

Challenges For Improving The Local History Literacy By Developing Teaching Materials Of Ponorogo History Based On The Curriculum 2013

Nia Ulfia Krismawati*, Wardo, Nunuk Suryani
Sebelas Maret University, Surakarta, Indonesia
*Corresponding author: Niaulfia5544@gmail.com

Abstract

Local history is a learning material that should exist in the curriculum of history teaching because of its educational and inspirational values. In the curriculum of Indonesia, local history materials have limit space even it does not exist in competency goals. This leads to moral degradation and losses of local identity of students because of ignorance of the local history that can actually be used as a guide in strengthening identity. The purpose of this research was to investigate how the history materials and the teaching strategies mean being used and what the level of local history literacy in a senior high school located in Ponorogo, Indonesia. The author used the qualitative descriptive method and students of senior high school of Ponorogo, Indonesia as population subject. The random sampling was used to determine the sample. The technique used to collect data were interviews, questionnaire, and observation. This research found that the history teaching in the senior high school of Ponorogo had not been using local history as a learning material impacted on the low level of local history literacy. The teaching methods used were lecture frequently and discussion barely. Most of the students are passive and not enthusiastic to attend the class that proves if history learning is a boring lesson for them.

Keyword: Local history, learning materials, curriculum 2013, local history literacy

Introduction

Objectives

The teaching of local history has been recommended as an active way for learning history at the beginning of the twentieth century. The local history becomes popular again with debates on globalization and postmodern in recent years (Aktekin, 2009). The moral degradation of students especially in Indonesia become irony that impacts on the future of a young generation. Local history can be defined as the study of the past of some units or communities that have differences one another. The importance of local history and regional history and the necessity of maintaining a balance between local, national, European and world history education at a different time (Aktekin, 2009); Slaster, 1995). Local history has educational and inspirational values that can be motivated to solve the problems in recent years (Widja, 1989). This learning has purposed to training the students to dig the local identity of their town.

The low literacy skills of local history can be one of the reasons for the occurrence of local identity degradation. PIRLS 2011 and PISA data recently showed that Indonesia was in the 60 out of a total 65 countries in the literacy capability category (Sari, 2016). 25%-34% of Indonesian students are in the level-1 of literacy, meaning that learners are only able to read simple text. Whereas if the students are only able to understand the simple text, the main purposes of local history materials not be reached

maximally. A more productive line of inquiry would be to consider how literacy has been constructed, shaped, and discussed, by whom, when, where, and why or depends on the time, space, and context (Maposa, 2009). The most important aspect of the literacies are speaking, reading, writing, and understanding. Evidently, it assumes that a person develops from speaking to reading, through writing until they develop to reach the understanding (Maposa, 2009).

Curriculum 2013 is the newest curriculum in Indonesia should use a scientific approach including; asking, observing, searching information, associating, and communicating (Kurniasih, 2014). All schools should implemented the newest curriculum as an effort to improve the quality of learning and produce highly skilled students. The senior high school of Ponorogo used the curriculum 2013 as a guideline for doing learning such as history learning. The strategies and media of learning should be based on the curriculum by using the scientific approach, interactive media, and student-centered. The scientific approach is a learning process designed to stimulate pupils so they can construct their thoughts (Hosnan, 2014). What should the emergence of local history mean for the students? In this article, I offer a few examples, drawn from my efforts to develop learning materials of local history. I focus on the developing teaching materials for two reasons: (1) because there are several sources of the local history of Ponorogo that can be learning sources, (2) the textbook is an opportunity to help students doing literacy by reading, writing, and researching the events happened in the Ponorogo. It can be an alternative solution for improving the local history literacy of students.

Research Questions

The research questions are 1) what the importance of history education and local history at school?; 2) what kind of a local history of Ponorogo that can be learnt by students?; 3) how to develop teaching and learning materials of local history based on the curriculum 2013?

Learning

The learning is a process of gaining knowledge that affects a behavioral change as a result of interaction with the environment. According to R. Gagne's theory, the learning is a process of acquiring knowledge and skills based on instruction (Slameto, 1995). The learning cannot happens naturally, but it only happen in the certain conditions. Conditions that allow a child to learn, namely: (a) internal, in the form of readiness of learners and knowledge that has been learned and owned previously; (b) Externally, it is a learning situation purposely formed by educators (Khuluqo, 2017). In this case educators can use strategies and teaching materials that support the readiness of learners to do some works.

The learning activities can be succesfull, when the learners are able to achieve the desired competence. Based on the concept of learning, there are main ideas related to the success of a learning. First, learning brings about changes in both behavior and potential. Second, in the learning activities, the students will get a new skill. Third, the change can occur when there is a good effort of learners as well as teachers as facilitators together intentionally (Suryabrata, 2013). In the learning process, several keys of competencies that need to be implemented; (1) collecting, organizing, and analyzing information; (2) conveying ideas and information; (3) working in teams; (4) using ideas or ideas; (5) solving a problem.

The Constructivism Approach In The history Learning

The constructivism is the psychological and philosophical perspectives which see each learners should be given a space in forming their own construct of thought (Schunk, 2012). This toery is influenced by Piaget and Vygotsky's theories of research carried out in the science of human development. The main assumption of this theory is that each learners is an active and able to develop his own thinking. Therefore, in the process of understanding a material, learners are required to find the basic concepts of the materials.

The constructivism is an approach that emphasizes the active learning in reconstructing learners' knowledge and understanding in learning activities (Tung, 2015). It is supported by Smith's (2009) statement that constructivists believe that learners should be given space to reconstruct their own thoughts with the experience, mental structure, and beliefs . In constructivism classes, learning activities usually include the primary source as a learning resource. The role of teachers is a facilitator who is giving individual questions and opinions regarding the lessons being discussed (Schunk, 2012). Therefore, the constructivism approach is considered appropriate to be the basis in conducting the learning process based on the curriculum of 2013.

The Literacy Skills of Local History

The historical literacy is an ability to negotiate and create an interpretation as a form of understanding of the past through the use of documents and artifacts (Bennett, 2014). Historical literacy is defined as the ability to comprehend, critique, and create texts in discipline-specific ways (Beddes, 2016). In the historical literacy activities, learners are required not only memorize the events but also become active and critical. The historical literacy means being able to negotiate using documents and historical evidence that is is not only learn about historical events but are required to use the reason of the resulting interpretation (Bannet, 2014). Explaining development of the diverse meaning of literacy can bed categorized into three stages in terms of: (a) a heightening of qualitative standards of literacy to encompass higher order cognitive processes; (b) a broadening of the social and individual purposes that literacy is intended to serve; and (c) an extending of the literate from religious and scholarly elites to whole population (Maposa, 2009). The literacy level based on the cognitive aspect can be seen in the table below.

Table 3.1
The Construction of Literacy Competency in The Cognitive aspect

Cognitive Level	Understanding Competency
<i>LOW</i> Knowing and understanding facts	Using the low level of cognitive for searching information. Indicators, 1) Collecting the information and the historical fact based the topic 2) Identification dan grouping data based on the topic.
<i>MEDIUM</i>	Using the medium level of cognitive to analyze and organize the reading from teaching materials.

CHALLENGES FOR IMPROVING THE LOCAL HISTORY LITERACY

Cognitive Level	Understanding Competency
Analysing and Organizing	Indicators, 1) Determining the idea of the research, 2) Determining the connection between causes and effects of the result of the research.
<i>HIGH</i> Concluding and Interpretation	Using the high level of cognitive to conclude and interpretation Indicators, 1) Determining the relevant information, 2) Finding the meanings and values from the result of the research. 3) Preparing the result of the research, 4) Responding the problems which found based on the research critically.

Sumber: (Musfiroh, 2016)

Methodology

In this research, the author used the qualitative method to analyze about the local history of Ponorogo, the perceptions of teacher and student about the importance of local history, the structure of curriculum 2013, strategies were used by teachers and the developing teaching materials of local history learning. Data were collected by observation, interview, and questionnaire. It focused on the kinds of local history of Ponorogo that can be a source of learning, the curriculum of teaching history, what and how the learning materials were used in the senior high school of Ponorogo, and how to develop a learning material of local history based on the curriculum 2013.

Literature Review

History Education And Local History Of Senior High School In Indonesia

The most enduring question of the learning history is "what is the purpose of studying history at school?" this question in most cases may come from critics of the subjects (Maposa, 2009). History learning has an important role in forming the character, attitude, so they would have a sense of nationality, intellectual, and appreciate to the struggle of the nation (Susanto, 2014). The purposes of learning history of Indonesian education are building awareness of history, training critical thinking, having good moral and responsible, and growing the appreciation of heritages (Susanto, 2014). History learning in Indonesian education focuses on historical facts, such as the name of actors, the year, the name of an event, and the place where the event occurred (Hasan, 2011). Learning history can be started from knowing the event that occurred in the local area. To study the great event, learners prefer to understand the knowledge in the small unit. The national history not only about understanding through the thinking of government but also knowing the experience of a social group from each region that provides clarity and overall events (Widja, 1989)."

The local history, a micro unit of the history of Indonesia, has been characterized as a one-dimensional ethnic and cultural unity (Priyadi, 2012). This material should be an important part of the syllabus as it can attract and stimulate the historical imagination of students through doing simple research (Kochhar, 2008). Based on the time or temporal, the local history has different time that cannot be unified in one period while the spatial is done on a certain space agreed by a historian. Local history is a reflection of local identity that must be communicated with other local identities to generate a

national identity (Priyadi, 2012). There are several advantages of local history teaching, including; (1) the local history brings and projects the learners' experiences into real life and relates to the present, (2) learners get an example of differently experience levels of the environmental development, including present situation, and (3) local history can support the principle of developing the learners ability to think actively and creatively (Widja, 1989).

The history lesson is one of the required subjects that should exist in the curriculum 2013. "*Logocentrism*" approach, knowing the geographical location of history, should be used in the classroom (Kartodirdjo, 1992). For this case, there are several things causing the problem of local history teaching. *First*, the availability of the material source of local history and lack of written source are provided difficulties in collecting information. *Second*, the selection of the material including the depth, scope, and chronology of the local history in the historical materials (Romadi & Ganda, 2017). *Third*, the necessity of completion of material targets specified in the curriculum that confused the teachers between the goals of curriculum and the development of local history materials that are difficult to relate to the core matter. Fourth, the difficulties to organize the learning activity of the students including; determining the topic, preparing the learning activity, and reporting the result require considerable time (Widja, 1989).

Developing teaching materials can be an alternative solution for improving the literacy skill of local history. Teaching materials, a set of materials arranged systematically to create an atmosphere, allow learners to learn (Prastowo, 2013). Teaching materials generally include textbook, handout, LKS, audio, teaching material, module, etc. The characteristics of developing teaching materials by scientific approach are; (1) student-centered, 2) improving critical thinking skill and the learning motivation, and 3) giving opportunity to practice the communication skills (Kurniasih, 2014). The systematic of developing teaching materials include; (1) learning instructions, it is a guide to the teachers about how the student should learn well through teaching materials; (2) the goal of competence, the teaching materials used can be a standard of competence that must be mastered by learners. (3) supporting information, the student more understands and easily learn the materials by additional information; (4) exercises, the assignment at the end of each theme, can be a measurement of the student's competence. (6) evaluation, a number of questions intended to the learners, is the last component of the teaching materials development.

The Local History Of Ponorogo

Ponorogo is a historic district located in the East Java. Historic sites containing local history generally appears in historical places (Wibowo, 2016). This district has a rich of local culture, including; *First*, the Kingdom of "BantarAngin" known as Wengker is closely linked to the history of Ponorogo. The region of Ponorogo is a former area of "BantarAngin". In the future, this kingdom is related to the history of *reyog*.

Second, BathoroKatong, is the founder and first leader of Ponorogo. The history of the Bhatorkatong leadership should be enrichment materials with the goal of moral education and character in students. The leadership values of Bathorkatong in teaching Islam and forming a strong government can be able to serve as inspiration and motivation to solve problems occurred. In addition to spiritual values of Bathorkatong can be a learning experience in religious moral and spiritual especially Islam.

Third, *Warok*, a local identity of Ponorogo, is known as a local informal leader who respected and honored by the people. This figure is inspiring of a good character from the ancestors of Ponorogo to the next generation. First, *Warok* generally became

CHALLENGES FOR IMPROVING THE LOCAL HISTORY LITERACY

a chief village in Ponorogo, but in the future, he is known as the informal leader and cultural figure who oversees the *reyog* communities.

Fourth, reyog, a cultural wealth of Ponorogo, has various histories. This culture has some components including; *Barongan*, *Jathilan*, *Klana Sewandana*, *Pujangganong*, and *Warok* with inspiring meanings. The details are; 1) *Barongan*, containing a philosophical meaning a strength and beauty, are realized in the form of a tiger's head, known to the savagery and ferocity, and beauty embodied in the form of peacock feathers; 2) *Jathilan*, symbolizes the patriotic spirit of a soldier and illustrates agility in battle on horseback; 3) *Klana Sewandana*, implies a fair and wise leadership. This beautiful dance figures depict a leader who knew any situation. In carrying out of his leadership, Klana Sewandana has the weapon called "*Pecut Samandiman*" which contains a remarkable miracle; 4) *Pujangganong* is a picture of a governor of *Bantar Angin*. The value and meaning of Pujangganong that seemed funny, a lot of the act, and always creating a sensation is a symbol of life that does not always run smoothly and straight; 5) *Warok*, symbolizes authority and charismatic form of Ponorogo society.

Fifth, larung sesaji, ceremonial ritual to ask for protection from the evil spirits, has been done by society as a form of relationship between the creature with the Creator. Another reason of *larungan* is able to express a thankful to the gift. In the future, this ritual has changed either of the components or the aims. This is due to the interference of the government who knowingly commodification of this culture causing some changes happened. This phenomenon is interesting to be the discussion topic. Those histories have values which can be used as learning materials.

Findings

The history teachers of the senior high school of Ponorogo has implemented some learning strategies and media. The history teachers used various strategies and media for supporting the learning process and the most frequent methods used are lecture, discussion, and question-answer. The teacher also presented some of local history of Ponorogo sometimes. Based on the curriculum of Indonesia named curriculum 2013, there are various strategies that should be used including; problem-based learning, project-based learning, discovery learning, and contextual teaching and learning model (Hosnan, 2014). The use of those strategies purposes to push the students to be active, creative, and critical. Teachers learn new strategies of curriculum 2013, but barely implemented in the class. According to Gagne (2011) the theory of learning said that the students can learn because of instructions. The successful learning depends on the teachers and the using learning strategies and media. The using of classical method such as lecture method would impact in the rise of competence that proved in the class by the passive students.

There are some strategies of improving the local history literacy of students in the history class. *First*, according to Nokes (2011) the literacy of history learning needs a historical empathy that enables students to understand about the irrational measure of people in the past. By having historical empathy, the students can understand what people had been done, what the reason, and how to solve the problem happened in the past, present, and future. *Second*, learning based on the constructivism approach. This approach allows student to be active, creative, and critical by giving a chance for them to explore the source around them and emphasizes the active learning in reconstructing learners' knowledge and understanding in learning activities. The teacher can use the strategies of curriculum 2013, such as problem based learning, project based learning, and discovery learning that allow student to use critical thinking, creativity, and innovation to understand the meaning and values of the local history of their town.

Third, developing teaching materials of local history. The key goal of history teachers is that their students will learn to be historical thinkers. For this happen, students need to comprehend and critical analyse the text they read (Schleppegrell, 2008). By developing teaching and learning materials of local history based on the curriculum 2013, it can be alternative solution for improving the local history literacy of students in Ponorogo, Indonesia.

Discussion

Ponorogo, a historic district, has many local wisdoms and local histories that can be a material resources for learning including; (1) Kingdom of *Bantar Angin*; (2) *Bathoro Katong*; (3) *Warok*; (4) *Reyog*; (5) *Larung Sesaji*. The teaching local history of Ponorogo can be done by some strategies with the goal of merging students' improved acquisition of historical content information with the development of more sophisticated historical analysis and interpretation skills (Hernandez-Ramos, 2009). The most popular strategies are walks designed to study neighborhoods and particular buildings; interviews with local people, especially with the elderly; presentations of slides and historical photographs and analysis various local document (Aktekin, 2009). The meaningful teaching history, prefer to involve the students in the learning process so they are an active and creative persons. Through the literacy learning, students are involved to search the information and analyze the process and meaning of history.

There are several strategic steps that can guide the ideal history teaching in school, following; (1) improving academic quality; (2) developing methodical didactic; (3) improving the teachers' skills of "*iptek*", especially educational technology; and (4) preparing teaching materials that emphasize on the cognitive, affective, and psychomotor aspects (Sayono, 2014). As a way to support literacy learning, one of the things that can be done by the teachers are developing teaching materials and give instructions including how to read, think, and create. The developing of teaching materials based on the curriculum 2013 must focus on the several things; (1) the systematic; topics based on the basic competence and assessment. (2) materials, including; introduction, motivation, material chapter based on the goals of competence, learning activity by scientific approach; and (3) assessment process and study results including; assessment, knowledge, affective, psychomotor assessment and evaluation (KemenDikBud, 2014).

Developing teaching materials of local history would be beneficial if following principles were taken into consideration (Aktekin, 2009); Bage, 2000);

- 1) Local history is resource-led. Teachers should find out the possible available sources on a particular topic and decide wheater or how to focus on it,
- 2) Local history should be student-centered. Teachers should allow pupils to do more work than himself/herself Deve and support students' inquiries,
- 3) Local history should be inquiry-led. Researching familiar local areas can give students good opportunities,
- 4) Use the widest range of historical sources possible. Local history studies can use different sources such as museum and site visits, oral history, artifact, pictures, and printed and hand-written documents,
- 5) Find romance. A name on a map can attract and lead them into wanting to know more,
- 6) Evaluate evidence. Local history projects should evaluate pieces of evidence during the project. Some localities can have legendary stories of local buildings, cultures, and events so the students can collect them as well but they should be included in local studies.

CHALLENGES FOR IMPROVING THE LOCAL HISTORY LITERACY

- 7) Involve local experts. Local authors, archaeologists, archivists, builders or architects might have interesting stories and expertise.
- 8) Involve local community. Sources from local community such as local history groups, local newspapers, old people's homes etc, can be interesting information sources.
- 9) Aim for an end-product. The result of any local history project can be shared in many ways that can be an educationally beneficial and can give the local community something back can improve their image of the school.

Developing teaching materials of local history based on the curriculum 2013 must focus on the communication, collaborative, critical thinking and problem solving, creativity and innovation (4C) and high order thinking skill (HOTS) principles by scientific approach. A core assumption of a scientific approach is that the learners actively construct knowledge through activity and the goal of the learning experiences designed by a teacher is to promote a deep understanding rather than superficial (Hernandez-Ramos, 2009). In the communication and collaborative concept, it can be done by giving column or worksheet that allows a student to discuss and conclude the results in oral form. Critical thinking and problem solving, the ability to understand complex problems and connects information can be realized in the form of presentation at the end of learning materials by questioning or requesting for a response to a problem. The creativity and innovation concept, the ability to develop and convey ideas, is done through an assignment in the form of project work.

As an effort to improve the critical thinking of learners, the development of local history should be equipped with questions that lead to the concept of high order thinking skills (HOTS). The ultimate goal of applying this concept is that learners are able to become critical generation and able to think by high level (high order thinking skill / HOTS). HOTS concepts would be done through solving problems and learning activities of learners. The HOTS questions in the assessment context measure the ability to (1) transfer one concept to another, (2) processing and applying the information, (3) seeking the connection from different information, (4) using information to solve problems, and (5) examining ideas and information critically (Kemendikbud, 2015). Based on that principles, the developing of test would be done according to the purposes. Developing test would focus on the analysis (C4), synthesis (C5), evaluation (C6).

Conclusion

Ponorogo has many local wisdoms that can be used for the learning materials including; (1) Kingdom of *Bantar Angin*; (2) *Bathoro Katong*; (3) *Warok*; (4) *Reyog*; (5) *Larung Sesaji*. The learning of the local history becomes an urgency in developing a local identity. This problem can be solved by developing teaching materials of local history to improve the literacy competence. Local history teaching has many benefits for school and can do much to increase the likelihood of the history teacher's success. In order to get the maximum benefit of local history studies for history education, the teacher should choose the topics and methods very carefully. Developing teaching and learning materials of the local history based on the curriculum 2013 must focus on the communication, collaborative, critical thinking and problem solving, creativity and innovation (4C) and high order thinking skill (HOTS) by a scientific approach.

Acknowledgment

The author would like to say thanks to all involved parties in this research, especially Prof. Dr. Wardo, M.Hum and Prof. Dr. Nunuk Suryani, M.Pd. as the advisors. Special thanks to Endowment Fund for Education (LPDP RI) that gives an opportunity for joining the international conference as my sponsor.

Reference

- Aktekin, S. (2009). The Place and Importance of Local History in the Secondary History Education. *Journal of theory and practice in Education*, 6 (1), 86-105.
- Beddes, K. (2016). What is Being Said About Historical Literacy in Literacy and Social Studies Journal: A Content Analysis. *Theses and Dissertation*, 5997., -.
- Bennett, S. M. (2014). Teachers' Beliefs And Implementation Of Historical Literacy Pedagogy in Three Advanced Placement United States History Classrooms. *The Georgia Social Studies Journal* Volume 4, No.2, 53-67.
- Hasan, H. S. (2011). Histori Education As An Educational Medium To Embody The Spirit Of Nationality. *HISTORIA*, 12(1), 55-66.
- Hernandez-Ramos, P. &. (2009). Learning History In Middle School By Designing Multimedia In A Project-Based Learning Experience. *Journal Of Research on Technology in Education*, 42(2), 151-173.
- Hosnan, M. (2014). Pendekatan Saintifik dan Kontekstual Dalam Pembelajaran Abad 21, Kunci Sukses Implementasi Kurikulum 2013. Bogor: Ghalia Indonesia.
- Kartodirdjo, S. (1992). Pendekatan Ilmu Sosiasl dalam Metodologi Sejarah. Jakarta: Gramedia Pustaka Utama.
- KemenDikBud. (2014). Materi Pelatihan Guru Implementasi Kurikulum 2013. Jakarta: Pusat Pengembangan SDM Pendidikan dan Kebudayaan.
- Kochhar, S. (2008). Pembelajaran Sejarah: Teaching Of History. Jakarta: Grasindo.
- Khuluqo, Ihsana El. 2017. Belajar dan Pembelajaran, Konsep Dasar Metode dan Aplikasi Nilai-Nilai Spiritual dalam Proses Pembelajaran. Yogyakarta: Pustaka Belajar.
- Kurniasih, I. (2014). Implementasi Kurikulum 2013; Teori dan Praktek. Surabaya: Kata Pena.
- Maposa, M. &. (2009). Conceptualising Historical Literacy- A Review of The Literature. *Yesterday & Today*, 4, 41-67.
- Musfiroh, T. &. (2016). Konstruksi Kompetensi Literasi Untuk Siswa Sekolah Dasar. *LITERA*, 15 (1), 1-15.
- Nokes, J. (2013). Building Students' Historical Literacies: Learning to read and reason with historical texts and evidence. New York: Routledge.
- Praswoto, A. (2012). Panduan Kreatif Membuat Bahan Ajar Inovatif: Menciptakan Metode Pembelajaran yang Menarik dan Menyenangkan. Yogyakarta: DIVA Press.
- Priyadi, S. (2012). Sejarah Lokal, Konsep, Metode, dan Tantangannya. Yogyakarta: Ombak.
- Romadi & Ganda, F. (2017). Pembelajaran Sejarah Lokal Berbasis Folklore Untuk Menanamkan Nilai Kearifan Lokal Kepada Siswa. *Sejarah dan Budaya, Tahun ke sebelas*, No.1, 79-94.
- Sari, U. A. (2016). Integrasi Ilmu Sejarah Dengan Ilmu Geografi Dalam Meningkatkan Kemampuan Literasi Sejarah Mahasiswa Pendidikan IPS Melalui Eksplorasi Sejarah Lokal Candi Badut. *Jurnal Teori dan Praksis Pembelajaran IPS*, Vol 1, No.2, 130-135.
- Sayono, J. (2014). Pembelajaran Sejarah di Sekolah: Dari Pragmatis Ke Idealis. . *Sejarah dan Budaya*, 11(1), 9-17.

CHALLENGES FOR IMPROVING THE LOCAL HISTORY LITERACY

- Slameto. 1995. Belajar dan Faktor-Faktor Yang Mempengaruhinya. Jakarta: Rineka Cipta
- Suryabrata, S. (2013). Psikologi Pendidikan. Jakarta: Raja Grafindo Persada
- Susanto, H. (2014). Seputar Pembelajaran Sejarah (Isu, Gagasan, dan Strategi Pembelajaran). Yogyakarta: Aswaja Pressindo.
- Tung, Khoe Yao. 2015. Pembelajaran dan Perkembangan Belajar. Jakarta: PT Indeks.
- Wibowo, A. M. (2016). Pengembangan Model Pembelajaran Sejarah Lokal di SMA Kota Madiun. *Agastya*, 6(1), 46-57.
- Widja, I. G. (1989). Sejarah Lokal Suatu Prespektif Dalam Pengajaran Sejarah. Jakarta: DepDikBud.