

## Potential Utilization of Local History Materials through Analysis of History Learning Outcomes in High Schools in the Independent Curriculum

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### Abstrak

Sejarah lokal di suatu daerah dapat dijadikan bagian dari materi pembelajaran. Strategi dan pendekatan yang efektif dalam menyelaraskan materi sejarah lokal dengan kebutuhan pembelajaran di tingkat sekolah menengah atas merupakan bagian yang perlu dikaji. Kajian pembelajaran sejarah dalam konteks Kurikulum Merdeka memberikan kesempatan kepada pendidik untuk menyajikan materi sejarah dalam konteks lokal. Penelitian ini bertujuan untuk menggali potensi pemanfaatan materi sejarah lokal dalam analisis hasil pembelajaran sejarah di SMA dengan penerapan kurikulum Mandiri menggunakan metode deskriptif kualitatif melalui studi literatur. Fokus utama penelitian adalah penerapan potensi sejarah lokal dalam materi pembelajaran sejarah, dengan keyakinan bahwa setiap daerah mempunyai potensi dan kajian sejarahnya masing-masing. Hasil penelitian ini berkontribusi pada pengembangan metode pengajaran sejarah yang lebih kontekstual dan relevan dengan realitas lokal.

**Kata kunci:** kurikulum merdeka, sejarah lokal, pembelajaran sejarah.

### Abstract

*Local history in an area can be used as part of the learning material. Effective strategies and approaches in aligning local history materials with learning needs at the high school level are part that needs to be studied. The study of history learning in the context of the Merdeka curriculum provides opportunities for educators to present history materials in a local context. This study aims to explore the potential use of local history materials in the analysis of history learning outcomes in high school by implementing the Independent curriculum using a descriptive qualitative method through literature studies. The main focus of the research is on the application of local history potential in history learning materials, with the belief that each region has its unique potential and historical studies. The results of this study contribute to the development of history teaching methods that are more contextual and relevant to local reality.*

**Keywords:** independent curriculum, local history, history learning.

### INTRODUCTION

Education has a very important role in developing multicultural awareness in society. One of the fields of education that can specifically shape democratic attitudes, nationalism, and multicultural awareness is history education (Basri et al., 2022; Purnawanto, 2022; Setiawan et al., 2020). History education is not only a medium to convey historical facts, but

also a forum to form a deeper understanding of the diversity of cultures, history, and values that exist in a society (Lestari et al., 2023). Through history education, students can understand that each society has its own unique contribution in shaping cultural diversity. History learning materials not only cover national aspects, but also introduce students to local and international history.

This allows students to develop a broader understanding of cultural diversity involving various community groups (Santoso et al., 2023). In addition, history education also plays a role in shaping the attitude of democracy and nationalism. The presence of historical events related to the development of democracy and the spirit of nationalism, students can absorb these values and internalize them in daily life (Adellestia, 2022). History education that is oriented towards character building can help form participatory attitudes, respect differences, and celebrate diversity as a nation's wealth.

Problems that often occur even though there have been many studies that explore the potential of local history, challenges arise when prospective high school teachers try to structure learning by complying with the rules structured in the Merdeka curriculum (Kuswono et al., 2021). This difficulty may be further exacerbated by the fact that some local communities have a history that is perceived negatively or even related to intercommunal conflicts. This makes it difficult for teachers to develop local history learning materials that are in accordance with the context of an independent curriculum (Kholis, 2018). Therefore, further efforts are needed in providing support and training to prospective high school teachers in order to overcome these obstacles and maximize the utilization of the potential of local

history in education, while still paying attention to sensitivity to various aspects of history that may be controversial at the local level.

History education at the high school level plays a central role in shaping students' understanding of national and local history. This context comes from the implementation of the Independent Curriculum which is very relevant because it emphasizes freedom in the preparation and presentation of learning materials. In addition, each region in Indonesia has a unique and high-value local history richness. Even so, there are still challenges in optimizing the use of local history materials in high schools through the Independent Curriculum and measuring students' history learning outcomes (Wati et al., 2023). Therefore, this research was conducted to detail the potential use of local history materials through the analysis of history learning outcomes in high school, with a focus on the context of the Independent Curriculum. Digging deeper into the implementation and impact of the use of local history materials, this research seeks to contribute to the development of a more contextual history learning method and in accordance with the spirit of a more independent educational curriculum (Budiarta, 2023).

Local history is a very important unit in studying the heterogeneity of the Indonesian nation. The study of local

history provides an in-depth understanding of the diverse cultural diversity, traditions, and historical events in each region of Indonesia (Asmuni, 2020). Local history education has a crucial role in developing multicultural awareness among students. An understanding of local history allows students not only to be introduced to unique cultural heritage, but also to see how diverse Indonesian society is in terms of ethnicity, religion, and customs (Abdullah, 2020). The study of local history has a unique ability to open students' eyes to the different historical realities in each region. Through the study of the past differences of each society, multicultural awareness can grow and develop. Students can understand that each ethnic group or region has its unique contribution in shaping the identity of the Indonesian nation as a whole. Local history can also be a means of understanding the causes and effects of intercultural interactions, reinforcing a sense of nationalism, and promoting tolerance in heterogeneous societies (Komalasari, 2017).

In addition, local history education not only provides a glimpse of the past, but also creates a space for students to appreciate and celebrate differences (Martha et al., 2023). Through the development of a solid understanding of cultural diversity, students are expected to become agents of change who are able to foster a spirit of unity in diversity

(Martha et al., 2023). As an integral part of history education, the study of local history is a strong foundation to form a generation that has a multicultural awareness and can contribute positively to building harmony in a diverse society.

## **METHOD**

The research method applied in this study is qualitative descriptive using literature studies. The selection of this method is based on the need to deepen the understanding of the potential use of local history materials in the analysis of history learning outcomes in high school, especially in the Independent curriculum. Descriptive qualitative methods allow research to describe and explain complex phenomena, provide room for in-depth interpretation, and identify patterns or themes that emerge from existing literature (Sutisna, 2020). Stages of literature study research according to (Sugeng, 2022) consists of 3 stages. First, determine the scope that will be the focus of the research to be formulated into a research title, determine the urgency and novelty of the research, and determine the formulation and objectives of the research. Second, conduct a literature search with keywords relevant to the research topic. The literature search in this study was carried out on various databases such as Scencedirect, Google Scholar, WoS, and Garuda. The writing process begins by combining points of

information sourced from various literature into a complete unit. These information points are then explained in more depth for future research and to answer practical needs. After that, the next step is to find new evidence-based points that can be the findings of the analysis.

The steps in this research method are based on the stages according to the Johnson et al., (2020) This involves the initial stage of determining the type of library needed to fully understand the potential use of local historical materials. Then, the researcher conducts a predetermined reading of the literature, collects and records relevant information. The assessment process involves a critical analysis of the content of literature to explore concepts and findings related to the use of local history materials at the high school level with the Independent curriculum. Finally, the results of literature studies are presented in the form of analysis and synthesis, presenting significant findings in the context of research (Fatmadiwi et al., 2021). This descriptive qualitative method with a literature study approach is expected to provide in-depth insight into the potential use of local history materials and their impact on history learning outcomes in high school. The results of this study are expected to contribute to the literature of history education, provide guidelines for education practitioners, and stimulate the

development of a more contextual learning approach in the context of the Independent curriculum.

## **RESULTS AND DISCUSSION**

### **History Learning in the Independent Curriculum**

History Learning in the Context of the Independent Curriculum reflects the spirit of freedom in presenting and delivering material related to the region of each student. The mandate of independent learning allows learning to be more focused on the potential possessed by each region (Sopacna & Fadli, 2022).

This is in line with the vision of the Independent Curriculum which emphasizes local diversity and provides flexibility for each region to develop a curriculum that is in accordance with its unique potential and characteristics (Efendi et al., 2023). In this context, History learning is directed to create an Indonesian value system in the midst of rich cultural diversity in Indonesia. The concept of "Right to Culture" and local cultural identity are important points in this approach (Nashohah, 2021). Independent learning is directed to maintain and show the cultural identity of each region in response to the flow of globalization.

This reflects efforts to preserve Indonesia's rich and diverse cultural heritage. History learning is a means to realize these values, equip students with a deep understanding of Indonesian history

and culture, and provide them with awareness of the importance of maintaining and appreciating local cultural identity (Kuswono et al., 2021).

Through the utilization of local potential, learning History in the Independent Curriculum is not only a tool to teach historical facts, but also to foster a sense of nationality, concern for diversity, and awareness of Indonesian cultural values (Yuliani, 2020). In addition, this approach provides space for innovation in the presentation of learning materials, linking local history with students' life experiences, and exploring local wisdom as an integral part of the learning process. History learning in the Independent Curriculum takes a strategic role in shaping a generation that has a strong Indonesian identity and appreciates cultural diversity in the country (Alit, 2020).

History education has an important role in turning various differences in past history into valuable lessons for a better future. The purpose of teaching history in schools not only includes scientific development, but is also closely related to the goals of national education as stated in Article 3 of Law of the Republic of Indonesia No. 20 of 2003 concerning SISDIKNAS. History teaching not only aims to understand students about historical facts, but also has didactic functions that are implicit and explicit. Writing local history is important, not only from an

academic perspective but also for community development (Akmal & Susanto, 2018). In particular, local history writing plays a role in providing meaning for people to understand the past experiences of their ancestors. Local history is elastic, it can discuss history ranging from a village, sub-district, district, to the place of residence of an ethnicity or ethnicity, which exists in one area or several regions.

The hope of teaching local history is to be able to make a contribution in the form of awareness as a multi-cultural nation. This can be shown by acknowledging each other's weaknesses and building equality among diversity. By highlighting local history, it is hoped that a deeper understanding of cultural diversity in Indonesia can be realized and be able to build unity in differences. Local history is a powerful instrument to teach the values of diversity and provide a foundation for the community to build a solid national identity.

### **Analysis of the potential of Local History History Learning Outcomes**

Analysis of the potential of Local History in achieving history learning plays an important role in exploring the richness of local heritage for educational purposes (Hartati, 2020). In this context, the analysis is based on efforts to evaluate the extent to which the potential of local history can be effectively integrated in

the history learning curriculum. Identification of local historical resources, whether in the form of documents, artifacts, folklore, or oral traditions, that can be integrated into the learning process (Supardi, 2014). Analysis of local historical potential includes an in-depth understanding of the local historical context, which can be the foundation for building more relevant and contextual learning for students (Endraswara, 2018). Through this potential analysis, teachers can assess the extent to which local history materials can enrich students' understanding of national history, strengthen local identity, and provide a more holistic view of the cultural heritage of a region. The unique potentials of local history, while considering how the integration of these potentials can improve the achievement of history learning at the educational level is important (Effendi et al., 2021). It also contributes to the development of more contextual teaching methods and allows students to understand and appreciate the diversity of history across different walks of life. Analysis of the potential of Local History Learning Outcomes is the first step to create a more meaningful and in-depth learning experience for students.

### **Opportunities and types of study of local history materials**

Historical research can be divided into four main groups, each emphasizing a

different aspect of historical studies (Utari et al., 2021). First, there are studies that are focused on a specific event, known as the study of special or eventemental events. Second, there are studies that emphasize more structure, with a focus on social, political, or economic organization in a historical context. Third, there are studies that take the development of certain aspects in a certain period of time, known as thematic studies. Fourth, there are general historical studies that describe the development of an area from time to time, such as in the History of Bali or the History of the Central Java Region. For example, Balinese History can be studied by focusing on the relatively same socio-cultural background across the administrative region of Bali. However, when talking about the History of the Central Java Region, it is necessary to consider the socio-cultural heterogeneity between the Western part which has a Sundanese ethnic background and the Eastern part which has a different Javanese cultural society, such as Solo or Semarang.

An intensive and diversified study of local history can lead to a deeper understanding of heterogeneous and meaningful local realities. The historical awareness that emerges from such research allows the public to better understand and wisely respond to the differences between the past and the present (Syahputra et al., 2020). Writing

about various local phenomena not only enriches the treasures of the nation's heterogeneity, but also becomes an important foothold for effective multicultural education. By involving the community in the study of local history, we can build a strong foundation to knit diversity in our history and daily life.

History learning in high school in grade X is precisely the elements of historical process skills that encourage students to understand, analyze, and relate historical events. One important aspect is the research of local history starting from the student's immediate environment (Fatmadiwi et al., 2021). Students are invited to investigate family history, school history, and other local elements such as spice routes in the area or royal history in the local area. It provides a real context for students to develop historical research skills and immerse themselves in deep local values. The explanation of historical events in various scopes, ranging from local, national, to global, is an integral part of learning. Students are not only given an understanding of local historical events, but also invited to relate these events to a broader context. Through this approach, students can recognize local contributions in both national and global frameworks, building a more holistic historical perspective.

One of the main focuses of this learning is to teach students to relate the

relationship between historical events at the local level and events at the national and global levels. Students are invited to realize that local events have a potentially greater impact on a wider scale (Ministry of Education and Culture, BSKAP, 2022). By understanding and relating these relationships, students can see how local history is becoming an integral part of national and world history. Through this approach, History learning in grade X of high school not only provides a factual understanding of historical events, but also develops students' analytical skills, research, and critical thinking skills. Students are expected to relate and interpret the meaning of historical events in a broader context, deepen their understanding of history, and stimulate their interest in continuing to explore and appreciate their local historical heritage.

#### **Local history learning approach**

An effective approach to learning local history can be realized through various approaches that are responsive to local culture and context. One of the relevant approaches is the CRT approach (*Culturally Responsive Teaching*) or Cultural Response. This approach recognizes the cultural diversity of students and integrates these cultural elements into the learning design. Viewed from the context of local history, the CRT approach allows for more contextual teaching, relating historical material to

students' life experiences and their local culture (Maskhanah et al., 2020). Another approach that can be done is through Ethnopedagogy which is also a relevant approach in learning local history (Muzakkir, 2021). This approach emphasizes recognition and respect for local traditions and cultures in the teaching process (Yunus, 2021). By adhering to ethnopedagogy, teachers can design learning that recognizes local cultural values and perspectives, making local history more relevant and meaningful for students.

In addition, the application of TPACK (Technological Pedagogical Content Knowledge) can also improve local history learning (Tiwan & Tutuk, 2022). TPACK involves the integration of technology (T), pedagogical knowledge (P), and content knowledge (C). In the context of local history, TPACK can enable the use of technology to enrich material presentations, relate local history content to effective teaching methods, and provide a more interactive and well-rounded learning experience. The three approaches, CRT, ethnopedagogy, and TPACK, can complement each other to create a more holistic and useful local history learning. Teachers can use knowledge of students' cultures, respect local heritage, and utilize technology wisely to shape immersive and relevant learning experiences. Thus, students not only understand their local history better,

but also develop analytical skills, cultural appreciation, and active involvement in history learning.

### **Flow of Utilization of local historical potential in an area**

The flow of utilizing local historical potential in an area begins with an analysis of local potential. This stage involves identifying and deeply understanding local history, including historical resources, local wisdom, and distinctive cultural elements (Hattarina et al., 2022). This analysis can include literature studies, interviews with community leaders, and field exploration to gather the necessary information. After the local potential analysis is carried out, the next step is the learning outcome analysis (CP)(Yogi et al., 2022). This analysis identifies the goals and competencies to be achieved through the utilization of local historical potential. Focus on the skills and knowledge that students want to develop in order to better understand local history. Determining learning objectives is the next important step. These goals must be closely related to the results of local potential analysis and learning outcome analysis (Yogi et al., 2022). Learning objectives must be clear and measurable so that the learning process can be directed and effective.

The next step is to design activities, topics, and learning processes (ATP) that

are in accordance with the learning objectives (Santika et al., 2022). This includes the selection of the most appropriate approaches, teaching methods, learning models, and learning strategies to make the most of the potential of local history. At this stage, teachers' creativity in relating local history materials to learning needs is key. The learning process is carried out in accordance with the ATP that has been designed. Teachers lead students in exploring the potential of local history by utilizing a variety of approaches, methods, models, and strategies that have been chosen. Student interaction with local historical resources, discussions, field exploration, and other activities are integral to this process (Wati et al., 2023). The evaluation is carried out to measure the extent to which the learning objectives are achieved. The evaluation process includes an assessment of students' understanding of local history, skills developed, and achievement of learning objectives. Evaluations can involve various forms such as exams, project assignments, presentations, or portfolios. Finally, the reflection stage involves teachers and students in evaluating the entire learning process. This reflection involves consideration of the successes and challenges faced during the utilization of local historical potential. Teachers and students can provide constructive feedback for future

improvements. The flow of utilizing the potential of local history creates a structured and holistic series in maximizing the use of local historical heritage in the context of education. This process emphasizes the importance of linking local history to relevant, contextual, and impactful learning (Temarwut, 2023). An activity that is no less important is the assessment activity.

Assessment that is student-centered and on the side of students is an evaluation approach that focuses on the understanding and development of individual students (Indahri, 2021). In the context of the implementation of the Independent Curriculum, where emphasis is placed on student freedom and creativity, guidance for educators at the level of educational units is urgently needed. The guide not only provides direction on technical aspects, but also underlines the assessment principles that support a learner-centered approach. During the learning process, educators can hold formative assessments as one of the instruments to evaluate students' understanding and progress (Hasan, 2019). Formative assessments are conducted periodically and continuously to provide direct feedback to students and educators on the extent to which learning objectives have been achieved. Thus, educators can respond to the individual needs and development of students, creating an adaptive learning environment.

Summative assessment is the next step to ensure the achievement of the overall learning objectives. This assessment is carried out at the end of the learning period and is more comprehensive, including an assessment of the achievement of the overall goal (Prakasih & Rusdinal, 2021). The results of the summative assessment provide an overview of the extent to which students have achieved the expected competencies and the extent of learning effectiveness. The importance of guidance for educators in implementing the Independent Curriculum is that assessments are not only an evaluation tool, but also an instrument for student development and empowerment (Baruta, 2023). The guidelines may include practical guidelines on the preparation of assessment questions, observation techniques, and other data collection methods. In addition, the guide should emphasize the importance of respecting the diversity of assessment results, understanding the individual context of the student, and providing appropriate support to advance each student's abilities

## **CONCLUSION**

Freedom of learning frees education to explore local potential, creating a foundation for Indonesian values in the midst of cultural diversity. This approach is based on the concept of "Right to Culture" and local cultural identity,

making History learning a means to realize these values. History education plays an important role in turning past historical differences into valuable lessons for a better future, in accordance with the purpose of teaching history contained in Law of the Republic of Indonesia No. 20 of 2003 concerning SISDIKNAS. Local history writing is not only relevant in an academic context, but also as a key element in community development, providing meaning for people to understand the past experiences of their ancestors.

Analysis of the potential of Local History History Learning Outcomes is a strategic step to utilize local heritage in learning. The potential of local history can enrich students' understanding of national history, strengthen local identity, and provide a holistic view of the cultural heritage of a region. An in-depth study of local history helps students understand and respond to past differences wisely. Learning in high school grade X, focusing on historical process skills, especially local historical research, provides students with the opportunity to investigate and relate local historical events to national and global contexts, forming a holistic understanding of history. A student-centered approach using methods such as CRT, ethnopedagogy, and TPACK creates learning that is responsive to local cultures and contexts. The flow of utilizing local historical potential in an area involves a series of steps, ranging

from potential analysis, learning achievement analysis, goal setting, ATP design, to evaluation and reflection, to ensure the successful utilization of local historical potential. Student-centered assessments are a key instrument, and guidance for educators in the implementation of the Independent Curriculum is needed so that assessments become an evaluation tool that supports the development and empowerment of students.

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