



Journal of Education, Teaching, and Learning is licensed under
A [Creative Commons Attribution-Non Commercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

Integration of Local History in History Learning at State Senior High School 1 Beduai, Sanggau Regency, West Kalimantan

Eka Jaya Putra Utama¹⁾, Nunik Esti Utami²⁾, Muhammad Sadikin³⁾

✉¹⁾ Universitas PGRI Pontianak, Pontianak, Indonesia
E-mail: ekajpu.ikipptk@gmail.com

²⁾ Universitas PGRI Pontianak, Pontianak, Indonesia
E-mail: nunikestiutami87@gmail.com

³⁾ Universitas PGRI Pontianak, Pontianak, Indonesia
E-mail: Sadikinmuhammad87@gmail.com

✉ Correspondence Author

Article Information:

Received MM DD, YYYY

Revised MM DD, YYYY

Accepted MM DD, YYYY

Keywords: Local History; Sanggau; History Learning.

© **Copyright:** 2023. Authors retain copyright and grant the JETL (Journal of Education, Teaching and Learning) right of first publication with the work simultaneously licensed under a [Creative Commons Attribution License](https://creativecommons.org/licenses/by-nc/4.0/)

Abstract

This research is focused on examining the application of local history of Sanggau in the history learning process at State Senior High School 1 Beduai, Sanggau Regency, West Kalimantan. The method used was in the form of descriptive qualitative research with a single case study design. Data collection was carried out through direct observation, in-depth interviews, and review of supporting documents. The validity of the data is obtained through triangulation of sources and techniques, while the data analysis process includes the stages of reduction, presentation, and conclusion drawn. The findings of the study show that the history learning plan has been prepared based on the characteristics of students and the applicable curriculum provisions. The application of Sanggau's local history in learning is able to present a learning atmosphere that is more contextual, interesting, and close to students' lives so as to help increase historical understanding and cultural awareness. In its implementation, teachers utilize learning media, the surrounding environment, and contextual approaches. The main obstacles faced include limited resources to learn local history, difficulty in accessing historical sites, and limited allocation of time for history learning in schools

How to cite: Utama, E.J.P., Utami, N.E.m & Sadikin, M. (2025). Integration of Local History in History Learning at State Senior High School 1 Beduai, Sanggau Regency, West Kalimantan. *JETL (Journal of Education, Teaching and Learning)*, 10(2), 454-461. doi: <http://dx.doi.org/10.26737/jetl.v10i2.9010>

INTRODUCTION

Education is a process that is systematically arranged to create a learning environment as well as learning and training activities that allow students to play an active role (Hamdani, 2016). With education, humans can learn to give, learn to receive, learn to be patient, learn to respect others for differences in ethnicity and religion (Darmadi, 2018). The curriculum needs to undergo continuous development in order to be able to adapt to efforts to find new methods, strategies, and facilities that are more effective and

efficient to improve the quality of its implementation. The determination of the content of learning materials needs to consider the involvement of students as the main subject in the learning process. Mastery of the material is not entirely determined by the teacher, but is built by the student through his own learning experience. Teachers as learning implementers are required to be careful and wise in determining the subject matter that should be studied by students (Utama, 2011).

Learning is an ongoing activity throughout life, and individuals learn through a variety of means, including hands-on experience, observation, formal instruction, and experimentation (Suyono and Hariyanto, 2016). The ability to learn and transfer knowledge between generations is one of the most important traits that distinguish humans from other living things. Knowledge will only be obtained if students develop their potential by carrying out active and creative activities (Matui, 2024).

The learning process is a central element in maintaining and developing cultural values in human society. Learning can be lived or experienced by individuals who are learning. The learning process is the main core in the implementation of education in an educational institution. Various factors, both internal and external, influence the learning process, which includes educators, teaching materials, interaction patterns, media and technology (Purnamasari, 2011).

History is understood as a means to study past lives that are full of meaning and become an important foothold for humans in understanding various events. In essence, history is a science that examines the journey of human life in the past as well as providing direction and lessons in dealing with various problems in the present. In the learning process, history can be enriched through the use of various historical relics and events, both local and national (Triyanto, 2024). Learning history does not only provide historical knowledge. But it must also introduce the noble values of the nation in the learning of history (Yafi, 2023).

Understanding of history should be instilled in every individual from an early age in order to be able to recognize and interpret various events in the past. The values contained in it can be used as a basis in responding to the present life and determining the future (Amin, 2011). The process of integrating local history with students through comprehensive learning. Integration and internalization in history learning aims to provide a complete understanding of history. History learning is to make humans wise and have historical awareness and cultural awareness (Sudrajat, 2020).

History materials can be sourced from various studies, such as local history of Sanggau, economic history, political history, urban history, rural history, and cultural history. These various materials are studied by utilizing approaches and the help of other disciplines so that the discussion is more in-depth and comprehensive. The processing and development of historical materials needs to continue to be carried out so that the strategic function of history learning in building historical awareness is more optimal. Thus, students are not only required to memorize historical facts, but also to be able to understand, appreciate the facts in the story (Zulkarnain, 2002). History material is a teaching material that is selected in accordance with scientific criteria and its usefulness value to support the achievement of learning goals

Sanggau Regency has many historical sources that can be used as material for history learning in high school. Enrichment and innovation of teachers in choosing topics are important so that history lessons are more interesting for students to learn so that the content of local history is a source of support for national history. This study analyzes the integration of local history in history learning at State Senior High School 1 Beduai, Sanggau Regency, West Kalimantan Province.

METHODS

The research uses a qualitative descriptive form with a single case study research strategy in the form of embedded research (Sutopo, 2006). The research was conducted at State Senior High School 1 Beduai, Sanggau Regency, West Kalimantan to get a more comprehensive and in-depth picture of Sanggau local history learning. Case study research is a study that explores a problem with detailed limitations, has in-depth data retrieval, and includes a variety of sources of information (Murdiyanto, 2020).

Data collection techniques with direct observation in the classroom during history learning, in-depth interviews with history teachers and students and recording documents such as lesson plans, syllabus and other learning tools. The snippet technique in this qualitative research is to take samples that have been determined based on considerations. Method triangulation and source triangulation techniques were carried out to test the validity of the data. In qualitative data analysis, it is carried out interactively and takes place continuously until it is complete, so that the data is saturated (Scott, 2015). Data analysis activities are carried out through several stages, namely data collection, simplification or reduction of data, presentation of data, and drawing and verifying conclusions.

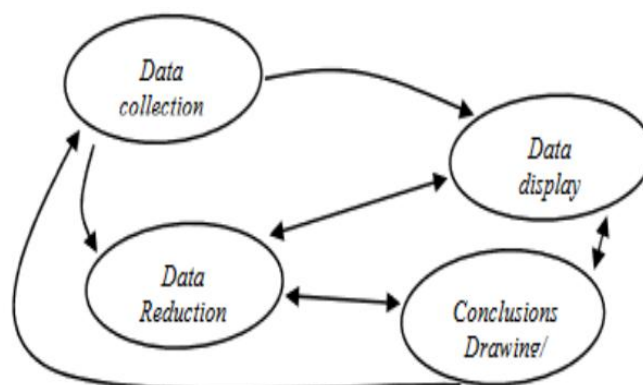


Fig.1. Interactive model data analysis (Zulfirman, 2022)

RESULTS AND DISCUSSION

1. Local History Learning Planning at State Senior High School 1 Beduai.

Learning planning needs to begin with determining the goals to be achieved based on the results of the needs analysis and completeness of supporting documents, then determining the steps that must be taken for the learning objectives (Imbar, 2024). Learning planning is also adjusted to the circumstances and learning conditions of students. Based on students' opinions, history lessons are one of the less preferred subjects. History is still considered a less interesting subject for students. This is due to many factors. Teachers lack a contentious touch in delivering subject matter.

The history learning process at State Senior High School 1 Beduai is carried out based on the design of each semester program that is adjusted to the curriculum. The learning planning carried out by the teacher will determine the success of the learning he leads. The preparation of the teaching materials developed is in accordance with the characteristics of the students and the components in the syllabus.

Learning history at State Senior High School 1 Beduai, teachers are able to manage the classroom so that a calm and conducive atmosphere is created. The atmosphere of the classroom is comfortable, it

can be seen that students are enthusiastic in listening to the teacher's explanation. Good communication is established from various directions between teachers and students and students with other students. In the learning and teaching process, teachers are not only directing the subject matter, but teachers must play a role in providing motivation (Amiruddin, 2022).

The arrangement in the classroom is still with a conventional pattern. The position of the teacher's desk is the center of the learning process and the student as the subject of teaching. Teachers' skills in managing and controlling the classroom have a huge influence on the success of the learning process, the more creative the teacher in managing the classroom, the more optimal the learning process will be (Bunayar, 2021).

Good history learning if all learning plans are prepared systematically and structured. Learning resources in the form of books and learning media must be well available. In addition, the source of science is the library (Eka Jaya Putra Utama, Pujo Sukino, 2017). Especially in determining the subject matter that suits the needs of students.

2. Implementation of History Learning in Schools

History learning is a process of cooperation between educators and students, in which it explains something related to past events in an effort to realize students' understanding of the knowledge provided (Arianto Adi Satrio, 2023). In Jean Piaget's cognitive theory, experience can be used as a source of learning in learning. Experience as a learning tool that includes interaction with the physical and social environment in daily activities (Retno Kaldianus, 2023).

Learning history can be more interesting if it is contextualized with the surrounding environment, for example through local history (Muhammad Afrillyan Dwi Syahputra, Sariyatun, 2020). The environment around students becomes a source of learning and helps teachers in developing history teaching materials. This makes students able to describe past events and be relevant to current life. The realization of optimal local history learning will give birth to an understanding of values that are beneficial for students in social life in the future. These values include manners, customs, skills of a tribe or family group that will usually be passed down to generations (Mareta, 2022).

The values contained in local history are used as reflections and views on students' lives in fostering national values and character. Integrating the local history of Sanggau is part of an effort for students at State Senior High School 1 Beduai to be involved in a fun history learning atmosphere. Efforts to build a critical thinking spirit and being able to reflect on events. Therefore, history learning must be integrated with local historical values and national history.

Learning history with a contextual approach can provide historical awareness. Contextualization of history subjects, namely; (1) the use of the environment and phenomena as a source of learning; (2) the use of information technology; and (3) the use of textbooks and LKS (Cuprianto, 2023). That way students will easily and understand many things about history, especially the local history of Sanggau.

Teachers play a very important role in the success of history learning, Based on the results of interviews with history teachers at State Senior High School 1 Beduai, learning is carried out based on learning needs and student characteristics. It consists of habituation before learning, punctuality of teaching and teaching materials that are easy to understand. In determining teaching materials, teachers must adjust to realistic learning strategies. This means that the conditions of the classroom and students must be ready, which is facilitated by the completeness of learning resources.

In general, there are three stages of learning strategies, namely the pre-instructional stage, the history teacher has made a habit starting with praying with students before learning starts and ensuring students attend, questions and answers, or others. In the instructional stage, in a series of learning activities, history teachers and students achieve learning objectives according to the planned learning strategies. The post-instructional stage, reinforcement or conclusion is given by the teacher about the learning that has been undergone (Pattipeilohy, 2024).

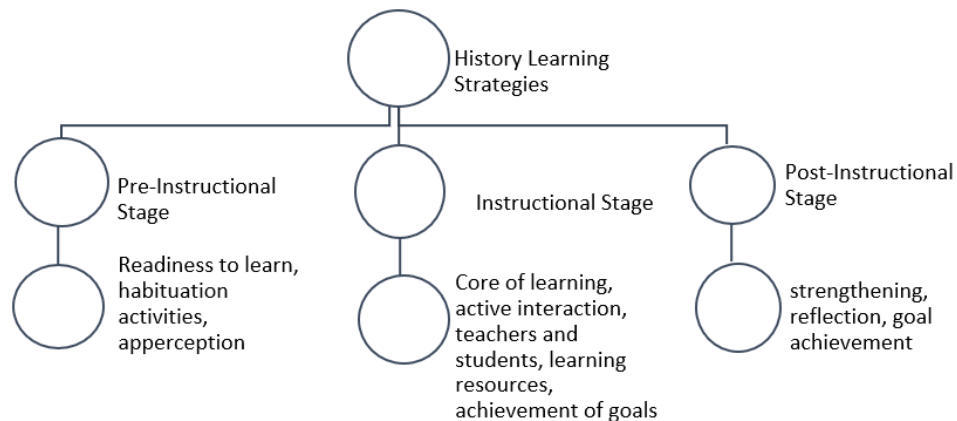


Fig.2. Concept Map: Three Stages of Learning Strategies

Students argue that learning history with a contextual learning approach is not boring and is a lot of fun. It is proven that students understand national history and local history materials. Given that the characteristics of historical learning are diachronic (in time), educators must be able to introduce students to the past of Indonesian human life (Ahmat G Hulopi, Fahrul Frayogi, Moh. Magau, Gobang, Husein Abdul Hamid, 2025).

The use of media as a form of utilizing technology. Usually, teachers show videos in the form of historical documentaries and provide power point slides. Learning history is not just learning to contain material in the form of memorizing events, times, characters and places. History learning aims to shape students' personalities (Siti Nurhima Yustira, 2021). The material in the history package book in high school is dominated by events outside West Kalimantan. In providing a new perspective, teachers' creativity is needed to design subject matter into representative materials. Thus the learning atmosphere will be more effective and fun.

3. Teachers' Obstacles in Integrating Sanggau's Local History

a. Limited Learning Resources

Books or learning resources on Sanggau local history materials are not widely available. Both books are the result of academic writings and the results of research on local history and culture. The use of textbooks and student exercise books is the main source of learning history. The availability of learning resources in schools is more about books that present national and world history materials. In the process of teaching and learning interaction, the strategic role of teachers is needed as a facilitator and motivator (Nissa Fazalina Assidiq, 2022).

b. Restricted Access

Learning history can be done outside of the classroom. Optimize local history as a learning resource for students. Preserving and maintaining historical sites is not limited to physical things, learning and writing history is part of preserving history. Maintaining cultural heritage in the form of objects or non-objects needs to be done. So that historical places can be used as a source for learning history for students. We should protect and secure as well as appreciate all the relics around us and use them as a source of learning local history (Agus Mursidi, 2019).

The obstacles faced by teachers in implementing integrated history learning in local history learning are the location or place as a distant learning resource. Visiting several historical sites in Sanggau takes a long time and transportation must be adequate. This factor is caused by several reasons, including the Sanggau area which is very large and has not been inventoried as a historical and cultural site that is the identity of the wealth belonging to Sanggau Regency. Then, the public does not know much about points or places that have cultural and historical value. In addition, public access is also not available to reach the area.

Globally, there are many local historical sites in Sanggau that have the potential to be a source of history learning. Such as the Surya Negara Palace, the Jami' Sultan Ayub Sanggau Mosque, the tombs of the king of Sanggau and the tools or attributes in the palace in the form of cannons, swords, king's crown chair and so on. This site is among many other sites in Sanggau Regency. Including cultural sites in the form of objects, such as Dayak traditional houses, traditional clothing, traditional musical equipment, farm equipment and so on.

c. Time Management

History teachers are optimal with the resources they have and the potential available. History lessons are often placed at the subject hour that is always last. The placement of lesson hours is one of the inhibiting factors in providing portions of Sanggau local history material. History lessons are considered less important in providing supplements in order to realize the quality of education. Empirical studies show that history learning is often considered a complementary subject and has not been placed on an equal footing with other core subjects. In other words, the history lesson in school life is described in one word, still in a "fragile" state (Alit, 2020).

CONCLUSION

History learning planning at State Senior High School 1 Beduai shows that teachers have made or designed learning according to the characteristics of students to achieve learning goals. Planning is prepared as a guideline for teachers in order to present subject matter and evaluate learning. Sanggau History is a supplement to support national history material with a student-oriented learning approach. This is done because it is most effective and directly related to their lives. That way students are easier and understand many things about history, especially the local history of Sanggau. The obstacles faced by history teachers in integrating Sanggau local history are limited learning resources, limited access to local resources and time management.

ACKNOWLEDGMENT

The author would like to thank the teachers and students at State Senior High School 1 Beduai, especially Universitas PGRI Pontianak, which funded this research.

CONFLICTS OF INTEREST STATEMENT

Regarding this study, the author declares that there is no conflict of interest.

AUTHOR CONTRIBUTIONS

Eka Jaya Putra Utama initiated the topic and designed the main structure of the paper. Nunik Esti Utami contributed to strengthening the theoretical framework. Muhammad Sadikin obtained and analyzed the data. Eka Jaya Putra Utama provided interpretation and critical revision of the manuscript.

REFERENCES

- Agus Mursidi, D. S. (2019). Peninggalan Sejarah Sebagai Sumber Belajar dalam Penanaman Nilai-nilai Kebangsaan di Kecamatan Muncar Kabupaten Banyuwangi. *Khazanah Pendidikan: Jurnal Ilmiah Kependidikan*, 13(1), 54. <https://doi.org/https://doi.org/10.30595/jkp.v13i1.6165>
- Ahmat G Hulopi, Fahrul Frayogi, Moh. Magau, Gobang, Husein Abdul Hamid, R. H. T. (2025). Merancang Pembelajaran Sejarah Yang Menarik dan Bermakna: Strategi Perencanaan Efektif. *Jurnal Ilmu Pendidikan Nasional*, 3(1), 23. <https://jurnal.padangtekno.com/index.php/jipnas/article/view/327/390>
- Alit, D. M. (2020). Inquiry Discovery Learning dan Sejarah Lokal: Pembelajaran Sejarah menghadapi Tantangan Abad 21. *Jurnal Universitas PGRI Mahadewa Indonesia*, 8(1), 4.
- Amin, S. (2011). Pewarisan Nilai Sejarah Lokal Melalui Pembelajaran Sejarah Jalur Formal dan Informal Pada Siswa SMA di Kudus Kulon. *Paramita: Historical Studies Juornal*, 21(1), 106.
- Amiruddin, Z. F. (2022). Peran Guru Sebagai Motivator dan Pengaruhnya Terhadap Hasil Belajar Siswa. *Jurnal Al-Fikrah*, 11(1), 30.
- Arianto Adi Satrio, A. (2023). Peranan Pembelajaran Sejarah dalam Penanaman Pendidikan Karakter Religius pada Siswa MA Darul Amanah. *Jurnal Penelitian Dan Inovasi Pendidikan Sejarah*, 12(2), 115–116.
- Bunayar. (2021). Mengelola Kelas Dengan Strategi Pembelajaran The Power of Two di SDN 1 Sumber Rejeki Mataram. *Dimar: Jurnal Pendidikan Islam*, 3(1), 72.
- Cuprianto, M. F. (2023). Optimalisasi Pembelajaran Sejarah dengan Pendekatan Kontekstual untuk Meningkatkan Literasi Politik Siswa Sekolah Menengah Atas. *Naradidik: Juornal of Education & Pedagogy*, 2(1), 64.
- Darmadi, H. (2018). Educational Management Based on Local Wisdom (Descriptive Analytical Studies of Culture of Local Wisdom in West Kalimantan). *Journal of Education, Teaching and Learning*, 3(1), 135.
- Eka Jaya Putra Utama, Pujo Sukino, H. M. (2017). Manajemen Perpustakaan Sekolah Menengah Atas (studi Kasus SMA Negeri Terakreditasi A Kota Pontianak). *Socia: Jurnal Ilmu-Ilmu Sosial*, 14(1), 12.
- Hamdani. (2016). *Dasar-Dasar Kependidikan* (2nd ed.). Pustaka Setia.
- Imbar, M. (2024). *Buku Ajar Perencanaan Pembelajaran Sejarah* (1st ed.). Eureka Media Aksara.
- Mareta, J. (2022). Pembelajaran Sejarah Lokal: Enkulturas Berpikir Kritis. *Jurnal Tarikhuna*, 3(1), 3.
- Matui, B. M. (2024). Penerapan Model Pembelajaran Sejarah Lokal Sebagai Upaya meningkatkan Motivasi Belajar Siswa (Penelitian Tindakan Kelas di SMA Negeri 2 Serui Kabupaten Kepulauan Yapen Provinsi Papua). *Harmoni Pendidikan: Jurnal Ilmu Pendidikan*, 1(2), 409.
- Muhammad Afrillyan Dwi Syahputra, Sariyatun, D. T. A. (2020). Peranan Penting Sejarah Lokal Sebagai Objek Pembelajaran Untuk Membangun Kesadaran Sejarah. *Historia: Jurnal Pendidik Dan Peneliti Sejarah*, 4(1), 90. <https://ejournal.upi.edu/index.php/historia/article/viewFile/27035/14996>
- Murdiyanto, E. (2020). *Metode Penelitian Kualitatif* (1st ed.). LP2M UPN Veteran Yogyakarta Press.

- Nissa Fazalina Assidiq, H. T. A. (2022). Implementation Wisdom Local in History Learning to Appreciation Islamic Based High School/ MA Students in Regency Wonosobo. *Juornal of History Education*, 7(2), 21.
- Pattipeilohy, P. (2024). Manajemen Pembelajaran Sejarah (Studi Kasus di SMA negeri 3 Ambon). *Jurnal Intelek Dan Cendekiawan Nusantara*, 1(2), 894–895.
- Purnamasari, I. (2011). Pengembangan Model Pembelajaran Sejarah Berbasis Situs Sejarah Lokal di Temanggung. *Paramita: Historical Studies Juornal*, 21(2), 202.
- Retno Kaldianus, P. S. dan A. D. (2023). Implementasi Nilai-Nilai Kearifan Lokal dalam Pembelajaran Sejarah di Madrasah Aliyah Tahfizhil Quran. *Jurnal Islamic Education*, 3(1), 23.
- Siti Nurhima Yustira, R. B. Y. (2021). Integrasi Sejarah Lokal Pada Bahan Ajar Mata Pelajaran Sejarah Nasional. *Jurnal Kronologi*, 3(3), 239.
- Sudrajat, R. dan A. (2020). Pewarisan Nilai-Nilai Kearifan Lokal Kalosara dalam Pembelajaran Sejarah Untuk Membangun Karakter Siswa. *Historia: Jurnal Program Studi Pendidikan Sejarah*, 8(1), 63.
- Sugiyono. (2015). *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (22nd ed.). Alfabet.
- Sutopo, H. B. (2006). *Metodologi Penelitian Kualitatif*. UNS Press.
- Suyono dan Hariyanto. (2016). *Belajar dan Pembelajaran*. PT. Remaja Rosdakarya.
- Triyanto, J. R. (2024). Tradisi Petik Tebu Manten Sebagai Sumber Belajar Sejarah Lokal di Sekolah Menengah Atas. *Agastya: Jurnal Sejarah Dan Pembelajarannya*, 14(2), 139.
- Utama, E. J. P. (2011). *Materi Sejarah Dalam Buku Teks Muatan Lokal Kalimantan Barat*. Universitas Sebelas Maret.
- Yafi, R. A. (2023). Inovasi Pembelajaran Sejarah berbasis Sejarah Lokal di SMAN 1 Rasau Jaya. *Jurnal Ilmiah: WUNY*, 5(1), 26.
- Zulfirman, R. (2022). Implementasi Metode Ourdoor Learning Dalam Peningkatan Hasil Belajar Siswa Pada Mata Pelajaran Pendidikan Agama Islam di MAN 1 Medan. *Jurnal Penelitian, Pendidikan Dan Pengajaran*, 3(2), 149. <https://jurnal.umsu.ac.id/index.php/JPPG/article/viewFile/11758/7769>
- Zulkarnain. (2002). *Kemampuan Guru dalam Memilih Materi dan Metode Pengajaran Sejarah di Sekolah Menengah Umum (Studi Kasus di Sekolah Menengah Umum Negeri Kabupaten Sumbawa Provinsi Nusa Tenggara Barat)*. Universitas Negeri Jakarta.