

Students' Perception of History Learning Methods in Class X SMA Negeri 15 Semarang

Muhammad Iqbal Dhani^{1*}, Atno²

^{1,2}History Education Study Program, Faculty of Social and Political Sciences, Universitas Negeri Semarang, Indonesia

*correspondence email : iqbalmg99@students.unnes.ac.id

Received 30 May 2025; Received in revised form 8 June 2025; Accepted 11 June 2025

Abstrak

Penelitian ini bertujuan untuk mengeksplorasi persepsi siswa kelas X di SMA Negeri 15 Semarang terhadap berbagai metode pembelajaran sejarah yang diterapkan di kelas, termasuk ceramah, diskusi kelompok, penggunaan media digital, dan pendekatan berbasis proyek. Penelitian ini menggunakan pendekatan kualitatif eksploratif dengan teknik pengumpulan data berupa angket siswa dan wawancara semi-terstruktur dengan guru sejarah. Hasil penelitian menunjukkan bahwa sebagian besar siswa menilai metode ceramah yang dominan cenderung monoton, membosankan, dan kurang interaktif. Sebaliknya, metode pembelajaran yang melibatkan siswa secara aktif seperti diskusi kelompok, presentasi, penggunaan video sejarah, peta interaktif, dan aplikasi pembelajaran digital mendapat respons positif. Pendekatan tersebut dinilai lebih menarik, memudahkan pemahaman materi, serta lebih sesuai dengan gaya belajar generasi digital. Temuan ini menegaskan pentingnya inovasi dalam metode pengajaran sejarah yang lebih kontekstual, partisipatif, dan memanfaatkan teknologi untuk meningkatkan efektivitas serta makna pembelajaran. Penelitian ini memberikan kontribusi dalam memahami persepsi siswa sebagai dasar pengembangan strategi pengajaran sejarah yang lebih relevan dan menyenangkan.

Kata kunci: pembelajaran sejarah, persepsi siswa, metode pengajaran.

Abstract

This study aims to explore the perceptions of Grade X students at SMA Negeri 15 Semarang regarding various history teaching methods used in class, including lectures, group discussions, the use of digital media, and project-based approaches. This research employs a qualitative exploratory approach, with data collected through student questionnaires and semi-structured interviews with history teachers. The findings show that most students perceive the dominant lecture method as monotonous, boring, and lacking interactivity. In contrast, teaching methods that actively involve students—such as group discussions, presentations, historical videos, interactive maps, and educational applications—received positive responses. These approaches were considered more engaging, easier to understand, and better suited to the learning styles of the digital generation. These findings highlight the importance of innovation in history teaching methods that are more contextual, participatory, and technology-integrated to enhance both the effectiveness and meaningfulness of learning. This study contributes to understanding student perceptions as a foundation for developing more relevant and enjoyable history teaching strategies.

Keywords: history learning, student perception, teaching methods.

INTRODUCTION

History education at the senior high school level plays a crucial role in shaping national awareness, introducing cultural values, and strengthening students' national identity (Akhmadiyanto & Hanif,

2023). part of character education, history serves a profound function by familiarizing the younger generation with the nation's journey, its cultural heritage, and the moral values embedded within it. However, history education today faces

significant challenges due to the rapid advancement of technology and digitalization, which affect various aspects of education, including the content and delivery of learning. Additionally, there has been a shift in teaching methods, with history often perceived as a static, memorization-heavy subject that lacks relevance to students' real-life experiences (Leo Agung, 2020).

According to Sinani (2024), despite a growing tendency to adopt more interactive and technology-based approaches, traditional lecture-based methods still dominate many Indonesian schools. This conventional approach tends to hinder active student participation and makes learning monotonous. Active engagement in history education is essential, as it enables students not only to comprehend historical events literally but also to connect them to current social dynamics. Therefore, it is important to develop more contextual teaching methods that align with students' characteristics (Darajati et al., 2024). History education should help students internalize historical values and gain deeper insight into social developments, thereby equipping them to better understand future challenges.

One relevant approach in teaching history is to explore and understand students' perceptions of the methods used in the classroom. Students' perceptions can serve as a significant indicator for

evaluating the effectiveness of teaching methods, as they reflect how students interpret the learning process, the material delivered, and the teaching styles employed. Although perceptions are subjective, they remain a crucial point of reflection for educators in designing more adaptive and inclusive learning strategies (Syamsul, 2023). By understanding students' views on the teaching methods applied, more effective approaches can be identified to enhance their engagement in history education.

Research by (Susilo & Widiya, 2021) indicates that the use of animated media in history learning can improve students' understanding of the material. Animation helps students visualize historical events, making it easier for them to connect the content with their daily lives. Meanwhile (Suparmini, 2021) found that the application of the cooperative learning model, particularly the STAD (Student Teams Achievement Divisions) type, improved student participation in history classes. This model encourages collaboration in small groups, strengthens peer interaction, and enhances comprehension of historical topics. However, most previous studies have focused more on developing learning media and models, while research on students' perceptions of teaching methods used in the classroom remains limited.

There is a research gap concerning students' perceptions of history teaching

methods, especially in schools with specific local characteristics, such as SMA Negeri 15 Semarang. A study by (Jafar, 2021) shows that implementing teaching methods that consider local culture can increase the relevance of the material and enhance student engagement. Understanding local factors that influence students' learning processes allows educators to design more effective strategies to spark interest in history. Therefore, this study aims to explore students' perceptions of the teaching methods used in class, in order to gain deeper insights into effective approaches in history education in Indonesia.

Barriers to increasing student interest in history often stem not only from the complexity of the material but also from teaching methods that fail to respond adequately to students' learning needs and experiences. Hani'ah (2024) points out that students tend to respond more positively to teaching methods that actively involve them. Hence, a deeper understanding of students' perceptions of history teaching methods is key to designing more participatory and relevant strategies for the younger generation. By implementing more interactive approaches, history education can become more engaging and provide students with a richer learning experience.

Previous studies highlight the importance of adapting history teaching methods to technological advancements

and student needs. (Afwan & Asmarina, 2022) in their research, revealed that most students agreed with the use of digital books in high school history learning. Digital books were considered more practical and aligned with technological developments in the era of the Industrial Revolution 4.0. The study also emphasized that teachers must be able to adapt to technology in order to maximize history learning.

Meanwhile, a study by (Abidin, 2021) at SMK Telenika Palembang examined students' perceptions of mobile-based history learning models. The findings showed that 95.63% of students responded positively, stating that mobile-based learning was more accessible, effective, and capable of enhancing learning quality. This study highlights how mobile technology supports the learning styles of today's students.

Another study by (Anggela et al., 2022) focused on the conditions of history education during the COVID-19 pandemic. The results indicated that students found it difficult to understand historical content during both limited face-to-face and online learning. Teachers tended to assign tasks more frequently than explaining the material, and the use of media such as WhatsApp and PowerPoint was not optimal. This underscores the need for more interactive and effective teaching methods and media tailored to students' conditions and needs.

This study also aligns with the concept of the Merdeka Curriculum, which emphasizes student-centered learning. By exploring students' perceptions of the teaching methods employed, teachers can assess the extent to which these methods are accepted and considered effective by students, and identify elements that should be maintained, improved, or revised. This approach also promotes constructive dialogue between teachers and students, allowing history learning to become more collaborative and dynamic (Darajati et al., 2024).

Considering the background above, the research problem formulated in this study is to understand how Grade X students at SMA Negeri 15 Semarang perceive the history teaching methods applied in their classes. This study also aims to identify which teaching methods students find engaging and compatible with their learning styles. Overall, the main objective of this research is to reveal Grade X students' perceptions of the history teaching methods they experience at SMA Negeri 15 Semarang and to identify approaches they consider more relevant and effective within the context of history education.

METHODS

This study adopts an exploratory qualitative approach to identify and understand students' perceptions of history teaching practices in the

classroom. This approach was chosen because it allows for an in-depth exploration of the subjective meanings derived from students' direct learning experiences in the context of history education (Creswell, 2016). The research was conducted at SMA Negeri 15 Semarang during the period of March to April 2025, involving 32 randomly selected 10th-grade students and one history teacher as the main respondent.

Participant selection was carried out using purposive sampling, a technique that involves selecting subjects based on specific criteria relevant to the focus of the research. This technique was also employed by Sajdah and Pramesthy (2024) in their study on Generation Z's perceptions of mathematics learning, particularly in approaches that connect mathematical concepts with their historical development, key figures, and contributions to civilization. The use of purposive sampling ensures that the data collected genuinely reflects experiences that are relevant to the topic.

The research instruments included an open-ended questionnaire for students and a semi-structured interview for the teacher. These instruments were developed based on three main indicators: learning interest, active participation, and critical thinking skills, referring to the framework proposed by (Darajati et al., 2024).

Data collection was conducted directly at the school, and data analysis was carried out using thematic analysis based on Miles and Huberman's interactive model (Annisa & Mailani, 2023), which consists of three stages: data reduction, data display, and conclusion drawing. Data validity was ensured through triangulation of techniques and sources, as well as member checking procedures, as described by Lincoln and Guba.

In addition to methodological considerations, this study also addresses the value dimension in history content. Sinani (2024) emphasizes the importance of reinforcing moral values and nationalism in history textbooks, while Arifin et al. (2024) highlight the significance of linking historical content to local contexts to increase student engagement.

RESULTS AND DISCUSSION

Students' Perceptions of History Teachers' Teaching Styles

Data collected through interviews with the history teacher and student questionnaires revealed a variety of perceptions regarding the teacher's instructional style in the classroom. Most students reported that they found it easier to understand the material when it was delivered in a structured manner, using simple language and emphasizing key points of each historical event. Some students also noted that the use of instructional media such as PowerPoint presentations and visual

illustrations greatly helped them understand the chronology of events, historical figures, and cause-effect relationships in history.

The interview with the history teacher also revealed that the use of visual media played a significant role in explaining abstract and complex materials. The teacher acknowledged that such media helped sustain students' attention for longer periods and facilitated their understanding of historical narratives. These findings align with those of Hartono and Darajati (2024), who emphasize the importance of visual media in history education, as it can simplify students' comprehension of complex sequences of events.

In addition, several students highlighted that not all aspects of the teaching style of the interviewed history teacher were perceived positively during lessons. The teacher's enthusiasm was seen as a key factor in creating a more engaging and interactive classroom atmosphere, which positively influenced students' intrinsic motivation to learn history. One student even stated, "I feel excited to learn when the teacher tells historical stories like a storyteller—it sticks better in my mind." This statement suggests that a storytelling approach in teaching history is effective in increasing student interest and deepening their understanding of historical contexts. This is also supported by findings from

Mahmudi and Suryadi (2024), who found that storytelling can build both emotional and cognitive connections between students and the material, allowing them to visualize events through narratives that touch both the mind and emotions.

However, not all history teachers at the school received positive feedback from students. Some students expressed dissatisfaction with teaching styles that involved merely reading from textbooks without providing additional explanation or innovation. In these cases, students felt the learning process became monotonous, uninspiring, and lacking opportunities for critical engagement. Complaints included statements such as, "Sometimes the teacher just reads from the book and doesn't invite us to discuss or ask questions." This criticism of passive lecturing is reinforced by Hani'ah's (2024) research, which concluded that students often feel bored and lose interest when teachers fail to engage them in dialogue or diversify their teaching methods. When teachers exhibit low enthusiasm, students tend to perceive history lessons as mere memorization tasks with little relevance to their daily lives.

Such conditions contribute to decreased focus and motivation among some students. Some even view history as an unimportant subject, especially when lessons are rushed and lack discussion. One student remarked, "The teacher often gives assignments without sufficient

explanation, and we end up confused." A lack of two-way communication between teachers and students, combined with rigid delivery methods, diminishes the appeal of the learning experience. This contradicts Piaget's view (in Hani'ah, 2024) that active student involvement is essential for meaningful learning experiences. When students feel directly engaged in the learning process, they are more likely to understand and apply the material effectively.

The identified situations indicate that repetitive, lecture-based teaching with minimal interaction can reduce the quality of history education. Vygotsky (1978), in his constructivist theory, emphasizes that learning should be a social activity involving interactions between students and teachers, as well as among students themselves. Therefore, teachers are encouraged to implement more communicative and participatory teaching approaches that actively involve students in discussions and classroom activities. With such approaches, history learning becomes more lively, meaningful, and encourages greater student engagement.

To address these challenges, it is important for history teachers to reduce their reliance on one-way lectures and adopt more interactive teaching strategies focused on student learning experiences. Implementing group discussions, storytelling techniques, and using digital

media such as educational videos, historical animations, or interactive maps can enhance student participation and interest. Research by Wulandari and Ahmal (2024) shows that the appropriate use of digital media can make history learning more engaging and immersive. Additionally, interactive applications like Kahoot or Quizizz can be used to create a fun yet competitive learning environment, ultimately encouraging active student participation.

By adopting a more dynamic, contextual, and student-centered approach based on interaction and experience, the history learning process at SMA Negeri 15 Semarang can be transformed into a more effective and enjoyable experience. In this way, the teacher's role extends beyond merely delivering information—they become facilitators who inspire students to think critically and appreciate the relevance of history in contemporary life. When students realize that history is not just about memorizing facts but about drawing lessons from the past to shape the future, historical learning becomes significantly more meaningful and relevant.

Perceptions of the Effectiveness of Learning Methods

The questionnaire results indicate that students hold critical views regarding the teaching methods commonly employed in history classes. The majority expressed

that one-way lecture methods were ineffective and made them feel bored easily. In contrast, approaches such as group discussions, storytelling, and peer presentations were considered more enjoyable and helpful in deepening their understanding of the material.

Students explained that group discussions encouraged them to actively participate in the learning process. Rather than passively receiving information, they collaborated with teammates to build collective understanding. Such interactions not only boosted their confidence in expressing ideas but also sharpened their critical thinking skills when responding to historical issues being discussed. This field evidence aligns with Vygotsky's (1978) theory of social constructivism, which emphasizes that knowledge is constructed through meaningful social interactions.

The storytelling method also received significant appreciation. Students stated that when teachers narrated history as a series of stories, it became easier for them to visualize the past and understand historical figures on a more human level. One respondent even remarked that the teacher's storytelling felt like watching a movie, making them feel as if they were witnessing the events firsthand. This approach stimulated their imagination and fostered empathy toward historical figures and past events. Mahmudi and Suryadi (2024) emphasized

that storytelling effectively integrates both cognitive and affective domains, thereby enhancing students' interest and depth of understanding in historical subjects.

Conversely, dissatisfaction was prominent toward monotonous, passive lecture methods. Many students complained that teachers often just read from textbooks and asked them to take notes, leading to boredom, drowsiness, and a loss of focus. This method was seen as uninspiring and incapable of fostering deep understanding, as students were not actively engaged. These findings reinforce Hani'ah's (2024) research, which concludes that one-way lectures with minimal interaction can significantly decrease students' learning motivation and cognitive engagement.

Another major concern raised by students was the lack of digital media usage in history lessons. They stated that visual media—such as educational videos, animations, or image illustrations—were highly helpful in mapping abstract or complex historical concepts, like chronological sequences or cause-and-effect relationships. Visualization made the information easier to grasp and transform into a coherent mental picture. Wulandari and Ahmal (2024) found that integrating digital media not only increases motivation but also strengthens students' retention of the material learned.

Furthermore, many students suggested the use of interactive digital platforms like Quizizz or Kahoot. They believed that online quiz games add an element of fun, create a competitive yet enjoyable learning atmosphere, and are more in line with their everyday digital habits. This suggestion reflects a desire for more innovative, contextual, and technology-aligned history learning models. This perspective is supported by Hartono and Darajati (2024), who affirm that implementing game-based educational technology can enhance motivation, engagement, and better adapt the learning process to the needs of today's digital generation.

These findings make it clear that students' perceptions of the effectiveness of history learning methods are closely linked to their learning experiences—particularly those that provide space for active involvement, social interaction, and emotional connection. When teaching strategies accommodate participatory learning styles while maximizing visual and technological elements, students tend to respond more positively and demonstrate greater enthusiasm toward studying history.

Students' Expectations for History Learning

Through open-ended questionnaires, students expressed their hopes for history learning to become more varied and

responsive to their needs. The most prominent recommendation was the integration of interactive digital platforms such as Quizizz and Kahoot. According to the students, these applications create an enjoyable learning atmosphere and foster healthy classroom competition. They also suggested incorporating ice-breaking activities, group quizzes, and history-themed educational games to prevent boredom. This idea aligns with the global trend of integrating gamification and storytelling into educational practices to enhance students' emotional and cognitive engagement (Figueroa, 2024).

Beyond technology-based approaches, students also highlighted the importance of contextual learning through outing class activities, such as visits to museums or historical sites. By experiencing the locations firsthand, they believed the learning process would become more concrete and meaningful. This experiential learning model is supported by the findings of Rahmat and Sudrajat (2021), which show that connecting historical content with real-world environments fosters historical sensitivity and cultural awareness among students.

Another commonly expressed expectation relates to the teacher's communication style. Students preferred explanations that are communicative—clear, narrative, and aligned with their way of thinking—rather than overly formal

academic language. When teachers use technical terms without sufficient context, students struggle to grasp the core narrative of historical events. Sari and Arifin (2022) demonstrated that a communicative teaching style helps clarify concepts while also encouraging active participation in class discussions.

These suggestions resonate with the spirit of the Kurikulum Merdeka (Independent Curriculum), which emphasizes project-based learning and student-centered approaches. Students expressed a desire not to learn history merely from textbooks, but through authentic, creative, and collaborative experiences. This reinforces the findings of Hartono and Darajati (2024), who stress the importance of involving students in designing learning experiences to make history more relevant to their lives.

Theoretically, these findings strengthen Vygotsky's social constructivist principle, which views knowledge as constructed through social interaction and active learner engagement. When students are given the opportunity to discuss, interpret, and directly experience historical events, their emotional involvement increases, along with a stronger sense of ownership of the material.

Furthermore, students' preference for visual and interactive approaches underlines the urgency of instructional differentiation. Diverse learning styles—

visual, auditory, and kinesthetic—need to be acknowledged so that teachers can tailor their methods to meet students' actual needs. Fleming (2012) emphasized that strategies aligned with students' learning styles significantly enhance both comprehension and retention.

Further analysis shows that students' perceptions of history lessons are strongly influenced by how the teacher delivers the material, the classroom atmosphere, and the media used. When students are treated as active participants whose opinions are valued, their enthusiasm tends to rise. In contrast, one-way instruction that lacks interaction and ignores students' needs tends to suppress engagement (Wijaya & Suryana, 2023).

Ultimately, the findings of this study affirm that students' voices should be a central consideration in educational reform—especially in designing history teaching methods. By accommodating their aspirations, teachers can create learning experiences that are not only academically relevant but also personally meaningful. The concept of student voice, as emphasized by Cook-Sather (2020), is a fundamental pillar of inclusive education aimed at fostering participatory growth.

CONCLUSION

This study reveals that tenth-grade students at SMA Negeri 15 Semarang perceive the dominant use of lecture-

based methods in history learning as largely ineffective compared to more participatory and contextual approaches. Students consider one-way lectures—especially when teachers merely read from textbooks—as insufficient to spark learning interest or foster deep understanding. Such conditions negatively affect students' motivation and level of engagement in the learning process. In contrast, methods such as group discussions, student presentations, storytelling techniques, and the use of interactive digital media are seen as more effective in enhancing conceptual understanding while also building emotional and imaginative connections with historical events.

Furthermore, students expressed a desire for more communicative teaching language, outdoor learning activities such as visits to historical sites, and the integration of game-based learning platforms. These expectations underscore the importance of applying a constructivist approach—one that positions students as active agents who learn through social interaction, direct experience, and instructional differentiation tailored to their learning styles.

Based on these findings, teachers are encouraged to reflect on and adapt their instructional strategies by reducing reliance on traditional lectures, expanding the use of collaborative methods, and

integrating educational technology that aligns with the characteristics of today's digital generation. At the same time, policymakers are urged to provide adequate training, strengthen digital infrastructure, and support access to educational sites to foster a more varied, contextual, and humanistic history learning environment.

Future research is recommended to explore the long-term impact of interactive learning methods on student outcomes and critical thinking skills, particularly in the context of diverse school settings.

REFERENCES

- Abidin, R. (2021). Persepsi Siswa Terhadap Model Pembelajaran Sejarah Berbasis Mobile Materi Perdagangan Antarpulau Sumatera Dan Jawa Abad Ke 13-16 Masehi Di SMK Telenika Palembang. *JEJAK: Jurnal Pendidikan Sejarah & Sejarah*, 1(2), 1-18.
- Afwan, B., & Asmarina, M. (2022). Persepsi Siswa terhadap Penggunaan Buku Digital pada Pembelajaran Sejarah. *Tarikhuna: Journal of History and History Education*, 4(2), 212-220.
- Akhmadiyanto, S., & Hanif, M. (2023). Pembelajaran Sejarah Indonesia: MEmbangun Wawasan Kebangsaan dan Sikap Nasionalisme Siswa MAN 1 Banyumas. *Al-Isyraq: Jurnal Bimbingan, Penyuluhan, Dan Konseling Islam*, 6(2).
- Anggela, S., Jaenam, J., & Siska, F. (2022). Persepsi Siswa terhadap Pembelajaran Sejarah pada Masa Covid-19 pada Siswa Kelas XI IIS SMA Negeri 3 Mukomuko. *SINDANG: Jurnal Pendidikan Sejarah Dan Kajian Sejarah*, 4(1), 74-78.
- Annisa, I. S., & Mailani, E. (2023). Analisis faktor penyebab kesulitan siswa dalam pembelajaran tematik dengan menggunakan metode Miles dan Huberman di kelas IV SD Negeri 060800 Medan Area. *Innovative: Journal Of Social Science Research*, 3(2), 6460-6477.
- Cook-Sather, A. (2020). *Student voice across contexts: Fostering student agency in today's learning environments*. Cambridge University Press.
- Darajati, K. I., Hartono, Y., & Wibowo, A. M. (2024). Persepsi Guru dan Siswa Terhadap Kurikulum Merdeka Belajar Mata Pelajaran Sejarah Kelas X (Studi Kasus di SMA Negeri 1 Jiwan). *SEMINAR NASIONAL SOSIAL, SAINS, PENDIDIKAN, HUMANIORA (SENASSDRA)*, 3(3), 210-216.
- Faizin, M., & Amiruddin, D. (2020). Penerapan metode pembelajaran yang mempertimbangkan budaya lokal dalam meningkatkan relevansi pembelajaran sejarah. *Jurnal Pendidikan Sejarah*, 15(1), 23-35.
- Figueroa, M. (2024). *Gamification and storytelling in education: Emotional and cognitive engagement*. *Journal of Educational Innovations*, 14(1), 22-35.
- Hani'ah, N. (2024). *Relevansi pendekatan dialogis dalam mengatasi kejenuhan pembelajaran sejarah*. *Jurnal Ilmu Pendidikan*, 18(1), 66-79.
- Hartono, A., & Darajati, R. (2024). *Pemanfaatan media visual dan teknologi dalam pembelajaran sejarah abad 21*. *Jurnal Teknologi Pendidikan Sejarah*, 9(1), 22-35.
- Hartono, Y., & Darajati, K. (2024). Persepsi guru dan siswa terhadap Kurikulum Merdeka Belajar mata pelajaran sejarah kelas X (Studi

- kasus di SMA Negeri 1 Jiwan). *Prosiding Unipma*.
- Hani'ah, D. (2024). Evaluasi metode ceramah dalam pembelajaran sejarah di tingkat SMA. *Jurnal Pendidikan Indonesia*, 12(2), 45-60.
- Jafar, A. F. (2021). Penerapan metode pembelajaran konvensional terhadap hasil belajar fisika peserta didik. *Al Asma: Journal of Islamic Education*, 3(2), 190-199.
- Leo Agung, S. (2020). Pengembangan model pembelajaran sejarah sma berbasis pendidikan karakter di solo raya. *Jurnal Pendidikan Dan Kebudayaan*, 18(4), 412-426.
- Mahmudi, S., & Suryadi, T. (2024). Pembelajaran sejarah dalam pembentukan wawasan kebangsaan. *Jurnal Pendidikan Sejarah*, 9(2), 75-88.
- Muzarohmah, S. (2021). Manfaat dan peran buku teks dalam pembelajaran sejarah di sekolah menengah atas. *Jurnal Ilmu Pendidikan Sejarah*, 8(3), 112-125.
- Prihadi Dwi Hatmono, A. (2021). Pengembangan historiografi dalam buku teks sejarah Indonesia. *Jurnal Sejarah Indonesia*, 18(4), 99-104.
- Rahmat, H., & Sudrajat, M. (2021). *Pengaruh outing class terhadap pemahaman sejarah lokal siswa*. *Jurnal Pendidikan Kontekstual*, 5(2), 101-115.
- Sari, R., & Arifin, H. (2022). *Gaya komunikasi guru dan efektivitas pembelajaran sejarah di sekolah menengah*. *Jurnal Interaksi Edukatif*, 11(4), 34-47.
- Sinani, S. (2024). Analisis Komparatif Cakupan Nasionalisme dan Nilai Moral dalam Buku Teks Sejarah Kelas XI di Uganda dan Indonesia. Tesis Magister, Universitas Sebelas Maret.
- Savitri, D., & Rahmah, A. (2023). Pemanfaatan media animasi dalam pembelajaran sejarah untuk meningkatkan pemahaman siswa. *Jurnal Pendidikan Sejarah*, 10(2), 123-134.
- Syamsul, M. (2023). Evaluasi metode pembelajaran berbasis proyek pada mata pelajaran sejarah di SMA. *Jurnal Pendidikan Indonesia*, 8(4), 45-52.
- Suparmini, M. (2021). Penerapan model pembelajaran kooperatif tipe stad untuk meningkatkan aktivitas dan hasil belajar. *Journal of Education Action Research*, 5(1), 67-73.
- Susilo, A., & Widiya, M. (2021). Video animasi sebagai sarana meningkatkan semangat belajar mata kuliah media pembelajaran di STKIP PGRI Lubuklinggau. *Jurnal Eduscience*, 8(1), 30-38.