Investigating Local Historical Figures: The Implementation of the PjBL Model to Increase Historical Literacy

Uun Lionar[1,2], Agus Mulyana[1]✉, Sapriya[1], Murdiyah Winarti[1], Ridho Bayu Yefterson[2], Yelda Syafrina[2,3], Hendra Naldi[2], Yuhardi[2]
[1] Universitas Pendidikan Indonesia , ✉agusmulyana66@upi.edu
[2] Universitas Negeri Padang
[3] Universitas Gadjah Mada

Abstract: This study aims to analyze the implementation of the Project-Based Learning (PjBL) model by utilizing the biographies of West Sumatra's local historical figures in improving students' historical literacy in social studies learning. The main question is how implementing the PjBL model improves students' historical literacy towards local historical figures of West Sumatra? Qualitative research methods are used to understand patterns and explore data in depth on research subjects, namely social studies teachers and students in social studies subjects in several public junior high schools in Padang City. The results showed that the implementation of the PjBL model by utilizing the biographies of local historical figures of West Sumatra has encouraged the process of increasing historical literacy in students, the mastery of more historical knowledge indicates this, the development of the ability to analyze and discuss various historical sources, and the skills of students in writing history and presenting products in a creative form. This research shows that historical literacy as part of disciplinary literacy can be developed through various learning models oriented towards learners' active involvement. In addition, this research also indicates that contextualized learning materials contribute to creating meaningful learning.

Abstrak: Penelitian ini bertujuan untuk menganalisis implementasi model *Project Based Learning* (PjBL) dengan memanfaatkan biografi tokoh sejarah lokal Sumatera Barat dalam meningkatkan literasi sejarah peserta didik pada pembelajaran IPS. Pertanyaan pokok diajukan adalah bagaimana implementasi model PjBL dalam meningkatkan literasi sejarah peserta didik terhadap tokoh sejarah lokal Sumatera Barat?. Metode penelitian kualitatif digunakan untuk memahami pola dan mengeksplorasi data secara mendalam pada subjek penelitian, yakni guru IPS dan peserta didik pada mata Pelajaran IPS di beberapa SMP Negeri di Kota Padang. Hasil penelitian menunjukkan bahwa implementasi model PjBL dengan memanfaatkan biografi tokoh sejarah lokal Sumatera Barat telah mendorong terjadinya proses peningkatan literasi sejarah pada peserta didik, hal ini ditandai dengan penguasaan pengetahuan sejarah yang semakin banyak, berkembangnya kemampuan menganalisis dan membahas berbagai sumber sejarah, dan keterampilan peserta didik dalam menulis sejarah dan menyajikan produk dalam bentuk yang kreatif. Penelitian ini menunjukkan bahwa literasi sejarah sebagai bagian dari literasi disiplin dapat dikembangkan melalui berbagai model pembelajaran yang berorientasi pada keterlibatan aktif peserta didik. Di samping itu, penelitian ini juga menunjukkan bahwa materi pembelajaran yang kontekstual juga memberikan berkontribusi dalam menciptakan pembelajaran yang bermakna.

INTRODUCTION

Historical literacy has been the concern of many researchers in improving the ability to understand, analyze, and interpret historical information (Cinnamon, Rivera, & Sellers, 2021, p. 248; Kumalasari, 2022, p. 341). Historical literacy involves understanding the historical context, reading and interpreting historical sources, and constructing coherent historical narratives (De La Paz & Nokes, 2020, p. 199). Histori-

cal literacy also compares various historical perspectives (Evans, 2022, p. 290; P. Lee, 2005, p. 31). In social studies learning and history learning, historical literacy is an important aspect that teachers must develop so that students can understand various historical perspectives and build arguments over various historical narratives (Nokes & De La Paz, 2018, p. 560). In addition, for Wisinger (2018, p. 570) and Claraval & Iray (2022, p. 260) historical literacy is not just the ability to remember various historical facts or master a lot of historical knowledge, but a higher-level ability that leads an individual to be able to analyze and evaluate a historical narrative.

Historical literacy is essentially a disciplinary literacy oriented towards deep learning (Nokes, 2022, p. 73; Spires et al., 2016, p. 153). Shanahan & Shanahan's (2008, p. 47) A study revealed that a child's strong reading skills do not guarantee that he can appropriately understand narratives in specific fields such as literature, science, history, and specialized mathematics. Therefore, disciplinary literacy must be developed early on for learners, so that later on they can understand various things that are complex and rigorous (Hotchkiss & Hougen, 2012, p. 152). Through strong historical literacy, learners will be able to understand historical events, recognize historical figures, and explore various historical perspectives (Monte-Sano, 2010, p. 542). In addition, historical literacy will also develop critical analysis skills (Innes, 2020, p. 602), understand different perspectives in historical contexts (Cohen, 2022, p. 1540)and strengthen identity and sense of nationhood (Feldhues, 2017, p. 470).

The various urgencies above show that historical literacy must be developed in the social studies learning process, especially in historical material. With strong historical literacy, students will be able to think critically (Nokes, 2022, p. 43), think reflectively (Utami, 2019, p. 7), make the right decisions (Arnove, 2017, p. 322), and understand various historical sources (Innes, 2020, p. 611). Several studies have reported the development of learning designs, strategies, and models to support the development of historical literacy, such as using the Historical Exploration and Writing Instruction for all Learners (HEWIL) curriculum model (Wissinger, 2018, p. 570), utilizing documentary film review and discussion (Kurniawati et al., 2021, p. 21; Mavormmati, 2019, p. 150), using historical dialogue writing-based learning (Beck & Calvo, 2023, p. 64), using a learning model based on multi-document analysis (Claravall & Irey, 2022, p. 253; De La Paz & Felton, 2010, p. 176; Reisman, 2012, p. 91), using

historical inquiry learning (Cinnamon, Rivera, & Dial Sellers, 2021, p. 247), utilizing digital sources (Evans, 2022, p. 289; Fránquiz & Salinas, 2011, p. 199), and learning to read and write history (van Driel et al., 2022, p. 6).

However, no research has reported utilizing the Project-based Learning (PjBL) model to improve historical literacy. Project-based learning has been proven to improve various competencies in social studies and history learning (Lim et al., 2023, p. 68; Ofianto et al., 2021, p. 617; Rahim et al., 2019, p. 67; Revelle, 2019, p. 98; Zimmerman, 2010, p. 9). According to Ofianto & Ningsih (2021, p. 617) PjBL can build several skills in students, such as critical thinking, communication, collaboration, and creativity. Through real practice and direct involvement of learners, the PjBL model can make students think critically and develop skills in solving various problems (D. Lee et al., 2015, p. 570). The advantage of PjBL lies in process-oriented learning, which is rooted in the theory of constructivism, which places learners as active individuals. As active individuals, learners are involved in constructing knowledge through activities and learning experiences (Hanney, 2018, p. 772; Indrawan & Jalinus, 2019, p. 1015).

In some junior high schools in Padang City, some teachers have implemented the PjBL model in social studies learning, especially in history material, by utilizing local potential in the students' environment. Some teachers revealed that the use of the model meets the demands of the current education curriculum, and PjBL is one of the recommended models to be used in every subject, including social studies. The interesting thing about the practice of the PjBL model in social studies learning in SMP Kota Padang is that teachers utilize local potential related to history as learning materials. The local potential is the existence of local historical figures who have historical value for the people of West Sumatra.

Since the national movement until Indonesian independence, West Sumatra has been the "land" where influential figures such as Tan Malaka, Mohammad Yamin, Mohammad Natsir, Haji Abdul Malik Karim Amrullah, and so on were born (Fatimah & Lionar, 2022, p. 13; Lionar, 2016, p. 255). In addition, West Sumatra was also the scene of several important events in the struggle for Indonesian independence, one of which was the struggle of the Emergency Government of the Republic of Indonesia (PDRI) between 1948 and 1949 (Abdullah, 2016, p. 18; Nopriyasman, 2014, p. 21). PDRI became an important struggle that deter-

mined the republic's fate when Dutch troops occupied the capital city of Indonesia; the PDRI struggle showed the value of loyalty and solidarity of local fighters in maintaining the status of the newborn nation (Zed, 1997, p. 7). As a form of government recognition of PDRI's struggle, Presidential Decree No. 28/2006 established State Defense Day, commemorated every December 19. The designation is related to the PDRI struggle, which began on December 19, 1948.

Several historical events in West Sumatra have given birth to several local historical figures such as Chatib Sulaiman, Bagindo Azis Chan, Ismail Lengah, Leon Salim, Ahmad Husein, and so on (Fatimah & Lionar, 2022, p. 14; Lionar & Fithriah, 2023, p. 279). Historical figures are those who are involved as well as actors in a historical event; their existence is taken into account because they contribute and even determine the course of a historical event (Caine, 2009, p. 157). Historical figures exist at global, national, and local levels, depending on their involvement in historical events (Aisiah, 2016, p. 8). Meanwhile, local historical figures are those who are involved in historical events in a limited locality (Abdullah, 2010, p. 15). Historical actors are said to be historical figures because they carry character values, which can be physical actions or ideas. (Wiriaatmadja, 2017, p. 34).

This research aims to analyze the implementation of the PjBL model in improving students' historical literacy towards local historical figures of West Sumatra. Through the analysis of the implementation, this research contributes to (1) the development of social studies learning curriculum on historical materials that are more inclusive and relevant to the local context, as well as strengthening the identity of local history in the education curriculum; (2) providing guidance for educators in implementing effective learning models to improve students' historical literacy, which in turn can improve their understanding of local history; and (3) providing new insights in the development of theory and practice of social studies learning on historical materials that are more contextual and oriented to students' local experiences. The research question is "How is implementing the PjBL model in improving students' historical literacy towards local historical figures of West Sumatra?".

METHOD
This research uses qualitative research methods. Researchers chose qualitative research methods because they considered the research objectives, namely, to explain completely the implementation of the PjBL model in social studies learning to foster students' historical literacy. This is in line with Creswell's (2015, p. 417) the opinion that qualitative research methods are carried out to find the meaning and pattern of a research object and explore it more deeply. In addition, this method also aims to systematically describe various facts and characteristics of the population accurately and factually (Delamont, 2012, p. 131; Harreveld et al., 2016, p. 127).

This research was conducted at two public junior high schools in Padang City. The subjects in this study were 4 social studies teachers and 47 students of the social studies program in class IX. Data was collected by interview, observation of learning activities, and a documentation study on learning tools. Interview data was obtained through direct interviews with teachers and some students, observations were made using observation sheets to see the suitability between factual reality and actual procedures, while documentation studies were carried out on various devices that support the learning process, such as learning implementation plans, teaching materials, and learning products as outputs of the PjBL model in improving historical literacy.

Data analysis was conducted through interactive analysis techniques: data collection, data reduction, data presentation, and conclusion drawing (Miles et al., 2014, p. 107). The research data that has been collected is reduced to sort out the data that is relevant and irrelevant to the research objectives. Then the data is analyzed and presented at the data presentation stage. The presentation can be aimed at answering research questions and ending with a conclusion. Data validity in this study was obtained through data triangulation techniques (Fusch et al., 2018, p. 18), namely comparing data from various sources obtained through research, namely observation, documentation, and interviews with other informants, as well as from literature reviews from several related journals and references.

IMPLEMENTATION OF THE PJBL MODEL WITH THE UTILIZATION OF BIOGRAPHY OF LOCAL HISTORY FIGURE OF WEST SUMATRA
Based on interviews with teachers A and D regarding the relevant Basic Competencies (KD) to implement the PjBL model by utilizing the biographies of local historical figures, it was found that the implementation of the model was carried out in class IX social studies learning on KD 3.2, namely

"Examining changes in Indonesian society from the time of the independence movement to the beginning of the reformation in the geographical, economic, cultural, educational and political aspects of national insight". The KD is loaded with historical material, so it is considered relevant to implement a PjBL model oriented towards increasing historical literacy.

In the introductory activity, the teacher starts learning activities by doing several sub-activities, including opening the class, preparing classroom conditions so that students are ready to engage in learning both mentally and physically, taking the attendance list of students, and holding apperceptions by asking questions related to learning material in the previous meeting or material that students have mastered. Some contextual questions asked by the teacher include "How was the struggle for Indonesian independence in West Sumatra? And who was involved in the event?" Other questions were asked: "Who brought news of Indonesian independence to West Sumatra? How was the news spread? And who spread it?". Another teacher asked a more detailed question: "Who were the Indonesian independence fighters in Padang City? And how was the struggle carried out at that time?".

Learners then responded to the teacher's questions by giving several answers. On average, learners answer with limited knowledge, and some learners only mention the figures' names without explaining the statistics' role and involvement in a historical event in Padang City. According to Rahmawati & Zidni (2019, p. 7) the process of memorizing is something important in social studies learning, but social studies learning does not only come to the process of remembering; this process is at the lowest level in the taxonomy of thinking (Bariham et al., 2022, p. 305). Social studies learning must empower students to think critically and build knowledge into something meaningful (Supriatna & Maulidah, 2020, p. 31; Widiastuti et al., 2023, p. 245). Historical facts that are memorized by many students, such as names, places, and years, show that students' historical literacy level is still low. One of the indicators of improving historical literacy is that learners can interpret and explain historical narratives in their language (Beck & Calvo, 2023, p. 68; Maposa & Wassermann, 2008, p. 49).

The core activity is the main activity in a lesson. After the learners are presented with some critical questions and asked to answer them in their language, the teacher finally knows their level of understanding of the topic being discussed. Some teachers stated that knowing the learners' level of knowledge of the material being discussed will help the teacher determine what kind of learning model is appropriate and what steps and techniques to use to get an optimal learning experience. The learning model is an important thing that teachers must plan in the learning process, because the learning model will determine what kind of learning experience students get (Casey & MacPhail, 2018, p. 301; Joyce et al., 2016, p. 451). In addition, the existence of a learning model will also determine the objectives to be achieved in a lesson (Anggelia et al., 2022, p. 404). Teachers use the PjBL model in social studies learning to improve students' historical literacy towards local historical figures in West Sumatra.

The PjBL model was chosen because it is believed to improve historical literacy through the inquiry process from various available sources (Cinnamon, Rivera, & Sellers, 2021, p. 247). Teacher C said that the use of the PjBL model will fully involve students in constructing knowledge, the involvement is characterized by participation in designing the resulting product. Teacher B argued that the PjBL model will help improve students' competencies, one of which is historical literacy, because indirectly, through this model, students will learn a lot from various historical sources to build knowledge, as evidenced by the products produced. The teacher's choice of the PjBL model to improve historical literacy is also evidenced by the lesson plans that the teacher has prepared. In the text of the lesson plan, the activities of the learners, the time allocation, and the stages carried out, starting from the essential questions, to the output in the form of products, are described. The stages of implementing the PjBL model by utilizing the biographies of local historical figures of West Sumatra are as follows.

Formulating Essential Questions
Implementing the PjBL model begins with an essential question, which is a question that directs students to conduct an inquiry process on various sources of information (Vesikivi et al., 2020, p. 67). At this stage, the teacher determines the main questions related to the KD and the expected competencies in social studies learning. The main question asked is "How did the struggle for independence of the Republic of Indonesia occur in West Sumatra?". The question is then directed through the character approach: "Who are the figures of the struggle for Indonesian independence in West Sumatra? And how did their involvement in the struggle?". After the essential questions are asked, the teacher condi-

tions the learners into several groups. Working together in groups is a characteristic of the PjBL model. through cooperation, constructive collaboration between learners is expected (Pan et al., 2019, p. 169). For each group member to actively participate, the teacher distributes learners in a balanced manner by considering the level of knowledge, interest, motivation, and learning style.

At this stage, the teacher also conveys the project assignment to produce a product from the learning process. Learning products are outputs that must be created by students in a lesson using the PjBL model (Zimmerman, 2010, p. 35) the design and preparation of project tasks must be done from the beginning (Dewi, 2022, p. 220). The teacher assigned each group to create a brief biography of one of the local historical figures in West Sumatra. The resulting product is a poster equipped with a short profile of the character, the struggle and involvement of the character in local history in West Sumatra, and the exemplary value of the character. The poster is also equipped with pictures and clear sources of information.

Planning the Project

Project planning is the activity of determining the various activities that will be carried out to answer essential questions (Chen & Yang, 2019, p. 76). Learners plan projects with guidance from the teacher. In project planning, activities that will be carried out from the beginning to the end of learning are determined, such as dividing groups, defining tasks and responsibilities between group members, selecting tools and information sources. In this activity, learners, through the teacher's guidance, determine one of the local historical figures in West Sumatra that will be the object. Considerations in choosing figures also pay attention to the availability and affordability of information sources, the relevance of figures to KD, and other aspects. Determining the tasks and responsibilities of group members is guided by the teacher. Some of the group members' tasks include recording and collecting various relevant sources of information, classifying information, documenting, and communicating. In addition, some students are also assigned to conduct field investigations by visiting nearby museums and historical sites.

At this stage, the teacher also assesses the learners' readiness to explore various historical sources. Learners' readiness is important because it will determine the inquiry process's smoothness and the resulting product's quality (Vembriyanto & Murniarti, 2021, p. 11). If group members are not ready to follow the next stage, the teacher reviews the unpreparedness and affirms until students are prepared to follow the learning (Vogler et al., 2018, p. 467). The case found in the social studies learning process at public junior high schools in Padang City is that students are not familiar with historical sources, and some students reveal that they do not have much knowledge in identifying historical sources, especially related to historical sources about local historical figures of West Sumatra. This is also influenced by the learning methods, which tend to be in-class activities rather than introducing students to various sources and historical sites in the students' environment. This unpreparedness is a natural thing, considering that students are also individuals who are in cognitive development. Therefore, the role of the teacher at this time is as a facilitator who prepares the learning environment and presents learning experiences for students (Sutrisna et al., 2019, p. 86).

As for what the teacher does to address the unpreparedness of students, it is to provide a solution by introducing various historical sources found in the students' environment. Teacher B did the affirmation by utilizing historical sources available on the internet, while Teacher C provided separate material related to various historical sources. The project planning stage requires intensity and time for teachers and learners, so that learners can be optimally involved in conducting exploration to communicating project results (Birabil & Henrietta, 2023, p. 24).

Developing a schedule

After determining the project plan, the learners, supervised by the teacher, develop a schedule of activities. The preparation of the schedule is carried out by taking into account the activities of students, to allow students to work optimally in conducting investigations and gathering information (Ofianto et al., 2021, p. 618). In the PjBL model, one of the main characteristics is that the implementation of project activities is carried out outside of class hours, this is done by considering that students can work freely in exploring various available sources, can visit historical sites and sources in the immediate environment, have sufficient time to conduct investigations so that they can be creative in creating output products (Indrawan & Jalinus, 2019, p. 1016).

The main activity carried out at this stage is to create a timeline of activities and determine the deadline for completion (Chen & Yang, 2019, p. 77). The schedule is compiled based on systematic

stages, starting from identifying sources of information related to the project being worked on. This identification is done by listing all places that provide related information, including the Adiyawarman Museum, Bagindo Azis Chan Birth House Museum, Padang City Regional Library, West Sumatra Regional Library, historical sites and monuments in Padang City and its surroundings.

After the next identification stage, students conduct field investigations and explorations to several predetermined places to obtain relevant data and information (Birabil & Henrietta, 2023, p. 25). This process takes quite a long time because learners must work on reading various related sources, such as books related to local history in West Sumatra, biographies of local historical figures in West Sumatra, and so on. In addition, learners must also schedule visits to several museums and historical sites located in Padang City. The time used to do this stage is for two weeks. The next stage is creation, which is constructing the project product into something valuable. This stage begins with interpreting the data obtained and then packaging it into a poster product.

The schedule that has been systematically prepared is then socialized by the group leader. The socialization of the activity schedule is intended so that all group members know the activity procedures and the time needed for project work (Pan et al., 2019, p. 170). The case found in one school shows that the teacher carries out the activity schedule's socialization because students cannot convey these stages clearly to their friends. In another school, independently preparing the schedule did not run effectively, because some students could not explain the stages that would be carried out properly and in detail.

Supervising the Project Implementation Process
At this stage, learners carry out activities to explore various information related to the project and design products according to essential questions. Meanwhile, the teacher monitors students' activities (Vesikivi et al., 2020, p. 66). Some learner activities include collecting historical data from narratives, images, and other forms from various available historical sources. Students find narratives in different history books by historians who study the history of West Sumatra and biographical studies of West Sumatra's historical figures. Images of local historical figures of West Sumatra were obtained in the form of photographs at several museums, such as the Adityawarman Museum and the Bagindo Azis Chan Birth House Museum. In addition, students also

documented several historical sites in Padang City, such as the Padang Area monument, the Rimbo Kaluang Struggle monument, the Gaung People's Struggle monument, the Bandar Buat Struggle monument, and so on. The documentation of monuments is intended to show evidence of the involvement of a historical figure in West Sumatra, such as the Simpang Kandis monument as a memorial to the death of Bagindo Azis Chan who was shot by Dutch troops (Fatimah, 2007, p. 67; Lionar & Fithriah, 2023, p. 278). Second, after all the data is collected, students analyze the data obtained. The analysis is done by classifying the data, namely, taking important data about the character to be integrated into the narrative. At this stage, the role of the teacher is very large in guiding students to select information that is considered relevant, so that the project does not deviate from the essential questions as formulated (D. Lee et al., 2015, p. 578). Third, each group interprets and narrates the data obtained into a complete understanding, namely the biographies of local historical figures of West Sumatra.

The role of the teacher in this stage is to monitor some of the activities above (Vesikivi et al., 2020, p. 66). Some teachers create an activity rubric that records all student activities to facilitate the monitoring process. The rubric is an instrument that guides teachers in monitoring. The rubric contains learner activities accompanied by a checklist column and notes. If the learner has done one of the activities, the teacher immediately marks in the checklist column and gives notes related to the activity. Activity notes are filled in by providing comments on the implementation of the activity in the form of constructive feedback, improvement, further action, or evaluation. One of the teacher's notes on the students' activities explained that the interpretation and narration process was not yet optimal, this was due to the limited ability of students to understand the history of the struggle of a local historical figure. Nevertheless, learners have experienced a new learning experience, namely being directly involved in collecting historical information.

Activity monitoring is conducted in an integrated manner. The rubric prepared by the teacher also includes an assessment of the activity, creativity, consistency, and behavior shown by each group (Sutrisna et al., 2019, p. 91). The teacher assesses each group based on the performance and progress of the project. While working on the project, each group is regularly asked for some time to review how good the communication and collaboration among group members are. The teacher ensures in

each guidance and consultation session that each group member plays an optimal role according to their responsibilities. In addition, learners are also invited to reflect on the various findings and the process of constructing the project product orally. Some learners revealed that they gained new knowledge that they did not know before, such as Bagindo Azis Chan's role as Mayor of Padang. They had only heard his name, but after being directly involved in historical sources and visiting the Bagindo Azis Chan Museum, they gained new knowledge.

To increase historical literacy, which is characterized by a deep understanding of the historical narrative that is built (Walker, 2010, p. 29), the teacher directs students to focus on studying local historical figures of West Sumatra on one aspect only, namely focusing on the involvement of figures in one period such as fighting for Indonesian independence during the 1945-1949 physical revolution. The teacher gives an example of one of the figures, Chatib Sulaiman, as a civilian figure who fought at the forefront of the physical revolution. The peak of Chatib Sulaiman's struggle was seen in his involvement in the battle for the Emergency Government of the Republic of Indonesia (PDRI) in 1948-1949 (Fatimah & Lionar, 2022, p. 18).

Assessment of Results

The teacher assesses to measure the achievement of the program carried out by students. At this stage, the teacher applies authentic assessment, a comprehensive and holistic assessment that includes the process and results of the project work activities of each group. Process assessment is carried out by observing group and learner activities from the beginning of project planning to the evaluation stage (Ofianto et al., 2021, p. 619). Teachers use an assessment rubric that contains various assessment components such as group member participation, idea discovery, creativity in designing products, strategies in exploring information sources, teamwork, depth of material, product suitability to essential questions, documentation of activities (minutes, photos, and screenshots if sourced from online media) and so on. One teacher revealed that group teamwork is one of the keys to the group's success in working on the project, but in the field, many groups are not so united, so the project is not so optimal. Furthermore, the teacher also explained that the incompatibility was influenced by the interest and motivation of students, for students who have a strong interest and motivation will be actively involved in group activities. In contrast, students with low interest and motivation look inactive.

Product assessment is carried out on the project results, namely a poster equipped with a brief profile of the character, the struggle and involvement of the character in local history in West Sumatra, and the exemplary value of the character. One of the teachers mentioned that the product assessment is divided into two aspects, namely the substance aspect of the product and the aesthetic aspect. The substance aspect deals with the clarity of the narrative built, the depth of the discussion, the clarity of the sources referred to, and the clarity of interpretation. Meanwhile, the aesthetic aspect of the product includes the packaging and presentation of the product, the combination of images and narratives, and the clarity of reading. Each group was assigned to present their posters for about 15 minutes during the presentation. In the presentation, each group was asked to express the involvement of each group member, explain the findings, explain the sources of information, and explain the group work procedures and media used. The results of this assessment are used for evaluation and follow-up of the learning process (Chen & Yang, 2019, p. 78).

Evaluation of Learning Experience

At the end of the learning process using the PjBL model, teachers and students reflect on the activities and results of the project that have been done (Lim et al., 2023, p. 72). Individuals and groups carry out the reflection process. At this stage, learners are also asked to express their feelings and experiences while completing the project, such as collecting sources of information related to local historical figures of West Sumatra in several libraries and museums, and visiting historical sites. Learners are also asked to convey various obstacles in the field and challenges that must be faced.

Teachers and learners develop discussions regarding the material discussed, which are carried out to develop learners' understanding of the projects undertaken. The results of the debate become a guideline for students to work on the next project (Sutrisna et al., 2019, p. 88). During the discussion, the teacher reinforced some of the learners' findings and evaluated several groups whose project results were not optimal. The teacher revealed that there were active groups in responding to various questions during the evaluation, and some groups showed less active participation. This was due to the learners' level of understanding of the project. Meanwhile, students revealed that the implementation of learning using the PjBL model was a new

experience for them, some of the challenges that students had to face included (1) having to read various references related to the topic discussed, according to students this forced them because so far they did not have the habit of reading from various sources; (2) field investigations to historical sites require them to be skilled in exploring the data needed, some learners revealed that they experienced obstacles in field investigations because they did not know how to get field data; (3) some learners felt they had to participate in the completion of group projects, because so far using conventional methods they were not required to be actively involved in the learning process.

HISTORICAL LITERACY THROUGH EXPLORATION OF THE BIOGRAPHIES OF LOCAL HISTORICAL FIGURES OF WEST SUMATRA

Implementing the PjBL model has improved students' historical literacy towards local historical figures of West Sumatra. Historical literacy has several important aspects, as stated by Wissinger et al (2021, p. 569), including (1) historical knowledge; (2) the ability to analyze and discuss historical sources; and (3) the ability to write history. Some of these aspects are implemented in the learning process using the PjBL model. In the element of historical knowledge, for example, the PjBL model has encouraged learning that is oriented towards the involvement of students in constructing knowledge, through this process students have built their knowledge about the history of local figures in West Sumatra by utilizing various available historical sources, such as historical documents, historical photographs, and historical artifacts. Building historical knowledge as an important aspect of historical literacy is implemented at the project implementation stage. At this stage, students have carried out various literacy activities through reviewing multiple relevant historical sources to complete the project. With this review, they have indirectly built their historical knowledge. Historical literacy will increase with the mastery of various historical knowledge, such as the background of an event, causal relationships, and the historian's point of view in constructing the past (Nokes, 2022, p. 66). Some learners revealed that after studying various historical sources and visiting various historical sites and museums, they gained new knowledge about local historical figures in West Sumatra. The latest historical knowledge they get is understanding the role of local figures in a historical event, and understanding various historical perspectives related to the actions of figures when historical events

occur.

The characteristics of the inquiry-oriented PjBL model have encouraged the full involvement of students in understanding various relevant historical sources (Cinnamon, Rivera, & Sellers, 2021, p. 246), this certainly supports historical literacy in analyzing and discussing history. In the project implementation stage, learners are involved with many historical sources, both documents and artifacts. This involvement requires them to think critically and understand various sources well. The teacher encourages Critical reading activities by inviting learners to compare multiple historical sources, find similarities and differences, and build critical arguments based on the interpretation of historical facts. Learners argued that collecting and analyzing historical sources had encouraged them to think critically, not to take historical information for granted, but to be skeptical of historical sources and evidence, so that the knowledge built was confirmed. The improvement of historical literacy in the ability to analyze and discuss historical sources was also seen in the presentation of project results, and some groups presented the project results by presenting several historical sources used.

The ability to write history is the third aspect that is no less important than historical literacy. In this aspect, the level of historical literacy will be seen in how students package historical narratives into something logical and defensible based on available evidence and sources (Beck & Calvo, 2023, p. 65). This ability is also concerned with convincing others that the interpretations made are accurate, based on evidence, and meet community standards (Wissinger, 2018, p. 10). Of course, the standard of this ability is not the same as that of a professional historian (Kurniawati et al., 2022, p. 134). The ability to present historical narratives can be seen in the activities of students in groups who have created posters of profiles of local historical figures of West Sumatra, as well as present exemplary values from local historical figures. Although it looks simple, the product has shown learners' initial ability to package historical narratives into something valuable. Some learners mentioned that making project products in the form of posters of local historical figures' profiles had challenged them to read more historical sources, analyze more deeply, and be creative to present interesting and acceptable historical information. The ability to interpret history is certainly not just built in a short time, and it takes habituation and practice through various activities that can help the growth of writing skills. Back & Calvo (2023, p. 65) It reveals that

the ability to narrate history based on sources is important to develop early on in students so that they can present critical thoughts based on historical facts. That history is not taken for granted as a finished narrative.

DISCUSSION

The PjBL model is a systematic learning model that involves students building knowledge and developing skills through a structured inquiry process (Cinnamon, Rivera, & Sellers, 2021, p. 246). This model is rooted in constructivist learning theory, which assumes that knowledge is the result of individual construction through interaction with the surrounding environment (Bariham et al., 2022, p. 310; Jančič & Hus, 2019, p. 70). In the PjBL model, learners are directed to answer essential questions through projects that involve the active participation of group members (Chen & Yang, 2019, p. 74). The PjBL model not only makes learners learn about knowledge and core elements of the curriculum, but also applies what they know to solve authentic problems and produce outcomes that are important for learners to take away (Vogler et al., 2018, p. 473).

Although there are many obstacles and barriers caused by various factors such as the readiness of students and supporting facilities, the PjBL model has been successfully implemented by teachers to improve students' historical literacy regarding local historical figures of West Sumatra. This success can be seen in students' mastery of historical knowledge. As discussed earlier, mastery of material is an important aspect of historical literacy. This is also a benchmark of historical literacy skills (Wissinger, 2018, p. 7). In addition, the PjBL model has also improved historical literacy in terms of the ability to analyze and discuss historical sources and write history. This can be proven by the ability of students to package and present products in the form of profiles of local historical figures of West Sumatra. The existence of these products is certainly the result of a learning process that emphasizes the development of historical literacy. The results of this study also confirm what Nokes (2022, p. 82) and Cinnamon et al (2021, p. 9) said, that active involvement of learners, such as historical inquiry, can foster various skills related to the discipline. However, some previous studies, such as Back & Calvo (2023, p. 68) and Cinnamon et al (2021, p. 6) place historical inquiry in a limited activity by analyzing historical texts. Meanwhile, fostering historical literacy must be encouraged by utilizing various available historical media and sources (Innes, 2020,

p. 599; Monte-Sano, 2010, p. 540). Therefore, the PjBL model implemented by social studies teachers has presented a broader historical literacy process. The implementation of PjBL by teachers tries to get out of the narrow corridor of historical literacy by showing the implementation of historical literacy oriented to aspects of local potential and project-based learning.

The success of teachers in implementing the PjBL model in social studies learning has proven that to improve historical literacy, teachers must consider contextual material or bring it close to students. Studying history that is close to the learners' environment will make it easier for them to understand history, because this is related to their identity (Hales, 2018, p. 681; Pearson & Plevyak, 2020, p. 139). So far, the development of historical literacy has not paid much attention to the materials used; previous researchers have not utilized local history materials. Kurniawati et al (2021, p. 24) and Walker (2010, p. 32) concentrated on book reviews and documentary films, Back & Calvo (2023, p. 64) placed literacy development through learning based on writing historical dialogues, Evans (2022, p. 293) made digital sources a means of historical literacy, and Claraval (2022, p. 257) placed document analysis to improve historical literacy. The results of this study confirm that to improve historical literacy, various factors must be considered, one of which is the material. Through contextualized materials, it will be easier for learners to connect the material with prior knowledge, as abstracted in constructivist theory known as the assimilation and accommodation process (Dündar, 2018, p. 11; Jančič & Hus, 2017, p. 70). In addition, the results of this study also reinforce Kucan's (2019, p. 20) opinion on the importance of engaging learners in disciplinary literacy that is oriented towards learners' history and culture.

This study recommends that future researchers on historical literacy, in addition to considering the use of models oriented towards the active involvement of learners, also consider the learning materials or content used. Using historical materials close to the learners' environment is important, through these materials, learners will easily develop historical literacy skills because what they learn is directly related to their region's past. Thus, this paper emphasizes that historical literacy as a disciplinary literacy is an important ability that will be developed in the future.

CONCLUSION

The application of the PjBL model in social studies learning is an effort to present learning experiences that involve active participation of students. Through this active involvement, students are stimulated to construct their knowledge through scientific learning stages. Utilization of biographies of local historical figures of West Sumatra in the PjBL model has presented a new experience that is meaningful to students, the experience is present through the process of exploration of historical sources of figures, analysis of various historical data figures, interpretation of multiple data that has been obtained, and communicating the results of the project through designed products. An expected outcome of implementing the PjBL model is an increase in historical literacy, which is indicated by the increasing ability to understand historical facts, historical sources, historical data analysis, and presentation of historical narratives. After implementing the model through various stages, it can be concluded that learning social studies using the PjBL model by utilizing the biographies of local historical figures of West Sumatra has helped students understand various historical facts and sources. Although there are multiple obstacles and barriers in the early stages, the researcher believes that if this model is practiced sustainably, it will significantly improve students' historical literacy. This paper recommends that future researchers explore various strategies for improving historical literacy as a disciplinary literacy.

REFERENCES

Abdullah, T. (2010). Di Sekitar Sejarah Lokal di Indonesia. In T. Abdullah (Ed.), *Sejarah Lokal di Indonesia* (pp. 1–46). Gadjah Mada University Press.

Abdullah, T. (2016). PDRI, Kesadaran Sejarah dan Masa Kini. *Jurnal Sejarah*, *13*(13), 13–27.

Aisiah. (2016). Peran Sejarah sebagai Basis untuk Membangun Karakter Peserta Didik melalui Biografi Tokoh. *Kajian Muatan Dan Posisi Mata Pelajaran Sejarah Di Kurikulum 2013*, 1–16.

Anggelia, D., Puspitasari, I., & Arifin, S. (2022). Penerapan Model Project-based Learning ditinjau dari Kurikulum Merdeka dalam Mengembangkan Kreativitas Belajar Pendidikan Agama Islam. *Jurnal Pendidikan Agama Islam Al-Thariqah*, *7* (2), 398–408. https://doi.org/10.25299/al-thariqah.2022.vol7(2).11377

Arnove, R. F. (2017). National Literacy Campaigns and Movements: Historical and Comparative Perspectives. In *National Literacy Campaigns and Movements: Historical and Comparative Perspectives* (p. 322). https://doi.org/10.4324/9781315125077

Bariham, I., Yirbekyaa, E. K., & Bordoh, A. (2022). Teachers Perspective on Redesigning Social Studies Curriculum for Student-Centered and Constructivist Learning: Empirical Study of Secondary Schools, Northern Region. *Social Education Research*, *3*(2), 307–321. https://doi.org/10.37256/ser.3220221676

Beck, S. W., & Calvo, A. (2023). Using Dialogic Writing Assessment to Support the Development of Historical Literacy. *Literacy*, *57*(1), 61–71. https://doi.org/10.1111/lit.12309

Birabil, T. S., & Henrietta, N. A. (2023). Enhancing Student's Academic Performance in Social Studies Using Conventional and Blended Teaching Strategy in Rivers State. *Global Academic Journal of Humanities and Social Sciences*, *5*(01), 22–26. https://doi.org/10.36348/gajhss.2023.v05i01.005

Caine, B. (2009). *Biography and History*. Macmillan International Higher Education.

Casey, A., & MacPhail, A. (2018). Adopting a models-based approach to teaching physical education. *Physical Education and Sport Pedagogy*, *23*(3), 294–310. https://doi.org/10.1080/17408989.2018.1429588

Chen, C.-H., & Yang, Y.-C. (2019). Revisiting the effects of project-based learning on students' academic achievement: A meta-analysis investigating moderators. *Educational Research Review*, *26*(3), 71–81. https://doi.org/10.1016/j.edurev.2018.11.001

Cinnamon, S. A., Rivera, M. O., & Sellers, H. K. D. (2021). Teaching disciplinary literacy through historical inquiry: Training teachers in disciplinary literacy and historical inquiry instructional practices. *Journal of Social Studies Research*, *45*(4), 241–252. Scopus. https://doi.org/10.1016/j.jssr.2021.03.001

Claravall, E. B., & Irey, R. (2022). Fostering historical thinking: Using document-based instruction for students with learning differences. *The Journal of Social Studies Research*, *46*(3), 249–264. https://doi.org/10.1016/j.jssr.2021.08.001

Cohen, S. G. (2022). Fostering disciplinary literacy through model annotations: The case of historical reasoning. *Studies in Higher Education*, *47*(8), 1537–1550. https://doi.org/10.1080/03075079.2021.1925238

Creswell, J. (2015). *Riset Pendidikan* (H. P. Soetjipto & M. Soetjipto, Trans.). Pustaka Pelajar.

De La Paz, S., & Felton, M. K. (2010). Reading and writing from multiple source documents in history:

Effects of strategy instruction with low to average high school writers. *Contemporary Educational Psychology*, *35*(3), 174–192. https://doi.org/10.1016/j.cedpsych.2010.03.001

De La Paz, S., & Nokes, J. D. (2020). Strategic processing in history and historical strategy instruction. In *Handbook of Strategies and Strategic Processing* (pp. 195–215). Scopus. https://doi.org/10.4324/9780429423635-12

Delamont, S. (Ed.). (2012). *Handbook of qualitative education research*. Edward Elgar Publishing Ltd.

Dewi, M. R. (2022). Kelebihan dan kekurangan Project-based Learning untuk penguatan Profil Pelajar Pancasila Kurikulum Merdeka. *Inovasi Kurikulum*, *19*(2), Article 2. https://doi.org/10.17509/jik.v19i2.44226

Dündar, Ş. (2018). Exploring the Relationship Between Constructivist Learning Environments, Attitudes, Academic Delay of Gratification, and Teaching Efficacy Beliefs in a Social Studies Teaching Course. *Journal of International Social Studies*, *8*(2), 3–28.

Evans, R. (2022). Teaching historical literacies to digital learners via popular culture. *Arts and Humanities in Higher Education*, *21*(3), 285–301. https://doi.org/10.1177/14740222211050566

Fatimah, S. (2007). *Bgd. Azizchan: Pahlawan Nasional dari Kota Padang (1910-1947)*. UNP Press.

Fatimah, S., & Lionar, U. (2022). Chatib Sulaiman: Patriotic Fighter from Nagari Sumpur, West Sumatra. *Paramita: Historical Studies Journal*, *32*(1), Article 1. https://doi.org/10.15294/paramita.v32i1.31579

Feldhues, P. R. (2017). Historical literacy and high school: The Brazilian high school national exam assesses historical consciousness. *Meta: Avaliacao*, *9*(27), 464–483. Scopus. https://doi.org/10.22347/2175-2753v9i27.1400

Fránquiz, M. E., & Salinas, C. S. (2011). Newcomers developing English literacy through historical thinking and digitized primary sources. *Journal of Second Language Writing*, *20*(3), 196–210. https://doi.org/10.1016/j.jslw.2011.05.004

Fusch, P., Fusch, G. E., & Ness, L. R. (2018). Denzin's Paradigm Shift: Revisiting Triangulation in Qualitative Research. *Journal of Social Change*, *10*(1). https://doi.org/10.5590/JOSC.2018.10.1.02

Hales, A. (2018). The local in history: Personal and community history and its impact on identity. *Education 3-13*, *46*(6), 671–684. https://doi.org/10.1080/03004279.2018.1483802

Hanney, R. (2018). Doing, being, becoming: A historical appraisal of the modalities of project-based learning. *Teaching in Higher Education*, *23*(6), 769–783. https://doi.org/10.1080/13562517.2017.1421628

Harreveld, B., Danaher, M., Lawson, C., Knight, B. A., & Busch, G. (Eds.). (2016). *Constructing Methodology for Qualitative Research: Researching Education and Social Practices*. Palgrave Macmillan UK.

https://doi.org/10.1057/978-1-137-59943-8

Hotchkiss, K., & Hougen, M. (2012). Writing Like a Historian: What Teacher Candidates Should Know and Be Able To Teach. *The Social Studies*, *103*(4), 149–157. https://doi.org/10.1080/00377996.2011.596861

Indrawan, E., & Jalinus, N. (2019). Review Project Based Learning. *International Journal of Science and Research (IJSR)*, *8*(4), Article 4.

Innes, M. (2020). Dynamic Literacies and Democracy: A Framework for Historical Literacy. In C. W. Berg & T. M. Christou (Eds.), *The Palgrave Handbook of History and Social Studies Education* (pp. 597–620). Springer International Publishing. https://doi.org/10.1007/978-3-030-37210-1_23

Jančič, P., & Hus, V. (2017). Teachers and the constructivist approach in social studies class. *Didactica Slovenica - Pedagoska Obzorja*, *32*(3–4), 92–105. Scopus.

Jančič, P., & Hus, V. (2019). Representation of teaching strategies based on constructivism in social studies. *International Journal of Innovation and Learning*, *25*(1), 64–77. https://doi.org/10.1504/IJIL.2019.096535

Joyce, B., Weil, M., & Calhoun, E. (2016). *Models of Teaching* (R. K. Pancasari, Trans.; 9th ed.). Pustaka Pelajar.

Kucan, L. (2019). Engaging Middle School Students in Disciplinary Literacy Through Culturally Relevant Historical Inquiry. *Journal of Adolescent and Adult Literacy*, *63*(1), 15–27. https://doi.org/10.1002/jaal.940

Kumalasari, D. (2022). Historical Literacy Competencies of History Education Students: Case Studies at Surabaya and Yogyakarta State Universities. *Journal of Curriculum and Teaching*, *11*(8), 339–348. https://doi.org/10.5430/jct.v11n8p339

Kurniawati, K., Djunaidi, D., Rahman, A., & Ayesma, P. (2021). Literasi Sejarah Melalui Bedah dan Diskusi Film Sejarah. *Jurnal Praksis dan Dedikasi Sosial (JPDS)*, *4*(1), Article 1. https://doi.org/10.17977/um032v4i1p26-29

Kurniawati, K., Winarsih, M., & Rahman, A. (2022). Teachers' Ability in Applying Historical Literacy in History Learning in Senior High School. *Paramita: Historical Studies Journal*, *32*(1), Article 1. https://doi.org/10.15294/paramita.v32i1.28405

Lee, D., Huh, Y., & Reigeluth, C. M. (2015). Collaboration, intragroup conflict, and social skills in project-based learning. *Instructional Science*, *43*(5), 561–590. https://doi.org/10.1007/s11251-015-9348-7

Lee, P. (2005). Historical Literacy: Theory and Research. *History Education Research Journal*, *5*. https://doi.org/10.18546/HERJ.05.1.05

Lim, S. W., Jawawi, R., Jaidin, J. H., & Roslan, R. (2023). Learning history through project-based learning. *Journal of Education and Learning (EduLearn)*, *17*(1), Article 1. https://doi.org/10.11591/edulearn.v17i1.20398

Lionar, U. (2016). Membangun Semangat Berbangsa melalui Sejarah Lokal: Perjuangan Pemerintah Darurat Republik Indonesia (1948-1949). In Ta-runasena & W. Darmawan (Eds.), *Pendidikan Sejarah dalam Perspektif Masa Depan* (pp. 251–257). Departemen Pendidikan Sejarah FPIPS UPI.

Lionar, U., & Fithriah, R. (2023). Analisis Nilai Pendidi-kan Karakter pada Tokoh Sejarah Lokal Sumatera Barat Sebagai Sumber Belajar dalam Pembelaja-ran Sejarah. *Jurnal Paedagogy*, *10*(1), 277–288. https://doi.org/10.33394/jp.v10i1.6006

Maposa, M., & Wassermann, J. (2008). Conceptualising historical literacy: A review of the literature. *Yes-terday and Today*, 41–66.

Mavormmati, M. (2019). Enhancing historical film liter-acy: A practical framework and findings from an undergraduate classroom. *Yearbook of the Inter-national Society for History Didactics*, *2019*(40), 143–159.

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (Edition 3). Sage.

Monte-Sano, C. (2010). Disciplinary Literacy in History: Exploring the Historical Nature of Adolescents' Writing. *Journal of the Learning Sciences*, *19*(4), 539–568. https://doi.org/10.1080/10508406.2010.481014

Nokes, J. D. (2022). *Building Students' Historical Litera-cies: Learning to Read and Reason With Historical Texts and Evidence* (2nd ed.). Routledge. https://doi.org/10.4324/9781003183495

Nokes, J. D., & De La Paz, S. (2018). Writing and Argu-mentation in History Education. In *The Wiley International Handbook of History Teaching and Learning* (pp. 551–578). John Wiley & Sons, Ltd. https://doi.org/10.1002/9781119100812.ch21

Nopriyasman. (2014). Penyelamat Republik: Pancaran Pesan Sejarah Perjuangan PDRI untuk Keutuhan Bangsa. *Analisis Sejarah*, *5*(1), 16–24.

Ofianto, O., Tri, Z., & Ningsih, T. (2021). Development of Students' Historical Thinking Skills Through the Project-Based Learning Model. *International Journal of Academic Research in Progressive Edu-cation and Development*, *10*(2), 615–624. https://doi.org/10.6007/IJARPED/v10-i2/10145

Pan, G., Seow, P.-S., & Koh, G. (2019). Examining learn-ing transformation in project-based learning pro-cess. *Journal of International Education in Busi-ness*, *12*(2), 167–180. https://doi.org/10.1108/JIEB-06-2018-0022

Pearson, A., & Plevyak, L. (2020). The effects of local history inquiry on community pride and civic engagement. *Citizenship Teaching and Learning*, *15*(2), 135–153. Scopus. https://doi.org/10.1386/ctl_00026_1

Rahim, M. Z. N. M., Ahmad, A. R., Awang, M. M., & Dahalan, S. C. (2019). Project-Based Learning: Improving Historical Thinking Skills Ability. *The 2nd International Conference on Sustainable De-velopment and Multi-Ethnic Society*, 64–68.

https://doi.org/10.32698/GCS.0172

Rahmawati, B. F., & Zidni, Z. (2019). Identifikasi Perma-salahan-Permasalahan dalam Pembelajaran IPS. *Fajar Historia: Jurnal Ilmu Sejarah Dan Pendidi-kan*, *3*(1), Article 1. https://doi.org/10.29408/fhs.v3i1.1844

Reisman, A. (2012). Reading Like a Historian: A Docu-ment-Based History Curriculum Intervention in Urban High Schools. *Cognition and Instruction*, *30*(1), 86–112. https://doi.org/10.1080/07370008.2011.634081

Revelle, K. Z. (2019). Teacher perceptions of a project-based approach to social studies and literacy in-struction. *Teaching and Teacher Education*, *84*(4), 95–105. https://doi.org/10.1016/j.tate.2019.04.016

Shanahan, T., & Shanahan, C. (2008). Teaching Disciali-nary Literacy to Adolescents: Rethinking Content - Area Literacy. *Harvard Educational Review*, *78* (1), 40–59. https://doi.org/10.17763/haer.78.1.v62444321p602101

Spires, H. A., Kerkhoff, S. N., & Graham, A. C. K. (2016). Disciplinary Literacy and Inquiry: Teaching for Deeper Content Learning. *Journal of Adolescent & Adult Literacy*, *60*(2), 151–161. https://doi.org/10.1002/jaal.577

Supriatna, N., & Maulidah, N. (2020). *Pedagogi Kreatif: Menumbuhkan Kreativitas dalam Pembelajaran Sejarah dan IPS*. Remaja Rosdakarya.

Sutrisna, G. B. B., Sujana, I. W., & Ganing, N. N. (2019). PENGARUH MODEL PROJECT BASED LEARNING BERLANDASKAN TRI HITA KA-RANA TERHADAP KOMPETENSI PENGE-TAHUAN IPS. *Jurnal Adat Dan Budaya Indone-sia*, *1*(2), Article 2. https://doi.org/10.23887/jabi.v2i2.28898

Utami, I. W. P. (2019). Teaching Historical Empathy Trough Reflective Learning. *Paramita: Historical Studies Journal*, *29*(1), Article 1. https://doi.org/10.15294/paramita.v29i1.11479

van Driel, J., Drie, J. van, & van Boxtel, C. (2022). Writ-ing about historical significance: The effects of a reading-to-write instruction. *International Jour-nal of Educational Research*, *112*, 101–924. https://doi.org/10.1016/j.ijer.2022.101924

Vembriyanto, V., & Murniarti, E. (2021). Historical Les-son Plan with Project Based Learning in Senior High School during Pandemic. *European Journal of Education and Pedagogy*, *2*(2), Article 2. https://doi.org/10.24018/ejedu.2021.2.2.68

Vesikivi, P., Lakkala, M., Holvikivi, J., & Muukkonen, H. (2020). The impact of project-based learning cur-riculum on first-year retention, study experiences, and knowledge work competence. *Research Pa-pers in Education*, *35*(1), 64–81. https://doi.org/10.1080/02671522.2019.1677755

Vogler, J. S., Thompson, P., Davis, D. W., Mayfield, B. E., Finley, P. M., & Yasseri, D. (2018). The hard work of soft skills: Augmenting the project-based learn-ing experience with interdisciplinary teamwork. *Instructional Science*, *46*(3), 457–488. https://

doi.org/10.1007/s11251-017-9438-9

Walker, T. R. (2010). Historical Literacy: Reading History through Film. *The Social Studies*, *97*(1), 30–34. https://doi.org/10.3200/TSSS.97.1.30-34

Widiastuti, A., Supriatna, N., Disman, D., & Nurbayani, S. (2023). The urgency of social-creativepreneurship competency in social studies learning during the Covid-19 pandemic: Teachers perception. *Jurnal Cakrawala Pendidikan*, *42*(2), Article 2. https://doi.org/10.21831/cp.v42i2.45754

Wiriaatmadja, R. (2017). *Bahan Ajar Pendidikan Nilai.* naskah tidak diterbitkan.

Wissinger, D. R. (2018). Historical Literacy Research for Students with and at Risk for Learning Disabilities: A Systematic Review. *Learning Disabilities Research and Practice*, *33*(4), 237–249. https://doi.org/10.1111/ldrp.12182

Wissinger, D. R., Ciullo, S. P., & Shiring, E. J. (2018). Historical Literacy Instruction for All Learners: Evidence From a Design Experiment. *Reading & Writing Quarterly*, *34*(6), 568–586. https://doi.org/10.1080/10573569.2018.1510795

Wissinger, D. R., De La Paz, S., & Jackson, C. (2021). The effects of historical reading and writing strategy instruction with fourth- through sixth-grade students. *Journal of Educational Psychology*, *113*(1), 49–67. Scopus. https://doi.org/10.1037/edu0000463

Zed, M. (1997). *Pemerintah Darurat Republik Indonesia: Sebuah Mata Rantai Sejarah yang Terlupakan.* Pustaka Utama Grafiti.

Zimmerman, D. C. (2010). Project Based Learning for Life Skill Building in 12th Grade Social Studies Classrooms: A Case Study [Tesis, School of Education and Counseling Psychology, University of California]. In *Online Submission*. https://eric.ed.gov/?id=ED510590