

Development of an Innovative History Learning Model Based on Gusjigang Values at MAN 1 Kudus

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Abstrak

Pembelajaran sejarah masih menghadapi permasalahan berupa rendahnya minat baca, variasi keaktifan siswa, serta belum terintegrasinya nilai kearifan lokal secara sistematis. Penelitian ini bertujuan untuk mengembangkan model pembelajaran inovasi sejarah berbasis nilai Gusjigang di MAN 1 Kudus. Metode yang digunakan adalah Research and Development (R&D) yang dibatasi pada tahap analisis kebutuhan dan perancangan model. Data diperoleh melalui wawancara semi-terstruktur dengan guru sejarah dan dianalisis secara deskriptif kualitatif. Hasil penelitian menunjukkan bahwa pembelajaran sejarah membutuhkan model yang fleksibel, variatif, dan mampu mengintegrasikan nilai karakter serta kearifan lokal. Nilai Gusjigang dinilai relevan untuk diintegrasikan dalam pembelajaran sejarah yang kontekstual. Penelitian ini menghasilkan desain model pembelajaran sebagai kerangka konseptual untuk memperkuat pembelajaran yang bermakna dan kontekstual.

Kata kunci: pembelajaran sejarah, gusjigang, model pembelajaran.

Abstract

History learning still faces challenges such as low reading interest, varied student engagement, and the lack of systematic integration of local wisdom values. This study aims to develop an innovative history learning model based on Gusjigang values at MAN 1 Kudus. The method used is Research and Development (R&D), limited to the needs analysis and model design stages. Data were collected through semi-structured interviews with a history teacher and analyzed using descriptive qualitative analysis. The results show that history learning requires a flexible and varied model that integrates character education and local wisdom values. Gusjigang values are considered relevant to be integrated into contextual history learning. This study produces a conceptual learning model design to support meaningful and contextual history learning.

Keywords: history learning, gusjigang, learning model.

INTRODUCTION

History learning in schools still faces challenges, particularly in terms of students' low reading interest and limited engagement in understanding historical materials. A study by (Rusmida et al., 2025) shows that strengthening reading literacy in history learning can improve students' participation in discussions and their comprehension. However, its implementation is often constrained by low reading motivation and limited

learning resources. This condition indicates that history learning requires an approach that is not only literacy-oriented but also able to present learning contexts that are closely related to students' daily lives.

Previous studies have found that low reading interest in history learning is closely related to the presentation of materials that tend to be abstract and less connected to students' social experiences and cultural environment (Sirnayatin,

2017). History learning that lacks contextual relevance tends to make students passive and focused merely on memorization, making it difficult for them to reflect on the values embedded in historical events.

Recent studies highlight that innovations in history learning are increasingly directed toward the development of active, contextual, and character-based learning models. Approaches such as project-based learning, inquiry learning, and discovery learning have been proven to enhance student participation. However, most of these studies still position character values as a supplementary element, while the integration of local wisdom as the core value framework in history learning remains limited.

Research in history education suggests that active learning models are more effective when combined with local values that are closely related to students' lives. In this way, learning is not only activity-oriented but also contributes to character development (Santosa et al., 2025). Nevertheless, several studies indicate that the implementation of character-based history learning remains partial and has not yet been systematically designed within a structured and sustainable learning model (Asmi, 2018).

Local wisdom holds significant potential as a foundation for contextual

and meaningful learning. According to (Khusniah, 2022), in Kudus there is a well-known value system called Gusjigang, which encompasses moral development, religious strengthening, and the cultivation of independence and productivity in social life. In addition, a study by (Rahmawati et al., 2021) shows that these values are aligned with the objectives of history learning and character education. However, the integration of Gusjigang values in history learning has largely remained conceptual and has not been systematically designed in the form of an applicable learning model.

Local wisdom in history learning is considered capable of bridging historical content with students' social realities, as it contains exemplary values, identity, and collective experiences of the local community. Empirical studies show that this approach can enrich students' historical understanding through the connection between historical materials and their local culture (Firmansyah et al., 2025). Moreover, history learning based on local values is also considered effective in fostering religious, social, and independent character when integrated systematically into the learning process.

Based on these conditions, the novelty of this study lies in the development of a history learning model design based on Gusjigang values as a conceptual framework. This study does

not aim to create a complex new learning model, but rather to design a model that is adaptive, flexible, and contextual by positioning Gusjigang values as the foundation of the learning syntax. Through a Research and Development (R&D) approach limited to the stages of needs analysis and model design, this study is expected to contribute to the development of history learning based on local wisdom that is both relevant and practical. The objective of this study is to develop an innovative history learning model based on Gusjigang values that aligns with the needs of history learning at MAN 1 Kudus.

The Research and Development approach is considered appropriate for designing a conceptual learning model grounded in field needs and the characteristics of history learning in schools (Okpatrioka, 2023).

METHODS

This study employs a Research and Development (R&D) approach, focusing on the stages of needs analysis and learning model design. The limitation of the research stages is due to the aim of the study, which is to develop a conceptual design of a history learning model based on Gusjigang values without involving a classroom implementation phase (Sugiyono, 2019).

In educational research, the R&D approach allows for the limitation of

research stages, particularly when the study is directed toward designing a conceptual model grounded in learning needs analysis (Yuwana et al., 2023).

The research subjects were history teachers at MAN 1 Kudus, selected purposively based on their direct involvement in the implementation of history learning as well as their understanding of students' characteristics and local cultural values. This study did not involve student participants, as its focus was on identifying learning needs and developing a model design.

The use of purposive sampling is common in development and qualitative research, as it enables researchers to obtain more focused data from informants who have direct experience and relevant knowledge related to the research subject (Etikan, 2016). In the context of learning development research, teachers are considered key informants because they play a dual role as both designers and implementers of the learning process in the classroom (Damayanti, 2024).

Data were collected through semi-structured interviews aimed at obtaining information regarding the conditions of history learning, the challenges encountered, learning needs, and the potential integration of Gusjigang values in history learning. The interviews were conducted directly and documented in the form of notes and audio recordings to ensure data accuracy.

Interviews are one of the primary techniques in qualitative research data collection, as they involve direct communication between the researcher and informants to obtain data in the form of perspectives, experiences, and perceptions, thereby enabling in-depth data exploration (Ardiansyah et al., 2023). The research instrument used was a semi-structured interview guide designed to gather information about the conditions of history learning, the problems faced by teachers, learning needs, and opportunities for integrating Gusjigang values into history learning. This interview guide functioned both as a data collection tool and as the basis for needs analysis in designing the learning model.

The data were analyzed using descriptive qualitative analysis through the stages of data reduction, data display, and conclusion drawing. The results of the needs analysis were then used as the foundation for designing a history learning model based on Gusjigang values that is contextual, adaptive, and applicable.

RESULTS AND DISCUSSION

Needs Analysis of History Learning

History learning plays a strategic role in developing students' historical understanding while also instilling character values. However, the results of interviews with history teachers at MAN 1 Kudus indicate that the implementation of history learning still faces several

challenges. Students' participation and understanding vary across classes, influenced by their characteristics as well as learning conditions, particularly the timing of instruction. Classes conducted in the morning tend to show better participation compared to those held in the afternoon. This condition suggests the need for adaptive learning strategies through the selection of appropriate methods and media. This finding is in line with (Jumardi, 2017), who states that history education has a strategic role in shaping students' character, national awareness, and patriotism.

One of the main problems in history learning is the low level of students' reading interest and learning motivation. (Ratri & Ulya, 2022) emphasize that learning motivation plays an important role in improving students' participation and academic achievement, and without sufficient motivation, the learning process will not run optimally in accordance with educational goals.

History learning requires reading activities to understand past events and contexts comprehensively; however, students' motivation to read remains limited. Therefore, teachers apply stimulating strategies, such as quizzes and preliminary evaluations, to encourage students' readiness to learn. These findings confirm that learning motivation is a key factor in determining the quality of history learning.

Students' interest in history as a subject also varies significantly. Some students show high interest and independently expand their historical knowledge through various sources, while others demonstrate low interest, which affects their learning engagement. This variation indicates that history learning needs to be designed contextually by linking the material to students' experiences and their surrounding environment.

In practice, teachers have integrated character values such as religiosity, honesty, tolerance, cooperation, and discipline through various learning activities. Religious values are understood broadly, not only in relation to worship practices but also as reflected in students' attitudes and behavior during the learning process. However, the integration of these character values has not yet been structured within a systematic learning model.

The use of local historical values is considered capable of enhancing the meaningfulness of history learning. Learning that is connected to local contexts enables students to understand history not only as factual knowledge but also as a source of values and exemplary behavior. In the context of Kudus, the local wisdom value of Gusjigang is considered relevant to be integrated into history learning, particularly in topics

related to Islamic history and the role of Walisongo. The Gusjigang values, which emphasize morality, religiosity, independence, and productivity, are aligned with the objectives of history learning and character education; however, their implementation remains incidental.

Based on the interview results, the needs of history learning at MAN 1 Kudus can be summarized into several key aspects, as presented in Table 1.

Table 1. History learning needs at MAN 1 Kudus

| Learning Aspect | Findings from Teacher Interviews | Development Needs |
|-----------------------|--|--|
| Student Participation | Student Participation varies across classes and is influenced by learning time | Flexible and varied learning model |
| Learning Interest | Students reading interest in history is still low | Contextual and engaging learning |
| Character Values | Religious and character values are present but not yet systematically structured | Value based learning model with a systematic framework |
| Local Wisdom | Gusjigang values are considered highly relevant | Integration of local wisdom (Gusjigang) into learning |
| Learning Model | Existing models are adequate but require adaption | Practical and teacher friendly learning model |

Source: Interview results and researcher's analysis

Table 1 indicates that history learning requires a learning model that is flexible, contextual, and value-based. These needs include accommodating variations in student participation, enhancing learning motivation and interest, strengthening character values in a structured manner, and integrating local wisdom as a learning context. These findings serve as the basis for developing a history learning model design based on Gusjigang values

Design of a History Learning Model Based on Gusjigang Values

Based on the results of the needs analysis of history learning at MAN 1 Kudus, a history learning model based on Gusjigang values was developed as a conceptual learning framework. This model is designed to accommodate variations in students' participation and learning interest, enhance learning motivation, and systematically integrate character values and local wisdom into history learning. The model is developed with flexible and adaptive characteristics, allowing it to be applied to various historical topics while giving teachers the freedom to adjust learning scenarios without adding administrative burdens, while still considering appropriate pedagogical approaches (Putra et al., 2024).

The design of this Gusjigang-based history learning model is not intended to replace existing learning models, but rather to function as a value-based framework that guides teachers in integrating moral values, religiosity, and independence into the history learning process. Gusjigang values are internalized through structured and contextual learning stages, enabling students not only to understand historical events factually but also to reflect on the values embedded within them.

The integration of Gusjigang values in this model design is carried out comprehensively at each stage of learning. Thus, moral values, religiosity, and independence are not treated as separate components but are embedded within contextual history learning activities. In this way, history learning is directed not only toward mastery of content but also toward strengthening attitudes and character development.

The historical learning materials designed within this model focus on Islamic history in Indonesia, particularly topics related to the role of Walisongo and the spread of Islam in Java. The selection of these materials is based on their alignment with Gusjigang values as local wisdom in Kudus, helping students understand the relationship between historical events, religious values, and their surrounding social context. Through contextualized material presentation,

history learning is expected not only to improve conceptual understanding but also to support the development of students' character.

In addition, the learning materials are designed flexibly so that they can be adapted to students' characteristics and the applicable learning outcomes. Teachers are given the flexibility to develop examples, learning resources, and activities that are relevant to classroom conditions. Through this approach, historical content can be presented in a more meaningful way rather than merely as memorization. This approach also encourages students to connect their understanding of history with their experiences and everyday realities.

The implementation of this learning model design is reflected in a set of learning syntax consisting of five main stages. Each stage is designed to promote active student engagement, strengthen character values, and connect historical content with everyday life. The syntax of the Gusjigang-based history learning model is presented in Table 2.

Table 2. Syntax of the Gusjigang-Based History Learning Model

| Stage | Teacher Activities | Activities Students | Gusjigang Values |
|---------------------------------|---|--|---------------------------------|
| Orientation of Gusjigang Values | Linking historical material with Gu values through introductions, st figures, or local events | Listening, responding, and identifying initial values from the materia | Gus (good chara moral behavior) |

| | | | |
|-----------------------------------|---|---|--|
| Contextual Historical Exploration | Presenting historical sources such as texts, images, or audiovisual media | Analyzing historical material and identifying key information | Ji (learning/ seeking knowledge) |
| Value Internalization | Facilitating discussions and reflections related to moral values, religiosity, and independence | Discussing and reflecting on values in historical events | Gus-Ji (morality and knowledge) |
| Value Application | Providing contextual tasks such as case studies, simple projects, or problem-solving activities | Applying values in tasks or learning activities | Gang (independence /productivity) |
| Reflection and Reinforcement | Guiding reflection and emphasizing the connection between values and daily life | Summarizing and presenting reflections | Gusjigang (integration of morality, knowledge, and independence) |

Source: Researcher's analysis

The syntax of this learning model indicates that the integration of Gusjigang values is carried out continuously at each stage of the learning process. The orientation stage functions to build students' initial awareness of the values to be learned, while the exploration and internalization stages encourage a deeper understanding of the meaning of historical events. The application and reflection stages are designed to help students relate historical values to real-life contexts, making history learning more meaningful and contextual.

The design of this Gusjigang-based history learning model offers an alternative for developing history learning that emphasizes character building and local wisdom. This model is expected to assist teachers in designing learning activities that are varied, contextual, and relevant to the needs of students at MAN 1 Kudus.

Discussion of the Model Design from the Perspective of History Learning Studies

The design of the Gusjigang-based history learning model developed in this study aligns with contemporary perspectives in history education, which emphasize the importance of contextual, value-based learning oriented toward strengthening students' character. In history education, learning is not merely viewed as the transfer of factual knowledge but also as a process of developing historical awareness, attitudes, and values relevant to students' lives. Local history is considered a strategic learning resource because it provides learning experiences that are closely related to students' socio-cultural environment, thereby promoting more meaningful historical understanding (Syahputra et al., 2021).

Previous studies have shown that history learning which connects content with local social and cultural contexts can enhance student engagement and understanding of the meaning of historical events. Local wisdom functions as a bridge

between abstract historical concepts and students' real-life experiences. In this context, Gusjigang values provide a value framework that is relevant to the socio-cultural environment of Kudus. Thus, history learning is not only understood as the study of the past but also as a source of exemplary values and character formation. These values are integrated into structured and contextual learning stages, enabling students not only to gain factual understanding of historical events but also to reflect on the values embedded within them (Wardani & Falaq, 2023).

The learning syntax designed in this study reflects the characteristics of history learning that are reflective and dialogical. The stages of value orientation, contextual historical exploration, value internalization, value application, as well as reflection and reinforcement demonstrate alignment with approaches that emphasize critical thinking, value interpretation, and the connection between historical events and contemporary life. This approach is consistent with studies highlighting the importance of creative, contextual, and student-centered history learning to avoid monotonous and memorization-based instruction (Fathurrahman et al., 2025).

From the perspective of history learning studies, the design of the Gusjigang-based learning model also supports the goal of strengthening

character education integrated within the learning process. The values of morality, religiosity, and independence embedded in Gusjigang are aligned with the objectives of history learning in fostering tolerance, responsibility, and social awareness among students. By positioning local wisdom as the foundation of the learning syntax, this model is not incidental but systematically designed, allowing it to be implemented without adding to teachers' workload.

Overall, the Gusjigang-based history learning model design offers an alternative for developing contextual history learning that is relevant to local needs. From the perspective of history education studies, this model contributes to the development of learning approaches that are not only focused on content mastery but also on the formation of students' values and character through the integration of local wisdom as the foundation of learning.

CONCLUSION

This study resulted in the design of a history learning model based on Gusjigang values, developed through the stages of needs analysis and model design. The findings indicate that history learning at MAN 1 Kudus still faces several challenges, including low reading interest, variations in student participation, and the suboptimal integration of character values and local wisdom in the learning process.

The developed model is flexible and adaptive, integrating moral values, religiosity, and independence into a systematic learning syntax. This model is not only oriented toward the mastery of historical content but also toward strengthening students' character through a contextual approach based on local wisdom.

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