

**Influence Utilization Assignment-Based Project About the History of the Old City  
To Motivation Studying History for Class XI SMA Negeri 3 Semarang**

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**Abstract**

History learning has a vital role in developing students' knowledge. However, it often faces challenges such as a lack of interest, which can make students feel bored, and often repeated material. This research uses a quantitative approach with an experimental design to identify students' learning motivation in history subjects in class XI SMA Negeri 3 Semarang, both in groups that receive project-based learning and those that do not. The research results showed that the average pre-test score for the experimental class was 114.125, and for the control class was 110.125. Analysis of the coefficient of determination shows that around 24% of the variation in learning motivation can be explained using project-based learning. In contrast, the remainder, 76%, is influenced by other factors not examined in this study. These findings confirm that project-based learning significantly impacts students' learning motivation in the context of history learning in high schools and can provide valuable insights for developing more effective and engaging learning strategies in the future.

**Keywords:** *Dutch Heritage Building, Learning Resources, Results.*

**Introduction**

Character education will be formed optimally when students receive the learning material well. Moreover, history lessons contain the values of nationalism and patriotism, so if these values can be channeled well, students' character will be indirectly formed (Winarti, 2017; Sardiman, 2012). However, as time passes and the era's development, history lessons are considered boring (Santosa, 2017). If teachers can make maximum use of media, methods, or learning resources, history learning will become more interesting so that students do not feel bored and take it for granted. Unfortunately, history subjects are often sacrificed when other subjects require class hours, or in this case, it is called marginalization (Wahab, 2013; Ahmad, 2016). The reality is that teaching in schools is only monotonous (Matitaputty, 2016). They are influenced by methods that are only explained in lectures (Sunarti, 2013). Today's learning methods are tools for how the learning process runs as it should. A student can enjoy a teacher presenting material with various teaching methods. Learning methods believe that every good teacher must use learning methods that are good and successful when applied. The reality in students' study rooms at school, especially in history subjects, is that they often only focus on

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the classroom. Teaching history also aims to make students aware of the diversity of life experiences in Indonesia society and the existence of a different way of looking at the past to understand the present and build knowledge and understanding to face the future (Isjoni, 2007, p. 72; Theresia, 2013; Kusmayadi, 2017).

Teachers experience various obstacles in teaching history. The obstacles encountered in History classes can generally be caused by two factors, namely internal factors and external factors (Ahmad et al., 2014, p. 274). Low learning outcomes at school are often indicated by students' learning problems in understanding the material (Firdianti, 2018). This indication occurs because students' learning factors are less effective, and sometimes, students themselves are less motivated to participate in class learning, causing students not to understand or comprehend the lesson material provided. A conducive learning atmosphere can support good learning, and the relationship between teachers and students can run well (Daryanto, 2010, p. 1; Mahmudah, 2018).

External factors, for example, are related to the presentation of history lesson material, which tends to be a series of boring facts, learning methods that are not by the substance of history lesson material, lack of supporting learning facilities, in addition to the performance of history teachers which is the main factor which tends to be unsatisfactory (Ermayanti, 2017; Amar & Rahmawati, 2017). This also impacts the history learning process, which is less conducive. Meanwhile, internal factors include students' attitudes toward lessons, which tend to be less favorable, as well as interest and motivation, which tend to be low (Aman, 2011, p. 7). One of the causes of declining student history learning achievement is a lack of motivation (Nasikah, 2016; Kusuma & Subkhan, 2015). Historical material can be studied well if students have high motivation and curiosity. Hence, motivation is the underlying thing for students to understand and know what they will learn.

Based on observations, SMA Negeri 3 Semarang is one of the favorite schools in Semarang; its achievements prove this. This school has also implemented a moving class learning system so that it is possible to move rooms for each subject. The learning model implemented by Mrs. Arisona as class XI subject teacher is quite good because she uses a project-based assignment model, which requires students to learn independently. This teaching and learning activity trains students to be independent because students are directed to present the results of their discussions with previously divided groups, and then participants who do not present answer or respond to questions from other participants. The 2013 curriculum implemented at SMA Negeri 3 Semarang makes students more active in teaching and learning activities. They are also used to facing practice questions to practice critical thinking. Unfortunately, in the

2015/2016 school year, outdoor learning was not implemented in class XI, even though this teaching and learning activity is exciting because it can train students to think creatively and be more independent.

Therefore, using project-based assignments using the old city as a learning object is an alternative to teaching and learning activities. Considering that the old city has a unique history and is essential to study, besides that the location is not too far from SMA Negeri 3 Semarang, it is hoped that students' motivation to study history can be increased because in this case, students can see the condition of the old city directly and can study the material optimally. So, to introduce and preserve historical heritage in Semarang, project-based assignments using the old city need to be carried out because this is a history lesson where students are invited directly to the field for closer and more direct activities in studying learning resources. Project-based assignments can also increase student creativity because, through these assignments, students are trained to be able to think actively, creatively, and innovatively, as well as solve problems or find out information that will later be evaluated in the form of product assessments or research results (Sodikin & Utomo, 2018; Hidayah, 2015).

According to Sardiman, learning is a change or an effort to change behavior. Learning will bring a change to the individuals who study. Change is related to adding knowledge and involves skills, skills, attitudes, understanding, self-esteem, interests, character, and self-adjustment. Thus, it can be said that learning is a series of mental, physical, and psycho-physical activities that lead to the human person's development, which means it involves elements of creativity, feeling, and intention (Sardiman, 2011, p. 21).

Learning is essential for changing everyone's behavior, including everything one thinks and does (Rifa'i & Anni, 2011, p. 82). Meanwhile, according to Suyono and Haryanto (2011, p. 8), learning is an activity or a process to gain knowledge, improve skills, improve behavior and attitudes, and strengthen personality. Slameto (2010, p. 2) defines learning as a process of effort carried out by a person to obtain a new change in behavior due to his experience in interaction with his environment.

According to Subagyo (2010, p. 1), history is the science of humans. History is related to science only if history examines human hard work and the achievements they obtain. History studies humans within the scope of time. Time is an essential element in history. History is related to events occurring within a specific time frame. Thus, time in history gives rise to a perspective on various events that occurred and, simultaneously, something that can beautify the past.

Therefore, history is significant to study because we can also improve the future apart from studying the past. In history learning, character values can be examples for the younger generation to build a much better life. Perfection in life cannot be achieved without a process of struggle. Subagyo (2010, p. 43) states that history as a study of the past is a collective (shared) memory and society. Without such collective memory, society would become rootless and adrift, like someone suffering from amnesia (losing all or part of their memory). Of the many valid reasons to study history, this seems to be among the most pressing. Individually and collectively, what we are now is the result of what we were in the past. In the words of philosopher George Santayana: “A country without memory is like a country made up of crazy people.”

History learning, as a sub-system of the educational activity system, is an effective means of improving the integrity and personality of the nation through the teaching and learning process. Various components will support this success, including the ability to apply effective and efficient learning methods (Aman, 2011, p. 66). History learning must be organized and include accurate, engaging, and valuable student activities (Aman, 2011, p. 110). History learning is a combination of learning and teaching activities in which learning about past events is closely related to the present (Widja, 1989, p. 23).

Learning is a series of events that influence learning so that the learning process can take place quickly. In principle, learning does not only depend on events carried out by the teacher. However, it includes all events directly influencing the learning process, including those derived from printed materials, pictures, radio, television programs, films, and slides, or a combination of these materials. (Majid, 2013, p. 4). Learning is a process that guides students in their lives, namely guiding and living. Learning is a concept of two dimensions of activity (learning and teaching), which must be planned and actualized and directed towards achieving goals or mastering several competencies and skills—indicators as a description of learning outcomes (Majid, 2013, p. 5).

This research aims to explain the history learning motivation of students who are not taught with project-based assignments in class XI students at SMA Negeri 3 Semarang, explain the history learning motivation of students who are taught with project-based assignments in class history of project-based assignments and students who are not taught with project-based assignments. It is hoped that this research will help develop historical science, especially in the field of learning resources. It provides a conceptual contribution to the development of educational science in implementing learning resources in the form of old cities to be used as history learning assignments.

### **Method**

Research methods encompass a systematic and scientific approach to gathering data to achieve specific objectives and address inquiries (Sugiyono, 2009, p. 2). In this study, quantitative methods were employed, utilizing a Quasi-Experimental design. This design involves selecting groups upon which a variable is tested without any random pre-selection processes. The choice of a quasi-experimental design is often due to practical constraints, such as the inability to assign participants randomly to control and experimental groups. By selecting class XI MIA 7 as the experimental group through random sampling and using class XI MIA 6 as the control group, the study aimed to isolate the impact of the intervention, in this case, project-based assignments, on students' motivation and learning outcomes in history. This structured approach allows for a clear comparison between the two groups, making it possible to attribute differences in outcomes specifically to the intervention being tested rather than extraneous variables.

This methodological choice allows for a structured comparison between the two groups to evaluate the effectiveness of a particular intervention or treatment within an educational context. By employing this design, researchers can assess if there is a significant difference in outcomes between the experimental and control groups and gain insights into the magnitude and direction of the intervention's impact. The quantitative approach further enhances the study's rigor by providing measurable and statistically analyzable data, thus supporting or refuting the research hypotheses more confidently. Overall, using a Quasi-Experimental design in this context underscores the importance of methodological rigor and systematic data collection in educational research, ultimately contributing to a more nuanced understanding of how specific teaching strategies, like project-based learning, can influence student engagement and achievement.

### **Results and Discussion**

Youth Street No. 149 Semarang City is a very strategic place because it is in the center of the city and front of the Semarang City Hall office, so it is fitting that there is a State High School known as SMA Negeri 3 Semarang. In the past, this road was known as Jalan Bojong, so SMA Negeri 3 Semarang was known as SMA Bojong. On November 1, 1877, this school was founded and named HBS (Hoogere Burger School). In 1930, it was used for HBS and AMS (Algemene Middelbare School), and then in 1937, it moved to Jalan Oei Tiong Ham (now Jalan Minister Supeno No. 1/SMA Negeri 1 Semarang).

In 1950, the government of the Republic of Indonesia changed the name of SMA to A/C and then separated two years later into SMA Negeri A and SMA Negeri C. SMA Negeri A then became SMA III and SMA Negeri C became SMA IV Semarang, but still occupied the same building. 1971, the Central Java Service combined it into SMA III-IV. Seven years later, in 1978, SMA III – IV was separated again. SMA IV occupies a new building in Banyumanik, while SMA III continues occupying the Jalan Pemuda 149 Semarang building. SMA Negeri 3 Semarang is one of the high schools used as a model in implementing the Competency Curriculum (KBK) and is one of the National Schools with International Standards (RSBI). Since 1950, SMA Negeri 3 Semarang has experienced several principal changes, from Mr. Mr. FL Wijono to Drs. Bambang Niyanto Mulyo, M.Pd who is currently the school principal.

SMA Negeri 3 Semarang is one of the International Standard National Schools (RSBI) and one of the high schools that is used as a model in implementing the Competency Based Curriculum (KBK). The moving class system in teaching and learning activities (KBM) began at the beginning of the new 2009/2010 academic year on July 13, implemented according to a letter from the Directorate General of High School and Equivalent Education. It explained that schools that had passed the accreditation designation were good and had SBI (Standard School) status. International) In KBM, you must implement a moving class system. This was also conveyed by the head of SMA Negeri 3 Semarang (at that time), Mr. Drs. Soedjono, M.Si, during the ceremony on Monday, 13 July. He said that if moving classes were implemented, students would have to look for teachers who taught the subjects actively. So, the teacher is now the class owner, and the students no longer have a basecamp.

Apart from that, Drs. Soedjono, M. also added that each lesson hour is 45 minutes. Struggle songs such as Garuda Pancasila, Satu Nusa Satu Bangsa, Bagimu Negeri, and so on were used as accompanying songs to mark the end of class time. The national anthem and Mars SMA Negeri 3 Semarang were played at the change of class hours. Since the moving class system was implemented, all classrooms have been used optimally in teaching and learning activities. Schools also provide multi-classes or special classrooms to anticipate if class hours conflict with other classes.

Starting from the 2009/2010 academic year, a 5-day learning system was also implemented to optimize teaching and learning activities from Monday to Friday. Saturdays were explicitly used for self-development activities (extracurricular), hoping students could appreciate and develop talents in non-academic fields. This school comprises 1416 students, 127 teachers, 97 infrastructure, 15 buildings and one land. Extracurricular activities at this school are FDI (Scientific Discussion Forum), Entrepreneurship, Nature Lovers, PKS, PMR, Scouts, Paskibra,

Music, Basketball, Football, and so on. In the 2012/2013 academic year, SMA Negeri 3 Semarang had 46 classes.

History learning at SMA Negeri 3 Semarang is quite good because the teachers deliver the material using varied models and methods. However, history teachers have never implemented a project-based assignment method by inviting students to visit historical places directly. Apart from that, most students still think history lessons are boring. Suppose you look at the evidence of achievements achieved by SMA N 3 Semarang students. In that case, there is no doubt that if they have potential and competent abilities, this can trigger motivation to study history so that it can increase. So, It would be a shame if students' creativity is not honed.

Therefore, using the old city to determine students' motivation to learn history is an alternative so students do not feel bored learning history. The project-based assignment system, often called Project Based Learning (PBL), is learning that can increase students' learning creativity. Population is a generalization area consisting of objects/subjects with specific qualities and characteristics determined by researchers to be studied and then conclusions drawn (Sugiyono, 2009, p. 80). Meanwhile, according to Arikunto (2006, p. 115), "the population is the entire research subject." The population in this study consisted of students from the same class.

The sample is part of the number and characteristics of the population. Suppose the population is significant, and researchers cannot study everything in the population, for example, due to limited funds, energy, and time. In that case, researchers can use samples taken from that population. Based on what is learned from the sample, the conclusions can be applied to the population. For this reason, samples taken from the population must be genuinely representative (Sugiyono, 2009, p. 81). Meanwhile, the sampling technique is called a sampling technique to determine control and experimental classes. The sampling technique was carried out in two stages. The first was to determine which schools were randomly selected. The second stage randomly selects classes within the selected school to become the experimental and control classes. Selection was carried out randomly because it was assumed that schools were homogeneous.

The use of varied methods can trigger students' motivation to learn history. This is proven by existing research conducted by Sigit Teguh Prakoso in 2013 with the title "The Effect of Using the Brainstorming Method on Student Learning Motivation in History Subjects (Experimental Study in Class XI IPS SMA Kesatrian 1 Semarang Academic Year 2013/2014)". This research was carried out in Class XI IPS at SMA Kesatrian 1 Semarang in the 2013/2014 academic year. The approach used in this research is a quantitative approach with an experimental design using a randomized control pre-test and post-test group design pattern. The population in this study

was all class XI IPS, totaling 105 students, consisting of 4 classes. Sampling was carried out using a simple random sampling technique. Then, two classes were taken randomly: class XI IPS 3 as the experimental class and class XI IPS 4 as the control class.

From the research results, it was found that (1) the average score of the motivation questionnaire for students who were taught using the lecture method reached 65.512 for the pre-test and 69.39 for the post-test, (2) the average score of the motivation questionnaire for students who were given the lesson. Using the Brainstorming method reached 65.77 for the Pre-test and 75.616 for the Post-test, (3) there was a difference of 5.478 between the use of the Brainstorming method and the lecture method, and (4) The influence of the Brainstorming method on motivation to learn history was 94.67%.

So, project-based assignments about the old city's history to motivate people to learn history can be implemented at SMA Negeri 3 Semarang. Learning carried out in the experimental class uses the Project Based Learning (PBL) system. Based on the calculation results, class XI MIA 7 was designated as an experimental class, so this class had the opportunity to visit the old city of Semarang and carry out this assignment. At the first meeting or before the treatment is given, the teacher gives a pre-test to find out how much the student's level of motivation is toward learning history.

Photos from the colonial era were shown at the second meeting, and students were very interested and were able to mention events that occurred during the colonial era. Students can also learn about the relationship between the old city of Semarang and the era of colonialism and the influence of the arrival of Westerners to Indonesia from a social, economic, and cultural perspective on society at that time. So, in the second meeting, the teacher divided the students into three groups, each consisting of 10-11 students. At the third meeting, students were invited to visit the old city of Semarang and were directed to make a learning video about the arrival of Western nations to Indonesia. This assignment aims to train students' creativity and teamwork. Each student can also play certain characters according to their prepared concepts. So, the students presented the assignment in class at the fourth meeting with a panel discussion. The fifth meeting held a post-test to measure students' abilities after giving treatment in the form of project-based assignments using the old city of Semarang so that it could be seen how much influence project-based assignments about the history of the old city of Semarang had on students' learning motivation. So, the post-test results show that the average of the experimental class is 112.468 (1.12468%), with the highest point being 139 and the lowest point 90.

Data analysis in this research was used to determine the effect of project-based assignments on the history learning motivation of class XI students at SMA Negeri 3 Semarang. The data



normality results show that the calculated  $\chi^2$  (8.2) for the experimental class is greater than the  $\chi^2_{table\ value}$  with  $Dk = N-1$  ( $df=5$ ) at a significance level of 5% (11.070), so  $H_a$  is accepted, and  $H_o$  is rejected. This shows that the data from the pre-test results of experimental class students is not normally distributed. The results of this analysis are used to determine further analysis using parametric non-statistical analysis so that both data are not normally distributed. The results of the homogeneity of pre-test data between the control class and the experimental class show that the calculated  $F$  value (0.858) is smaller than the  $F_{table\ value}$  with  $Dk$  in the numerator and  $Dk$  in the denominator 31 at a significance level of 5% (1.76), so  $H_o$  is accepted, and  $H_a$  is rejected. This means that the pre-test results for the control class and experimental class show homogeneous results.

After being given different treatments between the two classes, post-test data were analyzed using final stage data analysis. This data analysis consists of a normality test, homogeneity test, and t-test. The data normality test shows that if the post-test data for the control class and experimental class obtained the calculated  $F$  value (1.090), which is smaller than the  $F_{table\ value}$  with the Numerator  $Dk$  and the Numerator  $Dk$  31 at a significance level of 5% (1.76) then  $H_o$  is accepted and  $H_a$  is rejected. This means that the pre-test results for the control class and experimental class show homogeneous results.

The homogeneity test shows the calculated  $T$  value (1.153) is greater than the  $T$  value  $_{table}$  with  $Db$  62 and a significance level of 5% (1.667), then  $H_a$  is accepted, and  $H_o$  is rejected. This means that project-based assignments influence student learning motivation. From the results of the regression calculations, it is obtained that  $a = -8135286$  and  $b = 0.00076258$  so that the equation  $\hat{Y} = -8135284 + 0.00076258 (X)$  can be formed. The results of the equality significance test obtained an  $F_{count}$  of (14.32). The  $f$  table with  $dk$  numerator = 1 and  $dk$  denominator = 30 and a significance level of 5% is 4.13. The calculated  $F$  is greater than the  $F_{table}$ , so  $H_o$  is rejected, and  $H_a$  is accepted, meaning that the regression equation is meaningful. Meanwhile, based on linearity test calculations,  $KT (TC) = -37.626$  and  $KT (G) = 32.34$ .  $F_{count}$  obtained is 14.32, and  $F_{table}$  with  $dk$  in the numerator 11 and  $dk$  in the denominator 15, the 5% significance level is 2.24. The calculated  $F$  is more minor than  $F_{table}$ , so  $H_o$  is accepted, and  $H_a$  is rejected, meaning linear regression. The regression test results show  $r^2 = 0.24$ .

Using Dutch colonial buildings as learning resources contributes 24% to learning outcomes. Meanwhile, the other 76% is influenced by other variables. Other variables that can influence the method of using project-based assignments are student readiness and student activity in exploring learning motivation. Based on the explanation above, it can be concluded that using the old city of Semarang as an object for project-based assignments is better than using learning

resources like worksheets or just playing games in class. This is because students are more interested in the history that occurs in their environment, and they can also connect phenomena that occur around them with national phenomena.

### **Conclusion**

This research has several important implications. First, research shows that project-based assignments can significantly increase student learning motivation in history subjects. This indicates that other history teachers can adopt this method to increase student participation and interest in a less attractive subject. Second, implementing project-based assignments encourages students to be more active in learning, memorizing material, and applying their knowledge in real projects, thereby increasing their in-depth understanding of concepts. Third, through project-based assignments, students develop essential 21st-century skills such as collaboration, communication, problem-solving, and creativity, demonstrating that this method improves academic outcomes and essential life skills. Fourth, the pre-test and post-test results show increased scores in the experimental class, indicating that the project-based assignment method effectively improves student learning outcomes in history subjects.

However, this study also has several limitations. The limited sample size of only one experimental class (XI MIA 7) means that the generalization of the results to a broader population may be limited, so further research with a larger sample size is needed to strengthen these findings. External factors such as the learning environment, family support, and students' psychological conditions were not controlled in this study, which could influence the research results and need to be considered in further research. The limited duration of research may also be an obstacle to seeing the long-term effects of project-based assignments on student motivation and learning outcomes. The research method used may have limitations in accurately measuring changes in student learning motivation, so additional qualitative research with in-depth interviews or observations may be needed to obtain a more complete picture. The success of project-based assignments also depends heavily on the teacher's ability and commitment in designing and guiding the project, so variations in teacher skills and dedication can influence research outcomes. By considering these implications and limitations, further research can be conducted by expanding the sample, controlling external variables, and using more comprehensive research methods to strengthen the findings and ensure the continued effectiveness of project-based assignments in history learning.

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