

The Development of a Local History Module on Cross-Cultural Interactions in Malay Society in South Sumatera Based on Authentic Assessment

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Abstrak

Penelitian ini bertujuan untuk mengembangkan modul Sejarah lokal dengan materi Silang Budaya Melayu Sumatera Selatan berbasis *authentic assessment* sebagai sumber belajar kontekstual bagi siswa SMA. Penelitian ini dilatarbelakangi oleh terbatasnya bahan ajar Sejarah lokal yang belum dilengkapi perangkat penilaian *authentic* yang operasional dalam pembelajaran. Penelitian ini menggunakan pendekatan *Research and Development (R&D)* dengan model ADDIE (*Analyze, Design, Develop, Implement, Evaluate*). Tahapan *Analyze* dilakukan melalui analisis kebutuhan pembelajaran dan kajian sumber Sejarah lokal; tahap *design*, mencakup penyusunan struktur modul, rancangan tugas kinerja dan perangkat asesmen serta rubrik penilaiannya; tahap *develop*, menghasilkan prototipe modul yang divalidasi melalui *expert judgement* oleh ahli materi Sejarah, ahli pembelajaran sejarah dan ahli asesmen Pendidikan; tahapan *implement*, dilaksanakan melalui uji coba terbatas pada siswa SMA kelas X dengan (n=35) untuk menilai keterbacaan dan kepraktisan modul; tahap *evaluate*, dilakukan melalui revisi berdasarkan hasil uji coba. Data dianalisis secara deskriptif kualitatif dan kuantitatif menggunakan indeks Aiken's V dan presentasi kepraktisan. Hasil validasi menunjukkan bahwa instrument asesmen autentik berada pada kategori sangat valid dengan nilai Aiken's V sebesar 0,89 sedangkan hasil uji coba terbatas menunjukkan Tingkat kepraktisan sebesar 89,38% dengan respon siswa yang positif.

Kata kunci: pengembangan modul, sejarah lokal, pembelajaran sejarah.

Abstract

This study aims to develop a local history on the topic of Malay Cross-Cultural Interaction in South Sumatra Based on Authentic Assessment as a contextual learning resource for senior high school students. The study is motivated by the limited availability of local history teaching materials that are not yet equipped with operational authentic assessment instruments for classroom implementation. This research employed a research and development (R&D) approach using the ADDIES model (Analyze, Design, Implement Evaluate). The analyze phase involved a learning needs analysis and a review of local historical sources. The design phase included the development of the module structure, performance task design, assessment instruments, and scoring rubrics. The develop phase produced a prototype module that was validated through expert judgement by subject-matter experts in history, history education experts and educational assessment experts. The implement phase was conducted through a limited trial involving 35 tenth-grade senior high school students to assess the readability and practicality of module. The evaluate phase consisted of revisions based on the trial result. Data were analyzed descriptively using both qualitative and quantitative methods, employing Aiken's V index and practical percentage analysis. The validation results indicate that the authentic assessment instrument achieved a very high validity level with an Aiken's Value of 0,89, while the limited trial results showed a practical level 89,38% with positive student responses.

Keywords: module development, local history, history learning.

INTRODUCTION

History learning in schools, particularly at the senior high school level, often faces a

classic problem in which the learning materials still feel distant from students' lived experiences. This condition results in

low levels of student learning engagement and tends to reduce learning to mere memorization (Aufa et al., 2021; Fahmi et al., 2019; Sopacua et al., 2020). One approach that has been widely recommended to address this issue is the integration of local history as a contextual learning resource. Local history provides opportunities for students to perceive history as something that is truly close and “present” in their surroundings through various cultural traces, artifacts, traditions, and social practices. Consequently, the learning process becomes more meaningful and relevant to local cultural identity (Ardiansyah et al., 2024; Fauzi & Kumalasari, 2020).

In the context of education, cross-cultural materials have the potential to serve as sources of local history learning because they provide contextual and inspiring materials related to sociocultural changes, interactions among groups, and the formation of new local identities within broader historical processes (Setiawan, 2018; Suciati et al., 2023).

However, in practice, the integration of local history in senior high schools is often not implemented optimally. Learning practices are still dominated by national narratives and textbooks, while local historical content remains very limited. The utilization of local historical sources has been widely studied by history education practitioners. Nevertheless, in practice, the use of local

historical sources such as artifacts, toponymy, traditions, digital archives, historical visuals, and others has not been optimally implemented by history teachers in Palembang. This condition is also reported in the study by (Dhita et al., 2022), which states that although more than 50% of senior high school history teachers in Palembang consider local history important for supporting contextual learning, teachers still independently develop local history-based teaching materials.

This finding is consistent with the researcher’s preliminary study through interviews with senior high school history teachers in Palembang as part of a needs assessment. The results indicate that the integration of local history learning materials in senior high schools still faces several obstacles. Teachers tend to focus on national and global materials provided in textbooks, while learning resources, training opportunities, instructional media such as audiovisual materials and digital archives, and technical guidelines for integrating local history into classroom learning are still very limited. In fact, local history is considered to have a significant contribution to the dynamics of Indonesia’s national historical narrative (Alieva et al., 2018; Birsyada & Permana, 2020; Jaskuowski & Surmiak, 2015; Syarifah & Tanjung, 2020).

Furthermore, (Mulyani et al., 2024) state that the integration of local history

in school learning is still very limited. In some schools, local history does not appear at all, even though the curriculum explicitly mandates the use of local, national, and global contexts as the basis of learning. The integration of local history is believed to improve the quality of history learning, strengthen historical awareness and national identity, and help shape a young generation that is critical, caring, and responsible (Miskawi et al., 2025).

Although the urgency of integrating local history has been emphasized in the curriculum and numerous studies have shown its positive impact on learning quality, problems in practice are not limited to whether local historical materials are present in the classroom. A more specific challenge lies in how local history is presented. Frequently, local history is inserted only as supplementary information without a clear learning scenario, without source-based activities, and without assessment tools capable of measuring students' historical thinking skills.

As a result, the potential of local history to foster historical awareness, identity, and critical attitudes is not fully achieved. At this point, a transformation is required from "cultural knowledge" into an operational learning resource that can guide teachers' instructional steps, provide authentic performance tasks, and include authentic assessment rubrics so

that local history learning becomes meaningful and measurable.

Various studies on local history as a contextual learning resource emphasize the importance of linking local narratives with students' learning experiences in order to make learning more meaningful (Wiyanarti et al., 2020). On the other hand, history learning also emphasizes the need for clear assessment instruments so that evaluation can truly measure how knowledge obtained from learning activities transforms into thinking skills and performance (Dewi & Aman, 2020).

The researcher's literature review indicates that most development research on local history in Indonesia focuses on developing teaching materials or instructional media. For example, studies have developed e-modules intended to provide digital learning media and increase learning motivation, or local history modules aimed at producing teaching materials validated for feasibility while strengthening local cultural content. These studies emphasize the need for local history teaching materials due to the limited availability of literature and learning resources. However, research on local cultural history often stops at the level of cultural description and has not yet been converted into operational learning resource designs accompanied by authentic assessment suitable for classroom implementation. As a result, a gap remains between the availability of

local historical content and the practice of authentic assessment in classroom learning.

Based on these conditions, this study aims to contribute to addressing the aforementioned problems by developing a local history learning module entitled “Cross-Cultural Encounters of Malay Culture in South Sumatra”, which is designed from the outset together with authentic assessment instruments. The framework of this module is structured based on source-based authentic tasks and authentic assessment rubrics consisting of product rubrics, process rubrics, evidence analysis sheets, and reflection components. These instruments explicitly assess historical perspective, cultural literacy, and student engagement.

This module is also aligned with the principles of assessment within the current deep learningbased curriculum, which emphasizes that assessment is an integral and inseparable part of the learning process (li et al., 2003).

Ultimately, this research is expected not only to enrich local historical content but also to address teachers’ practical needs by providing contextual learning modules along with readyto-use assessment systems so that local history learning does not merely stop at “recognizing culture” but develops into knowledge that stimulates measurable historical thinking, historical empathy, and cultural literacy.

METHODS

This study employed a research and development (R&D) method using the ADDIE model (Analyze, Design, Develop, Implement, and Evaluate). The purpose of this research was to develop a prototype of a Local History Module on the topic of Cross-Cultural Encounters of Malay Culture in South Sumatra based on authentic assessment. The main focus of this study was to produce an operational module that is ready for use by teachers. Therefore, the quality of the product was measured through feasibility indicators (validity) based on expert judgment and practicality based on limited trials with users (students and teachers).

The module includes:

- 1) Local history content on cross-cultural encounters in South Sumatra.
- 2) Evidence-based learning activities.
- 3) Performance tasks/projects.
- 4) Authentic assessment instruments (performance rubrics, product rubrics, and teacher and student reflection sheets).
- 5) Guidelines for module use for teachers and students

Development Procedures

- 1) Analyze (Needs and Content Analysis) This stage aimed to identify real learning needs and determine the specifications of the module to be developed. Activities included:

- Needs assessment through interviews with senior high school history teachers to identify obstacles in integrating local history (limited teaching materials, media, training, technical guidelines, and assessment instruments).
- Curriculum analysis (CP/TP/ATP) to ensure alignment between learning materials, activities, and assessments.
- Analysis of local historical sources such as documents, artifacts, visuals, traditions, and archives as the basis for selecting subthemes and preparing module content.

The output of this stage was a needs map, development objectives, and a module content framework.

2) Design (Module and Authentic Assessment Design) This stage produced the initial design of the module, including:

- Module structure (introduction, concept map, core materials, activities, worksheets, summaries, evaluation, and reflection).
- Contextual evidence-based learning activities (historical essay writing based on evidence and poster creation on cross-cultural Malay encounters in South Sumatra).

- Development of authentic assessment rubrics (process and product assessment).

The output of this stage was a module blueprint and a draft of authentic assessment instruments.

3) Develop (Prototype Development and Expert Validation) At this stage, a prototype module was developed based on the design and then validated by experts to ensure product feasibility. The validators consisted of experts in South Sumatran local history, history education and instructional design, and assessment and evaluation.

The validation focused on the alignment between rubric indicators and constructs of evidencebased historical thinking skills, including source interpretation, use of evidence, causal reasoning, and historical reflection. The results of construct validation showed that all indicators were categorized as valid with an Aiken's V index ≥ 0.80 .

4) Implement (Limited Trial) The implementation stage involved a limited trial with 34 senior high school students to evaluate readability, practicality, and user responses to authentic tasks and assessment rubrics. Observation notes and documentation of learning processes and student products were also collected.

5) Evaluate (Final Evaluation and Revision)

This stage combined the results of expert validation and limited trials to determine final revisions of the module, including improvements to content, language and layout, clarity of task instructions, measurability of rubric indicators, and suitability of time allocation.

a. Research Subjects The subjects of the study were:

- Senior high school teachers as respondents in the needs assessment (n = 3)
- Senior high school students as participants in the limited trial (n = 35)

b. Data Collection Techniques and Instruments,

Data were collected through:

- Teacher interviews and needs assessment questionnaires.
- Documentation studies and source analysis for module content development.
- Expert validation sheets.
- Readability and practicality questionnaires for students and teachers.
- Documentation of student task/project results.

Data Analysis Techniques

Data analysis was conducted through two approaches:

1. Qualitative descriptive analysis, used to summarize findings from needs assessments, expert feedback, and trial observations.
2. Quantitative descriptive analysis, used to interpret expert validation scores and limited trial questionnaire results, which determined the feasibility and practicality status of the module and guided final revisions.

RESULTS AND DISCUSSION

Analyze Stage

Based on the results of the needs assessment conducted through interviews and observations involving teachers and students, it was found that the integration of local history still faces several major challenges. Teachers tend to focus on national and global content available in textbooks, while supporting learning resources, training opportunities, instructional media such as audiovisual materials and digital archives, as well as technical guidelines for integrating local history into classroom learning remain limited. This condition highlights the need for instructional products that not only contain local content but also provide operational learning procedures and clear assessment instruments.

At this stage, content mapping for the module was also carried out, with the theme of Cross-Cultural Encounters of Malay Culture in South Sumatra as the

basis of the module material. This process was conducted through literature review, observation, and interviews, which were then translated into evidence-based learning units.

The results of the analysis stage served as the foundation for determining the module structure, selecting learning strategies, and designing authentic assessment integrated from the outset.

Design Stage

The design stage produced a module framework that organizes the overarching theme of Cross-Cultural Encounters of Malay Culture in South Sumatra into several evidence-based subthemes.

The module is divided into several learning units, namely:

- 1) Cross-cultural traces in language and script.
- 2) Architectural and settlement patterns.
- 3) Culinary gastronomy and economic interactions.
- 4) Arts, symbols, clothing, local technology, and environmental adaptation.

Each subtheme is supported by examples of evidence in the form of images and is connected to pathways of cultural encounters such as trade, migration, religious dissemination, and colonialism. This approach ensures that students do not merely identify “WHAT” happened but are guided to explain

“WHY” and “HOW” these processes led to change.

From a pedagogical perspective, the module is designed using a project-based learning (PjBL) approach combined with multi-source inquiry. At this stage, students are guided to examine various sources such as texts, photographs of artifacts, and documentation of traditions through evidence-analysis worksheets. These worksheets facilitate the identification of key information, evaluation of source credibility, and formulation of initial conclusions.

Furthermore, within the PjBL stage, students are guided to produce learning outputs in the form of posters and historical essays as representations of historical thinking that integrate evidence, narrative, and reflection for both students and teachers. In line with this approach, authentic assessment instruments are designed to be integrated from the beginning as part of the learning process (assessment as learning), rather than being placed solely at the end of instruction.

Table 1. Construct Validity of Authentic Rubric Based on Historical Thinking

Assessed Construct	Assessment indicators	Aiken's V Index	Category
Historical Reasoning	Ability to explain cause-and-effect relationships of historical events	0.88	Highly Valid

	based on temporal and spatial context		
	Ability to construct logical and evidence-based historical arguments	0.89	Highly Valid
Evidence Use	Ability to identify key information from historical sources	0.87	Highly Valid
	Ability to use historical evidence to support conclusions	0.89	Highly Valid

These authentic assessment instruments are constructed to assess conceptual understanding, evidence-based historical critical thinking skills, cultural literacy, and historical empathy (as reflected in students' performance products), as well as the quality of student outputs, collaboration and communication skills, and reflective learning processes for both teachers and students.

Develop Stage

At the develop stage, an initial prototype of the module was produced. Subsequently, expert validation (expert

judgment) was conducted to evaluate the feasibility of the module and its authentic assessment rubrics. The validation process involved experts in South Sumatran local history, history education, and history learning assessment and evaluation, with a total of seven experts participating.

Table 2. Construct Validity of Authentic Rubric Based on Historical Thinking

Assessed Construct	Assessment indicators	Aiken's V Index	Category
Interpretation	Ability to critically interpret the meaning of historical events	0.91	Highly Valid
	Ability to compare multiple perspectives from historical sources	0.88	Highly Valid
Cultural Literacy	Ability to explain local cultural values embedded in historical events	0.90	Highly Valid
	Ability to relate local historical events to presentday identity and social life	0.88	Highly Valid

Note: The interpretation criteria for Aiken'V as Folllows: $V \geq 0.80$

The results of expert validation were analyzed using Aiken's V for each indicator item.

Table 3. Result of Limited Trial on Practicality

No	Assessment Aspect	%	Category
1	Readability	90.2	Highly Practical
2	Usability	89.6	Highly Practical
3	Layout Design	90.5	Highly Practical
4	Task Clarity	88.1	Highly Practical
5	Rubric Clarity	88.5	Highly Practical
Average		89.38	Highly Practical

Note: 81-100% = Highly Practical; 61-80% = Practical; 41-60% = Fair; $\leq 40\%$ = Poor.

Based on the results of expert validation, the module was categorized as highly feasible, with an average index score of 0.91. Revisions were made based on expert feedback, particularly concerning: (a) the accuracy and completeness of the content, (b) the clarity of activity instructions and the flow of inquiry and project-based learning (PjBL), (c) the consistency of rubric indicators and descriptors (both process and product), and (d) readability and layout aspects (including layout design, illustrations, image composition, and color use). These revisions resulted in a revised prototype module prepared for the implementation stage (smallscale field trial).

The Implement and Evaluate stages were conducted through a limited trial involving 35 senior high school students. The trial aimed to assess the module's readability, practicality of use, layout design, and clarity of the assessment rubrics applied in the learning process. The results indicated that the module fell into the category of "highly practical," with an average percentage of 89.6%, as reflected in ease of use, clarity of instructional steps, and coherence between the learning materials, tasks, and assessment rubrics. The detailed results of the limited trial for each assessment aspect are presented in Table 2. Table 2. Results of Limited Trial

Based on the table, all assessed aspects were categorized as "highly practical," with an average percentage of 89.38%. Students' responses indicated a positive tendency, as the module was considered easy to understand and helpful in enabling students to comprehend causal relationships in the cross-cultural processes of Malay culture in South Sumatra in a more contextual manner. These findings suggest that the developed module has a high level of usability, supported by clear instructions and well-structured assessment rubrics, thereby facilitating students in engaging with task- and project-based learning processes. The results of this limited trial also served as the basis for the final revision of the module, particularly in refining

terminology, adding examples of expected products within the rubric, and adjusting the time allocation for task completion to ensure optimal implementation in classroom learning.

Furthermore, the findings from the trial informed the final evaluation stage to improve parts of the module that were still perceived as challenging, such as simplifying specific terms, providing additional examples within the rubric, and adjusting project time allocation, ultimately resulting in the final version of the module.

The results of the development indicate that the local history module on Cross-Cultural Encounters of Malay Culture in South Sumatra can be operationalized as a contextual and evidence-based learning resource, while also addressing the challenges of implementing local history in schools. The findings from the analysis stage reveal the main obstacles faced by teachers, namely the dominance of national textbooks and the limited availability of learning resources, instructional media, and technical guidelines for integrating local history into classroom learning. The module developed is not merely a reading material, but a comprehensive learning package that guides instructional steps, provides multi-source inquiry activities, and directs students to produce learning outputs (Febriani & Pelu, 2009; Leny et al., 2021; Sukardi et al., 2021; Tery et al., 2018).

The module design, which breaks down the overarching theme into evidence-based subthemes and connects them with pathways of cultural encounters such as trade, migration, religious dissemination, and colonialism, functions as a pedagogical strategy to shift learning from memorization toward historical reasoning. By incorporating evidence-analysis worksheets (identifying information, evaluating source credibility, and formulating initial conclusions), students are trained to engage in fundamental practices of historical thinking, including reading sources, weighing evidence, and constructing accountable historical narratives.

The strength of this module lies in the integration of authentic assessment that aligns with the principle of assessment as learning. Assessment is not positioned as a final stage but as an integral part of the learning process through process rubrics, product rubrics, evidence analysis, and reflections from both students and teachers. This integration is highly relevant to the need for assessment practices that capture the transformation of knowledge into skills, ensuring that local history learning does not stop at “recognizing culture” but develops into measurable thinking abilities and performance.

The results of expert validation and limited trials indicate that the module meets the criteria of a feasible and

practical product. Expert validation ensures consistency among learning objectives, materials, activities, and assessment rubrics, while user trials confirm that the module is user-friendly and accessible for both students and teachers.

Based on students' responses, it can be concluded that the module is easy to use and helps students understand causal relationships within cross-cultural processes. This finding suggests that the combination of inquiry and project-based learning approaches, supported by objective assessment instruments, can enhance the quality of students' learning experiences in local history education.

However, this study has certain limitations. The product testing was conducted on a limited scale and focused primarily on feasibility and practicality. Although the authentic assessment instruments demonstrated strong construct validity, the effectiveness of the module in improving learning outcomes has not yet been empirically tested. Therefore, further research is needed involving larger samples and employing effectiveness research designs to examine the impact of the module on specific learning indicators, such as evidence-based historical thinking, cultural literacy, learning engagement, and students' academic achievement.

CONCLUSION

Practically, the developed module is ready to be used by teachers as a local history learning resource, equipped with evidence-based activities and operational authentic assessment instruments. Theoretically, this study demonstrates that the integration of authentic assessment in local history learning can be systematically designed from the instructional development stage. This finding indicates that local history learning materials can be developed in a structured manner from the outset, thereby strengthening a historical thinking-based approach in history education.

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