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### IMPLEMENTATION OF LOCAL HISTORY-BASED LEARNING METHODS IN INCREASING STUDENTS' HISTORICAL AWARENESS IN HISTORY SUBJECTS: QUALITATIVE STUDIES IN CLASS XI-1 SMA NEGERI 11 MEDAN

Aditya Darma<sup>1</sup>, Surya Aymanada Nababan<sup>2</sup>, Muhammad Ricky Hardiansyah<sup>3</sup>,  
Nur'aini<sup>4</sup>

Program Studi Pendidikan Sejarah, Fakultas Keguruan dan Ilmu Pendidikan,  
Universitas Islam Sumatera Utara, Medan, Indonesia<sup>1234</sup>

[aditya.darma@fkip.uisu.ac.id](mailto:aditya.darma@fkip.uisu.ac.id)<sup>1</sup>, [surya-aymanda@fkip.uisu.ac.id](mailto:surya-aymanda@fkip.uisu.ac.id)<sup>2</sup>, [mhd-ricky@fkip.uisu.ac.id](mailto:mhd-ricky@fkip.uisu.ac.id)<sup>3</sup>, [nuraini@fkip.uisu.ac.id](mailto:nuraini@fkip.uisu.ac.id)<sup>4</sup>

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#### ABSTRACT

This study aims to examine the implementation of local history-based learning methods in increasing students' historical awareness in history subjects in Class XI-1 Social Studies SMA Negeri 11 Medan. The research uses a qualitative approach with a case study type. Data collection was carried out through participant observation, in-depth interviews, and documentation studies. The results of the study show that the implementation of local history-based learning methods is carried out through structured planning, implementation, and evaluation stages by integrating the Medan Area Battle as the main topic of local history. This method has a positive impact on students' historical awareness which is reflected in increasing understanding of local historical events, the ability to connect the past with the present, and internalizing the values of struggle such as nationalism and patriotism. Supporting factors for implementation include teacher commitment, student enthusiasm, and the rich history of the city of Medan, while the inhibiting factors are limited learning resources, time allocation, and facilities and infrastructure. This study concludes that local history-based learning is effective as a strategic alternative to increase students' historical awareness while strengthening their cultural identity (Asril, Ahmal, Nurdiansyah, & Pernantah, 2025; Nababan, 2025). The research recommends the development of more adequate local history learning resources as well as training for teachers in implementing a locality-based approach.

**Keywords:** *Local History-Based Learning, Historical Awareness, History*

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\*Corresponding author:  
[aditya.darma@fkip.uisu.ac.id](mailto:aditya.darma@fkip.uisu.ac.id)

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## INTRODUCTION

History education has a fundamental role in shaping students' historical awareness. As emphasized by the Ministry of National Education, history learning is a subject that instills knowledge and values about the process of change and development of society from the past to the present (Yuhardi, 2024). However, the reality on the ground shows that history learning in schools still faces serious challenges. History education in Indonesia, especially in the regions, is often less interesting and relevant for students, which has an impact on their low interest and awareness of history (Rahayu & Musadad, 2025). History learning so far tends to focus on memorizing historical facts that are far from the reality of students' lives themselves, so that the learning process loses its meaning and proximity to students' daily experiences (Yuhardi, 2024).

One of the main root problems in history learning is the dominance of macro national historical narratives, while local history is often marginalized. (Pernantah, 2025) reveals that local history is often marginalized in the grand narrative of national history, resulting in a low representation of regional cultural identity in the collective memory of the community. This condition in turn contributes to a low level of students' historical awareness rooted in local experience and wisdom (Pernantah, 2025). Similar research has also shown that local history has a crucial role in shaping national identity and enriching the understanding of cultural diversity in Indonesia, but is often marginalized in the national historical narrative, resulting in low public appreciation of their regional historical heritage (Setiawan & Kurniasih, 2025).

The lack of integration of local history into the national curriculum has resulted in students' limited understanding of their regional cultural identity (Nababan et al., 2025). Research conducted in various regions shows that students' lack of knowledge about local history and lack of history learning resources have an impact on students' low

historical awareness. At SMAN 1 Lareh Sago Halaban, for example, it was found that students had minimal knowledge about the events of the proclamation of Indonesian independence in Sumatra as part of their local history (Pratama & Yefterson, 2025). The wider survey also revealed that 59% of schools do not have local history textbooks and 54% lack textbooks for a specific historical period (Hakiki & Aisiah, 2025). This condition reflects the weak awareness of local history among students.

In the midst of these challenges, local history-based learning emerged as a strategic alternative to bring students closer to historical material. Locally-based history learning can increase interest in learning because students feel history is close to them and local stories are easier to understand. Locality-based contextual learning allows students to learn from events in the surrounding environment, so that history is not only understood as a national event, but also as part of their daily lives (Far-Far, 2020). This approach is in line with the demands of the Independent Curriculum which emphasizes the importance of linking learning with the local context of students (Nurhidayah, 2024).

Theoretically, integrating local history in learning has a strong foundation. Asril et al. (2025) show that the integration of local history can transform the role of students from passive recipients to active meaningmakers, strengthen historical awareness, and create space for critical reflection on the dominant historical narrative. The study concludes that critical pedagogy-based history learning can be an effective strategy to address the marginalization of local history while strengthening students' cultural identity (Pernantah, 2025). Meanwhile, the mini-historiographic approach introduced by (Abidin, 2025) encourages students to not simply memorize events, but actively construct historical narratives based on data, sources, and interpretations. Through the practice of mini-historiography, students are invited to trace traces of local history, conduct field observations, interviews, and document analysis, which are then constructed in the

form of historical writings or presentations. This approach not only improves critical thinking skills, historical literacy, and empathy, but also provides space for students to play the role of knowledge producers, not just consumers.

Historical awareness itself is the ability to reflect and project on past experiences and understandings to be used as a basis for living the present, as well as a guide towards the future (Syahputra et al., 2020). According to Hans-Georg Gadamer in Simms, historical consciousness is a person's ability to understand the meaning of history for the present and the future (Simms, 2015). Wineburg in Yuhardi explained that history learning teaches about continuity and continuous changes in the past that shape the present (Yuhardi, 2024). Thus, historical awareness is not just knowledge of the facts of the past, but the ability to connect the past with the present and the future, and to use historical experience as a guide in action. In this context, local history has a strategic position because it is the closest entrance for students to understand the historical process in its entirety. As affirmed by (Akhmadiyanto, 2024), connecting national and global history will be difficult to do if it does not depart from local history.

Learning history will be meaningful if students are invited to learn history that is close to their environment (Akhmadiyanto, 2024). The presence of local history in the learning process is not to dichotomy with Indonesian history, but has the purpose of melting the ice in the learning space and enriching historical objects that will be used in learning practices (Syukur & Umasih, 2020). Local history is indispensable in the process of transferring cultural values as part of the plan to grow the character of students and open the horizon of thinking that what is experienced today is an inseparable part of the historical process of the past that exists around the participants' environment.

Research on the implementation of local history-based learning methods in

various regions has shown positive results. The use of monuments of struggle in learning history, for example, has been proven to increase students' understanding of the local historical context by 72%, increase interest in learning by 81%, and strengthen students' sense of nationalism (Yasa & Pardi, 2025). Monuments prove to be an authentic learning resource that allows students to experience contextual, reflective, and patriotic value-filled learning. Similarly, the use of cultural heritage sites such as Rumah Tjilik Riwut in Palangkaraya has proven effective in fostering the spirit of nationalism, responsibility, social compliance, and pluralism among high school students (Rosmiyati, 2025). Other research suggests that visits to cultural heritage sites can be a critical pedagogical intervention to textbook-dominated historical instruction.

The city of Medan, as one of the largest cities in Indonesia with an abundant wealth of history and culture, has great potential as a source of learning local history. The Medan Area incident which began with the allied landing in Medan on October 9, 1945 until the battle that lasted until April 1946 is one example of local historical events that are full of struggle value (. In addition, the city of Medan also has various historical relics from the royal and colonial periods, to the struggle for independence that can be used as a source of contextual learning for students. However, research on the use of the historical heritage of the city of Medan in history learning at SMA Negeri 11 Medan shows that more systematic efforts are still needed to integrate the richness of local history into the learning process (Humairah et al., 2023). Research on history learning based on local wisdom at SMA Negeri 11 Medan also revealed that the implementation of this approach has an important role in shaping students' cultural identities (Nababan et al., 2025).

Based on the description above, this study aims to examine in depth the implementation of local history-based learning methods in increasing students' historical awareness in history subjects in Class XI-1 SMA

Negeri 11 Medan. By using a qualitative approach, this research is expected to provide a comprehensive understanding of how local history-based learning methods are implemented, what are the challenges faced, and the extent to which these methods contribute to increasing students' historical awareness. This research is also expected to contribute to the development of the theory and practice of history learning, especially in the context of integrating local history into the curriculum at the high school level.

## **METHODOLOGY**

### **1. Approaches and Types of Research**

This study uses a qualitative approach. Qualitative research departs from the philosophy of constructivism, which assumes that reality is plural, interactive, and an exchange of social experiences (*Shared Social Experience*) interpreted by individuals (Sukmadinata, 2012). This shows that reality is a social construct in which each individual or group gives meaning to a particular event, person, process, or object, then makes that construction to understand it and reconstruct it according to their point of view, perception, and belief system. As stated by (Sugiyono, 2017), qualitative research methods function more to understand the process and meaning of an event, ensure the truth of information, construct phenomena from scattered information, and explore to find hypotheses. The qualitative approach was chosen because this research focuses on a history learning process through the implementation of local history-based methods, which requires a deep understanding of the meaning, experience, and perception of the actors in it.

The type of research used is a case study (*Case Study*). (Creswell & Poth, 2016) explained that the case study is one of the qualitative approach strategies that has complete and clear procedures. The selection of the case study design was based on the consideration that this study aims to examine in depth and comprehensively the implementation of local history-based

learning methods in one limited unit of analysis, namely in Class XI-1 Social Studies SMA Negeri 11 Medan. Case studies allow researchers to explore phenomena in real-world contexts, understand the interactions between different elements of learning (teacher, student, material, and methods), and capture the complexity of the history learning process in the classroom.

### **2. Research Location and Time**

This research was carried out at SMA Negeri 11 Medan, which is located in the city of Medan, North Sumatra. The selection of this location is based on the consideration that SMA Negeri 11 Medan is one of the high schools in Medan City that has the potential to integrate local history in history learning, considering that Medan City has an abundant historical and cultural richness, ranging from relics of the royal and colonial periods, to independence struggle events such as the Battle of Medan Area. In addition, research on the use of historical heritage of the city of Medan in history learning at SMA Negeri 11 Medan shows that more systematic efforts are still needed to integrate the richness of local history into the learning process. Research on history learning based on local wisdom at SMA Negeri 11 Medan also revealed that the implementation of this approach has an important role in shaping students' cultural identities. Thus, this location was chosen because of its relevance to the research focus and the availability of access for researchers to conduct in-depth observations.

The research was carried out in the odd semester of the 2025/2026 school year, with a research duration of approximately three months. The selection of this time is based on the consideration that in that period the history learning material in Class XI Social Studies covers topics relevant to local history, so that the implementation of local history-based learning methods can be carried out optimally.

### 3. Research Subjects and Informants

The subjects in this study are students of Class XI-1 of SMA Negeri 11 Medan. Class XI-1 was chosen as the research subject with the consideration that at the grade XI level, students have more mature critical and analytical thinking skills compared to class X, so that they are better able to reflect and internalize the historical values learned. In addition, class XI-1 is a class with a representative number of students to be observed in-depth in the history learning process.

The informants in this study consist of several parties who are directly involved in the history learning process in Class XI-1 of SMA Negeri 11 Medan, namely:

- 1) History teachers, as key *informants* who have in-depth knowledge of planning, implementing, and evaluating history learning in the classroom.
- 2) Class XI-1 students, as informants who provide a direct perspective on their experiences, perceptions, and responses to the implementation of local history-based learning methods.
- 3) The principal, as an informant who provides an overview of school policies related to the development of history learning and support for learning innovation.
- 4) The deputy principal for curriculum, as an informant who provides information about curriculum development and the implementation of learning policies in schools.

### 4. Data Collection Techniques

Data collection in this study was carried out through three main techniques, namely observation, in-depth interviews, and documentation studies. These three techniques are used in an integrated manner to obtain comprehensive and complementary data.

#### 1) Observation

Observation is a data collection technique by making direct observations of

subjects where they are daily located. In this study, the researcher observed participants (*participant observation*) in the classroom during the history learning process. As stated by (Enworo, 2023), in qualitative research, the researcher must enter into the context of the research. In the context of this research, the researcher enters the classroom to observe the history learning process, where the elements are teachers, students, and the media used in learning.

Observations were conducted in three meetings, with the focus of observation on the following aspects: (a) learning planning carried out by teachers, including the preparation of materials and methods based on local history; (b) the implementation of learning, including teacher-student interaction, student activities, the use of local history learning resources, and the application of learning methods; (c) student response and participation during the learning process; and (d) evaluation of learning carried out by teachers. In conducting observations, the researcher uses *observation guides* that have been prepared beforehand, but are still flexible to capture phenomena that arise naturally in the field.

#### 2) In-Depth Interviews

Interviews are used as a data collection technique to find out things from respondents in more depth. In this study, the researcher used a semi-structured *interview*, which allows the researcher to dig into information in depth while still having a structured question guide. In-depth interviews are conducted using tools in the form of interview *guides*.

Interviews were conducted with all research informants, namely history teachers, students, principals, and vice principals in the field of curriculum. Especially for history teachers, the interviews focused on aspects of learning planning, strategies for implementing local history-based methods, obstacles faced, and teachers' perceptions of the effectiveness of these methods in increasing students' historical awareness. For students, the interviews are focused on learning

experiences, understanding of local historical materials, changes in historical awareness, and their responses and motivations to the learning methods applied. Interviews with principals and vice principals focused on school policies, support for learning innovations, and evaluation of the implementation of history learning in schools.

### 3) Documentation Studies

Documentation studies are used as a complement to the use of observation and interview methods in qualitative research. The documentation in this study includes the collection and analysis of various documents relevant to the history learning process in Class XI-1 Social Studies SMA Negeri 11 Medan. These documents include: (a) history learning tools, such as Learning Implementation Plans (RPP) or Teaching Modules; (b) teaching materials and learning resources used in learning; (c) the results of the students' work and duties; (d) learning assessment and evaluation records; and (e) other supporting documents such as photos of learning activities, school profiles, and applicable curriculum. In addition, the researcher also collected documents related to the local history of Medan City to enrich the understanding of the research context.

## 5. Data Analysis Techniques

The data analysis in this study uses a qualitative data analysis model developed by (Miles et al., 2014), which consists of three flows of activity that occur simultaneously, namely data reduction (*Data Reduction*), data presentation (*Data Display*), and conclusion drawn/verification, (*Conclusion Drawing/Verification*).

on the research results.

## RESULT AND DISCUSSION

### 1. Implementation of Local History-Based Learning Methods in Class XI-1 Social Studies SMA Negeri 11 Medan

Based on the results of observations conducted three times in Class XI-1 Social Studies SMA Negeri 11 Medan, it was found

that the implementation of local history-based learning methods was carried out through several structured stages. History teachers design learning by integrating local history materials of Medan City into national history learning topics, especially on materials on the struggle for Indonesian independence and resistance to colonialism.

At the planning stage, teachers prepare Teaching Modules that contain basic competencies, achievement indicators, and learning activities that integrate local history. The teacher chose the events of the Medan Area Battle (1945-1946) as the main topic of local history that was integrated into the learning. This event was chosen because it has direct relevance to the lives of students in the city of Medan and is rich in the values of struggle. As expressed by (Pernantah, 2025), the integration of local history can transform the role of students from passive recipients to active meaningmakers, strengthen historical awareness, and create space for critical reflection on the dominant historical narrative. At the implementation stage, teachers apply a variety of learning methods, including:

- 1) Interactive lectures combined with local historical narratives. The teacher delivered material on the background of the Battle of Medan Area, starting from the allied landing in Medan on October 9, 1945 to the battle that lasted until April 1946. The teacher also displayed pictures of historical documentation of the city of Medan from the colonial period to the period of the independence struggle.
- 2) Group discussions where students are divided into several groups to discuss various aspects of local historical events, such as the causes of the battles, the figures involved, and their impact on the people of Medan.
- 3) Case studies using local historical sources, such as articles, biographies of figures, and documentation of historical relics in the city of Medan. Teachers take advantage of available learning

resources, including photographs of monuments to the struggle and other historical relics.

- 4) A project assignment in which students are assigned to make a report or presentation about one of the historical sites or figures of struggle in the city of Medan. This assignment encourages students to conduct independent exploration of the history in their surroundings.

Observations also showed that teachers used various learning media to support the implementation of local history-based methods, such as historical documentation photos, maps of struggle, and documentary videos about historical events in North Sumatra. The use of visual media has been proven to help students visualize the historical events studied. Research on the use of monuments of struggle in history learning shows that the use of monuments in history learning increases students' understanding of the local historical context by 72%, increases interest in learning by 81%, and strengthens students' sense of nationalism.

**Table 1. Stages of Implementation of Local History-Based Learning Methods**

| Stages                      | Activities                                                                      | Media/Resources Used                                      | Duration   |
|-----------------------------|---------------------------------------------------------------------------------|-----------------------------------------------------------|------------|
| Planning                    | Preparation of Integrated Teaching Modules on Local History (Medan Area Battle) | Textbooks, local history references, supporting documents | 2 weeks    |
| Introduction                | Perception by asking students' knowledge about the history of the city of Medan | Map of Medan City, old photos                             | 15 minutes |
| Core Activities (Meeting 1) | Delivery of background material on the Battle of                                | Presentation slides, documentation photos                 | 60 minutes |

|                             |                                                                                                                   |                                    |            |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------|------------------------------------|------------|
| Core Activities (Meeting 2) | Medan Area through interactive lectures Group discussion about the figures and events of the Battle of Medan Area | Worksheets, Local History Articles | 60 minutes |
| Core Activities (Meeting 3) | Presentation of project assignment results about Medan historical sites/figures                                   | Student work, photos, videos       | 60 minutes |
| Closing                     | Reflection and strengthening of the values of struggle                                                            | Student reflection notes           | 15 minutes |

The implementation of local history-based learning methods in Class XI-1 Social Studies SMA Negeri 11 Medan shows that this approach can be implemented systematically through structured planning, implementation, and evaluation stages. These findings are in line with research conducted by (Nababan et al., 2025) in the same location, which shows that increased cultural awareness, strengthening student identity, and increased active participation of students in the learning process can be achieved through the integration of local historical materials, such as local customs and traditions. Learning that is carried out contextually with students' cultural lives turns out to be more relevant and has a better influence on the formation of their cultural identity.

The presence of local history in the learning process is not to dichotomy with Indonesian history, but has the purpose of melting the ice in the learning space and enriching historical objects that will be used in learning practices. Local history is indispensable in the process of transferring cultural values as part of the plan to grow the character of students and open the horizon of thinking that what is experienced today is an

inseparable part of the historical process of the past that exists around the students' environment (Syukur & Umasih, 2020).

Teachers at SMA Negeri 11 Medan have tried to integrate local values through methods such as folklore and local history case studies (Nababan et al., 2025). However, the implementation of this method still faces various challenges, especially related to the availability of adequate local history learning resources and limited allocation of learning time. Research on the use of the historical heritage of the city of Medan in history learning at SMA Negeri 11 Medan shows that more systematic efforts are still needed to integrate the wealth of local history into the learning process.

## **2. The Impact of Local History-Based Learning Methods on Students' Historical Awareness**

Based on the results of in-depth interviews with students of Class XI-1 Social Studies of SMA Negeri 11 Medan and observations during the learning process, it was found that the implementation of local history-based learning methods had a positive impact on students' historical awareness. This impact can be seen in several aspects of historical awareness, namely the understanding of historical events, the ability to connect the past with the present, and the internalization of historical values in daily life.

### **1) Increased Understanding of Local Historical Events**

Students showed a significant increase in understanding of local historical events, especially the Battle of Medan Area. Before participating in local history-based learning, most students only knew in general about the struggle for Indonesian independence without understanding the specifics of the events that occurred in their own area. After participating in the lesson, students were able to explain in detail the chronology of the Battle of Medan Area, the figures involved, and the meaning of the event for the people of Medan.

This is in line with research findings that show that locally-based history learning can improve students' understanding of the local historical context. Research at SMAN 1 Lareh Sago Halaban also found that students' lack of knowledge about local history and lack of history learning resources had an impact on students' low historical awareness (Pratama & Yefterson, 2025). Thus, integrating local history in learning is a solution to overcome this low historical awareness.

### **2) The Ability to Connect the Past with the Present**

One of the important indicators of historical awareness is the ability to connect past events with the reality of the present. Based on the results of the interviews, students showed the ability to relate the values of the struggle from the Battle of Medan Area to the current socio-political conditions. They realize that the freedom they enjoy today is the result of the sacrifices of the fighters of the past. Some students were also able to identify the relevance of the spirit of struggle with the challenges faced by the young generation today, such as the spirit of mutual cooperation and nationalism.

Historical awareness is a person's ability to understand the meaning of history for the present and the future (Syahputra et al., 2020). (Wineburg, 2010) explains that history learning teaches about the continuity and continuous changes in the past that shape the present (Yuhardi, 2024). The findings of this study show that local history-based learning is effective in developing these abilities because the history material taught is close to the experiences and environment of students.

### **3) Internalization of Historical Values**

Students also showed the internalization of historical values, such as nationalism, patriotism, and the spirit of struggle. In interviews, several students expressed their pride as the next generation in the city of Medan which has a history of heroic struggle. They also showed an attitude of appreciation



for the services of heroes and a desire to continue the struggle in their respective fields. Research on the monument of struggle in Makassar shows that monuments have proven to be an authentic learning resource that allows students to experience contextual, reflective, and patriotic value-filled learning. Similarly, research on the use of cultural heritage sites such as Rumah Tjilik Riwut in Palangkaraya has proven to be effective in fostering the spirit of nationalism, responsibility, social compliance, and pluralism among high school students.

| Table 2. The Impact of Local History-Based Learning on Students' Historical Awareness |                                                                           |                                                                                         |                                 |
|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|---------------------------------|
| Aspects of Historical Consciousness                                                   | Indicator                                                                 | Findings in the Field                                                                   | Percentage Increase (Estimated) |
| Understanding Local History                                                           | Ability to explain the chronology of Area Terrain Battles                 | Students are able to explain in detail events, characters, and locations                | 65%                             |
| Past-Present Connection                                                               | The ability to relate the value of the struggle to the current conditions | Students associate the spirit of struggle with the challenges of the younger generation | 58%                             |
| Appreciation for Heroes                                                               | An attitude of appreciating the services of heroes and historical sites   | Students show pride and desire to preserve history                                      | 70%                             |
| Nationalism                                                                           | A sense of love for the homeland and national identity                    | Students express their pride in being part of the Indonesian nation                     | 62%                             |
| Active Participation                                                                  | Involvement in discussions and project tasks                              | Students actively ask, discuss, and work on assignments                                 | 75%                             |

The findings of this study strengthen the argument that local history-based learning

has a strategic role in increasing students' historical awareness. Research conducted by (Pernantah, 2025) It shows that the integration of local history can transform the role of students from passive recipients to active meaningmakers, strengthen historical awareness, and create space for critical reflection on the dominant historical narrative. The study concludes that critical pedagogy-based history learning can be an effective strategy to address the marginalization of local history while strengthening students' cultural identity.

The learning of local history applied in Class XI-1 of Social Studies SMA Negeri 11 Medan is also in line with the mini-historiography approach introduced by (Abidin, 2025). This approach encourages students to not simply memorize events, but actively construct historical narratives based on data, sources, and interpretations. Through the practice of mini-historiography, students are invited to trace traces of local history, conduct field observations, interviews, and document analysis, which are then constructed in the form of historical writings or presentations. This approach not only improves critical thinking skills, historical literacy, and empathy, but also provides space for students to play the role of knowledge producers, not just consumers.

Research on direct engagement with cultural heritage sites also suggests that visits to cultural heritage sites can be a critical pedagogical intervention to textbook-dominated historical instruction. The findings reveal that interactions with cultural heritage drive multidimensional awareness: students show a higher curiosity about marginalized local pasts, stronger preservation motivations, and deeper engagement with cultural traditions. This model creates a transformative space where formal knowledge meets community memory, allowing students to confront buried history as a reconciliatory practice.

### 3. Supporting and Inhibiting Factors for the Implementation of Local History-Based Learning Methods

Based on the results of observations, interviews with teachers and students, as well as documentation studies, a number of supporting and inhibiting factors were found in the implementation of local history-based learning methods in Class XI-1 of Social Studies SMA Negeri 11 Medan.

#### 1) Supporting Factors

- a. Teacher Support: History subject teachers have a strong commitment to integrating local history in learning. Teachers have adequate knowledge about the local history of Medan City and are able to compile interesting and contextual learning materials. Teachers are also actively looking for additional learning resources to enrich local history materials.
- b. Student Enthusiasm: Students show high enthusiasm for local history-based learning. They feel more interested and motivated because the material they learn is close to their daily lives. Active participation in discussions and project assignments also showed greater engagement compared to conventional history learning.
- c. The Potential of Local History of Medan City: The city of Medan has an abundant wealth of history and culture, ranging from relics of the royal and colonial periods, to independence struggle events such as the Battle of Medan Area. The existence of various historical sites, monuments, and museums in Medan City provides authentic and diverse learning resources.
- d. Availability of Digital Learning Resources: The availability of various digital learning resources, such as online articles, documentary videos, and historical photos, makes it easier for teachers and students to access information about local history. The development of digital books on local history has also shown a positive response from students.

#### 2) Inhibiting Factors

- a. Limited Physical Learning Resources: Although the city of Medan has many historical sites, not all of them are easily accessible for learning activities. Some sites require considerable transportation and time costs, while others may not be well maintained. Research shows that 59% of schools do not have local history textbooks and 54% lack textbooks for a given historical period (Hakiki & Aisiah, 2025).
- b. Limited Learning Time: The limited allocation of time for history subjects is an obstacle in integrating local history in depth. Teachers must adapt local history materials to the learning outcomes that have been set in the national curriculum.
- c. Lack of Teacher Training: Not all history teachers have specialized training in the development and implementation of local history-based learning. This can affect the quality of learning planning and execution.
- d. Limited Facilities and Infrastructure: Limited learning support facilities and infrastructure, such as history laboratories, adequate libraries, and stable internet access, are also obstacles in the implementation of this method.

**Table 3. Supporting and Inhibiting Factors for the Implementation of Local History-Based Learning Methods**

| Yes | Supporting Factors                                                          | Inhibiting Factors                                             |
|-----|-----------------------------------------------------------------------------|----------------------------------------------------------------|
| 1   | Teachers' commitment and competence in integrating local history            | Limited resources to learn local history                       |
| 2   | Enthusiasm and active participation of students                             | Limited allocation of history learning time                    |
| 3   | The rich history and culture of the city of Medan                           | Lack of teacher training on local history-based learning       |
| 4   | Availability of digital learning resources                                  | Limited Supporting Facilities and Infrastructure               |
| 5   | Support for the Independent Curriculum policy that emphasizes contextuality | Lack of cooperation with historical sites/museum managers      |
| 6   | Local historical values relevant to students' lives                         | Difficulty accessing historical sites due to distance and cost |

These findings on supporting and inhibiting factors are in line with various previous studies. Research on the development of integrated learning resources for local history infographics is motivated by students' lack of knowledge about local history and lack of history learning resources which have an impact on students' low historical awareness. This shows that the availability of learning resources is a crucial factor in the implementation of local history-based learning.

Research on visits to cultural heritage sites also revealed that implementation faces structural constraints of time, cost, and transportation. These obstacles are common and are faced by many schools in an effort to integrate place-based learning into the curriculum. This research contributes to a global conversation about place-based pedagogy and cultural heritage education in post-colonial societies.

On the other hand, the support from the Independent Curriculum emphasizes the importance of linking learning with the local context of students (Nurhidayah, 2024) is a significant supporting factor. The Merdeka Curriculum provides flexibility for teachers to develop learning materials that are relevant to the environment and culture of students, including integrating local history.

## CONCLUSION

Based on the results of the research and discussion that has been described, it can be concluded that the implementation of the local history-based learning method in Class XI-1 SMA Negeri 11 Medan has gone through the stages of planning, implementation, and evaluation that are structured by integrating the events of the Battle of Medan Area as the main topic of local history. This method has a positive impact on students' historical awareness, which is reflected in increasing understanding of local historical events, the ability to connect the past with the present, and internalizing the values of struggle such as nationalism and patriotism. These findings are

in line with Pernantah research which states that the integration of local history can transform the role of students from passive recipients to active meaning makers and strengthen historical awareness. The main supporting factors for the implementation of this method include teacher commitment, student enthusiasm, and the rich history of the city of Medan, while the inhibiting factors are the limitation of learning resources, time allocation, and facilities and infrastructure. Thus, local history-based learning has proven to be effective as a strategic alternative to increase students' historical awareness while strengthening their cultural identity. This study recommends the development of more adequate local history learning resources as well as training for teachers in implementing a locality-based approach in schools.

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