terms of teaching materials and training for teachers. However, with strong commitment from the school and support from the local community, these challenges can be overcome. Collaboration between the school and various

related parties is very important to ensure that the integration of these local values can run well and provide maximum benefits for students.

In addition, evaluation and reflection on the learning process that has been carried out is also important. This evaluation includes not only the assessment of student learning outcomes, but also how the local values that have been integrated can actually be understood and applied by students in their daily lives. This reflection will help schools to continuously improve and develop more effective and relevant teaching methods.

In a broader context, the integration of local values in history learning is also in line with the goal of national education to form a generation with Indonesia character, national insight, and personality. By prioritizing local values, education is expected to play a role as a guardian and developer of national identity rooted in the richness of local culture. SMA Negeri 5 Medan, with all its potential, has an important role in realizing this goal.

In the end, efforts to integrate local values in history learning at SMA Negeri 5 Medan are expected to make a real contribution to the formation of students' character and identity. By understanding local history and values, students will not only become more academically intelligent, but also wiser in responding to the development of the times and stronger in maintaining their identity as part of the Indonesia nation.

Therefore, the integration of local values in history learning is not only a pedagogical innovation, but also an urgent need in the midst of ever-evolving social and cultural dynamics. SMA Negeri 5 Medan, as an educational institution that has a commitment to the formation of student character, can be an example for other schools in developing learning methods that are rooted in local values. Thus, future generations will grow up to be individuals who have a strong identity, are rooted in local culture, and are ready to face global challenges.

METHODOLOGY

Research methods are an important part of a research that serves as a guideline for the implementation of research, from data collection to analysis of research results (Dimiyati 2022). In the research entitled "Integration of Local Values in History

Learning at SMA Negeri 5 Medan," the research method used will be explained in detail as follows:

1. Research Approach

This study uses a qualitative approach with a descriptive method (Sugiyono 2016a). The qualitative approach was chosen because this research aims to explore and understand social and cultural phenomena related to the integration of local values in history learning (Ardyan et al. 2023). Descriptive research is used to provide a comprehensive overview of how local values are integrated in the history learning process at SMA Negeri 5 Medan.

2. Location and Subject of Research

The location of this research is SMA Negeri 5 Medan, which is located in Medan City, North Sumatra. The research subjects consist of several groups, namely:

- History Teacher: A teacher who teaches history subjects at SMA Negeri 5 Medan, as the main implementer in the process of integrating local values in learning.
- Students: Students in grades X, XI, and XII who take part in history learning at SMA Negeri 5 Medan, as recipients of learning that is integrated with local values.
- Principal and Vice Principal for Curriculum: As a party who has a role in planning and supervising the implementation of the curriculum, including the integration of local values in history learning.
- Local Community Leaders and Cultural Experts: As external resource persons who provide insights related to local values that are integrated in learning.

3. Data Collection Techniques

Data collection in this study was carried out through several techniques (Jogiyanto Hartono 2018) that is:

In-Depth Interview:

- Interviews were conducted with history teachers, school principals, vice principals for curriculum, and local community leaders or cultural figures.
- This interview aims to explore information about their understanding and experience in integrating local values in history learning, as well as the challenges faced in the process.

Observation:

- Observations are carried out in the classroom during the history learning

process.

- The researcher observed how local values were integrated in the subject matter, the teaching methods used, and students' responses to the integration.
- Observation is also carried out outside the classroom, for example when students are involved in extracurricular activities or projects related to local culture.

Documentation Studies:

- Documentation studies are carried out by collecting relevant documents, such as syllabus, learning implementation plans (RPP), textbooks, and other learning materials.
- These documents are analyzed to see the extent to which local values are accommodated in the planning and implementation of history learning.

Focus Group Discussion (FGD):

- The FGD is conducted by involving students to discuss their experiences in history learning integrated with local values.
- This FGD aims to gain a deeper understanding of students' perceptions and responses to the integration of local values in learning.

Data Analysis Techniques

Data obtained from interviews, observations, documentation studies (Jogiyanto Hartono 2018), and the FGD will be analyzed qualitatively using the following steps:

Data Reduction:

- Data obtained from various sources are collected, sorted, and summarized to find key themes relevant to the research.
- Irrelevant information will be eliminated to focus on data that is in line with the research objectives.

Data Presentation:

- The reduced data is then presented in the form of descriptive narratives, tables, or graphs that help in interpreting the findings of the research.
- The presentation of data is carried out systematically in accordance with the themes that have been identified.

Drawing Conclusions and Verification:

- Preliminary conclusions are drawn based on the data that has been presented. The researcher then conducted verification to ensure the validity and reliability of the findings.
- The final conclusion is drawn after going

through a process of reflection and testing of existing data, to answer the research question comprehensively.

Data Validity and Reliability

To ensure the validity and reliability of the data, this study uses several strategies, namely:

Triangulation of Data Sources:

- Use of various data sources (teachers, students, documents, and community leaders) to verify information and ensure consistency of findings.

Triangulation Method:

- Using various data collection methods (interviews, observations, documentation studies, and FGDs) to get a more complete and in-depth picture of the phenomenon being studied.

Member Checking:

- Once the data is analyzed, the provisional results will be reconfirmed to the research subjects (teachers and students) to ensure that the researcher's interpretation is in accordance with their experience and views.

Audit Trail:

- The researcher will keep detailed records of each stage of the research, including the decisions made during the data analysis process, to ensure that the research process can be followed and accounted for.

RESULT AND DISCUSSION

1. Integration of Local Values as an Effort to Preserve Culture

An interview with a history teacher at SMA Negeri 5 Medan revealed that teachers are actively trying to integrate local values in history learning. Teachers realize the importance of introducing local cultural values to students, especially in the midst of globalization that can threaten the sustainability of local culture. Some of the methods used by teachers to integrate local values include the use of folklore, local characterization, and local history case studies in learning materials. However, teachers also face challenges, especially in terms of limited teaching materials that contain local values and the lack of specialized training that equips teachers with more effective methods.

The principal and vice principal for curriculum expressed full support for the initiative to integrate local values in history learning. They see this as part of the school's efforts to preserve local culture and strengthen student identity. However, they also

acknowledged the challenges in terms of preparing a comprehensive curriculum, considering that the national curriculum is sometimes too dense and difficult to adapt to the local context. In addition, limited budgets and resources are also an obstacle in the development of programs that support the integration of local values.

Interviews with local community leaders and cultural experts provide additional perspectives on the importance of local values in education. They emphasized that values such as mutual cooperation, honesty, and togetherness that exist in local culture must be taught and used as a foundation in history learning. Community leaders also said that they are ready to work with schools in providing materials and activities that can help students understand and appreciate local values.

This study shows that history teachers at SMA Negeri 5 Medan have tried to integrate local values in history learning. This is in line with the theory of cultural transmission put forward by Emile Durkheim, who emphasized that one of the functions of education is to transmit cultural values to the younger generation. The integration of local values in education, especially history, is one way to ensure that the younger generation not only understands the nation's history in general, but also understands the local history and culture that is an integral part of their identity.

The findings of this study are also supported by previous research conducted by (Fahmi, Sundawa, and Ramdhani 2022), which suggests that the integration of local values in the school curriculum can help students develop a sense of pride in their own culture. Ahmad found that students who engaged in learning that prioritized local values showed a stronger emotional attachment to their community and culture. In the context of SMA Negeri 5 Medan, although this integration effort has been carried out, the challenges in providing teaching materials and teacher training show that there is still room for improvement so that this integration can be more optimal.

2. Challenges in Implementation: Curriculum and Resource Limitations

Observations made in the classroom show that history teachers at SMA Negeri 5 Medan have succeeded in integrating local

values in several aspects of learning. In some class sessions, it can be seen that teachers use local history stories as an introduction to the material. For example, when discussing the colonial period, teachers associate it with the resistance of local communities in North Sumatra. In addition, students also look enthusiastic when teachers use visual media such as pictures of local historical sites and local figures who are part of the history of Medan.

However, observations also show that not all learning sessions consistently integrate local values. Some of the material is still delivered in a more general way without relating it to the local context. This is due to the limited time and burden of the curriculum that must be completed.

While there is an awareness of the importance of integrating local values, the study found that history teachers face a variety of challenges, including time constraints and a heavy curriculum load. This indicates that while the national curriculum provides room for local adjustments, in reality, the burden of material that must be delivered often prevents teachers from conducting in-depth exploration of local values.

This can be attributed to the hidden curriculum theory put forward by Philip W. Jackson. According to this theory, in addition to the explicit taught material, there are other aspects of education that indirectly affect student learning, including an emphasis on national curriculum materials that are more global than local. In this context, a curriculum that is too dense can act as an obstacle that limits teachers from exploring and integrating local values more deeply.

Research by (Astuti 2023) It also found that the lack of relevant resources and teaching materials is a major challenge in the implementation of the integration of local values in schools. Haryati suggested the importance of developing local teaching materials that are contextual and can support the learning process. This is in line with the findings of research at SMA Negeri 5 Medan, where the development of teaching materials rich in local content is one of the main needs that has not been fully met.

3. The Role of Teachers in the Integration of Local Values

Documentation studies on syllabus,

lesson plans, and teaching materials show that there are efforts to include local values in history learning planning. In several documents, it can be seen that there is a list of learning objectives related to the understanding of local cultural values. For example, in the lesson plan for grade XI, there is an objective that requires students to understand the role of local figures in the history of Indonesia's independence struggle.

However, this documentation also points out that not all documents have a strong emphasis on the integration of local values. In some syllabus, the material on local values is only mentioned at a glance without a detailed explanation of how the material will be taught. This shows the need for further development in learning planning so that the integration of local values can be carried out more systematically and deeply.

The role of teachers in the integration of local values is very crucial, and this can be seen from the research findings that show that history teachers at SMA Negeri 5 Medan have tried to use various methods, such as folklore and local history case studies, in learning. This corresponds to Paulo Freire's view of the pedagogy of the oppressed, in which the teacher acts as a facilitator who not only imparts knowledge, but also helps students relate that knowledge to the context of their own lives.

However, the lack of specialized training for teachers in developing and implementing learning methods that focus on local values is a significant obstacle. This is reinforced by research conducted by (Sugiyono 2016b) Sugiyonsug, who found that teachers who received specialized training in integrating local values tended to be more successful in implementing learning that was contextual and relevant to the student's environment. Without adequate training, teachers' efforts may not reach their maximum potential.

4. Student Response to the Integration of Local Values

Focus group discussions involving students showed that most students felt happy and more interested when the history material they studied was directly related to local culture and history. They feel that learning becomes more relevant and meaningful because they can relate it to their daily lives.

Students also stated that through this learning, they became more appreciative of the local culture and felt more proud to be part of the Medan community.

However, there are also students who feel that the integration of local values is not strong enough and consistent in learning. They want more activities and projects that allow them to explore local culture first-hand, such as visits to local historical sites or research projects on local traditions. Students also suggested that there be more teaching materials based on local sources that can be easily accessed.

The results of the focus group discussions (FGDs) showed that students felt more engaged and interested when local values were integrated into history learning. This is in line with the theory of constructivism put forward by Jean Piaget, where learning becomes more effective when students can relate new knowledge to experiences and contexts they are already familiar with. The integration of local values provides a familiar context for students, making it easier for them to understand and internalize the material being taught.

Research by (Kamaruddin et al. 2024) Support these findings by stating that learning based on local contexts not only increases students' interest, but also helps them develop critical and reflective thinking skills. Widyastuti noted that students involved in local values-based projects demonstrated a deeper understanding of the material, as well as better abilities in connecting historical knowledge to contemporary issues.

However, the findings also show that although students are interested, they feel that the integration of local values in history learning is still limited and inconsistent. This shows the need for a more systematic and sustainable approach in integrating local values, so that it can have a greater impact on the learning process.

5. Implications for Curriculum Development and Learning

Based on the results of interviews, observations, documentation studies, and FGDs, it can be concluded that the integration of local values in history learning at SMA Negeri 5 Medan has begun to be carried out, but there is still room for improvement. In general, teachers and schools have realized the

importance of this integration, but its implementation has not been fully optimal. Some of the main challenges found include limited resources, lack of training for teachers, and a fairly dense curriculum load.

These findings show that a more planned and comprehensive strategy is needed to integrate local values in history learning. This includes the development of richer teaching materials with local content, training for teachers to develop more contextual teaching methods, and increased collaboration between schools and local communities to provide resources and activities that support learning.

The findings of this study indicate that there is an urgent need to review the curriculum and learning approach at SMA Negeri 5 Medan, so that the integration of local values can be carried out more effectively. This implication can be seen in the context of the contextual learning theory put forward by John Dewey, which states that learning must occur in a context relevant to students' lives in order to have a significant impact.

Dewey emphasized the importance of hands-on experience and relevance in learning, which in this context can translate into increased contextual learning activities such as field trips and community-based projects. Thus, history learning is not only the teaching of academic material, but also a means to develop students' emotional and social attachment to their local culture and history.

CONCLUSION

The conclusion of the study entitled "Integration of Local Values in History Learning at SMA Negeri 5 Medan" shows that efforts to include local cultural values in history learning have begun to be carried out by teachers at the school. Teachers have used a variety of methods, such as folklore and local history case studies, to introduce local values to students. However, challenges such as limited teaching materials, lack of teacher training, and a dense curriculum burden are still obstacles in the implementation of this integration. These findings underscore the importance of developing a more contextual curriculum, more focused teacher training, and collaboration with local communities to increase the effectiveness of integrating local values in history learning. With improvements

in these areas, the integration of local values is expected to have a more significant impact in strengthening students' cultural identities and preserving local cultural heritage.

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