

**Utilization Monument Struggle of 45 Limbangan Kendal As Source Learning History in Students Class XI IPS SMA Negeri 1 Limbangan Kendal**

Sofnia Nurul Mahmudah<sup>1</sup>, Ufi Saraswati<sup>2</sup>

**Abstract**

The purposes of this study were: 1. to find out how the teacher uses existing history learning sources in class XI IPS, 2. To find out how the Monument Perjuangan 45 Limbangan can be used as a learning source of history of the students of XI IPS, 3. To find out the understanding of XI IPS students using Monument The Struggle of 45 Limbangan as a source of learning in SMA Negeri 1 Limbangan Kendal. This research was a qualitative study case. The source of the data of this study was SMA Negeri 1 Limbangan. The subjects of this study were class XI IPS students at SMA 1 Limbangan and the historical relic of Monuments, The Struggle of 45 Limbangan. The target/focus of this study was the learning resources. Observation, interviews, and documentation carried out data collection techniques. The history teacher of SMA Negeri 1 Limbangan utilized learning sources from the surrounding environment as the learning sources companion, besides books, modules, and internet sources, by linking relics with the learning material and using Monuments Perjuangan 45 Limbangan as the learning source by linking it with the relevant learning material. Teachers at SMA Negeri 1 Limbangan can use Monument Perjuangan 45 Limbangan to increase students' understanding because students can see their learning resources directly.

**Keywords:** *The use of Monument Struggle of 45 Limbangan, Historical Learning Resource*

**Introduction**

The use of Monument Struggle of 45 Limbangan Kendal, Historical Learning Resources. In the current curriculum, the learning tools used are learning tools that are created and developed based on the general level of education, so teaching tools with local content at the educational unit level do not experience development (Machali, 2014). It is feared that this could eliminate students' learning and knowledge about local content, where local content is important in students' understanding of getting to know their respective regions (Nafisah, 2016). Subject history is an eye lesson about related past events to life in the past. History teachers must describe facts and history in a way that directs them ahead of class. A history teacher in a matter This must convey something that is essentially nature abstract. Therefore, a history teacher needs to develop ways to teach what you can do to help students catch incident history in a more meaningful way (I. G. Widja, 1989). History education gives the public knowledge about the meaning of events that occurred in the past. History education can help realize

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<sup>1</sup> Teacher of History, SMA Negeri 1 Limbangan, [sofnianurul10@gmail.com](mailto:sofnianurul10@gmail.com)

<sup>2</sup> Associate Professor, Universitas Negeri Semarang, [ufiratri@mail.unnes.ac.id](mailto:ufiratri@mail.unnes.ac.id)

Generation-wise, young people are born because, with education history, the young can study past events. To organize his life in the present and the future to become Better. Learning history at school is only limited to the material around the historical nature. Leo the Great, in the journal, says that the learning process is carried out by some big educator moment. This only aims to conclude the material curriculum, emphasizing memorization rather than understanding the draft. The learning process implemented by most educators today seeks to conclude the curriculum materials, which are more about memorizing than understanding the concept (Agung, 2011).

According to Aman, learning history at school is not enough, so interested participants educate, learning history is considered as a boring lesson Because as if tends to " memorize " (Aman, 2011, 2014). Appearance paradigm It's because history teachers are not yet at the maximum level of taking advantage of sources of learning in the environment around them. Teachers are sued for being capable of preparing to learn and carrying out the learning process in accordance with objective learning. It has already become a must for a teacher to explore various types of sources to get the right help To teach and equip what's been provided inside book print, to add information, to expand concepts, and to awaken interest in participants (Kochhar, 2008).

The tendency of history teachers to use textbooks provided by the government to convey historical material means that students' understanding is confined to the writing in textbooks only. Using book text as a source of study makes students unable to freely imagine events that occurred in the past. For students, effort in understanding prehistoric times is made based on the usage of book text; however, effort understanding students only with the use of book text experience constraints. This matter is caused by book text information provided only in abstract verbal form, so to realize understanding still other capable sources give information in a way concrete, that is, through learning media (Ahmad, Sodiq, & Suryadi, 2014; Azinar, 2015).

In Kendal itself, many physical remains can be used as learning resources for revolutionary materials. One of the traces of the incident history found in Kendal is the Monument of the Struggle of 45 Limbangan. Monument The Struggle of 45 Limbangan was established to commemorate 45 regional heroes of Subdistrict Balance that have fallen moreover earlier in the revolution physique. The events in Limbangan in 1949 are relevant with one material history in the 2013 curriculum in Basic Competency 3.10: Analyze strategy and form the struggle Indonesian nation to maintain independence from the threat Allies and the Netherlands. Material This is in the 2013 curriculum taught in the History Specialization class XI high school social studies and general History class XI vocational school.

The struggle of 45 Limbangan in front of Limbangan 1 Public High School can be utilized as a source of learning, especially by schools in the surrounding areas. For a complete source I learned that already There is already. Utilization source Study This was carried out by a history teacher at SMA Negeri 1 Limbangan with a method linked with material-relevant learning. Based on the results of interviews conducted with Mr Rusyanto, namely the history teacher at SMA Negeri 1 Limbangan, relics history in the District Balance Enough Lots However, No utilized all just a number of just the ones that are close to environment school, especially those who can accessible to teachers and students. Utilization of legacy history as a source Study teachers do with different ways in accordance with abilities of each teacher. According to Sardiman, one of the standard required competencies owned by a teacher is his ability to select and use media/ sources (Ahmad et al., 2014). There's a functional and reciprocal relationship between humans and their environment, so men capable of making use of it and their own knowledge about the changes that have occurred experienced residents in the neighborhood in the past so capable of understanding the circumstances of the environment Now (Amin, 2011). Utilization Monument The Struggle of 45 Limbangan as a learning resource History can foster students' enthusiasm for learning history because students are presented with real evidence that is around them. Learning history can be supported by utilizing objects in the environment around the participant's education. One of the efforts To increase response and interest is to educate history, which can be done by creating pattern learning related to history with the situation and the environment (Purnamasari, 2011).

Source Study is all something that's around environmental activity that can be used To help optimize results Study (Agung & Wahyuni, 2013; Sanjaya, 2012; Uno, 2016). According to Majid, sources Study can categorized as as following: a. Place or environment natural around that is Where just somebody can do Study or change process Act on demand so place can be categorized as a place meaningful learning source study, for example libraries, markets, museums, rivers, mountains, places disposal rubbish, fish ponds, and so on, b. Things, i.e., all possible things happen, change, act in demand for participant education, and then object. That can be categorized as source study. For example, sites, temples, objects, legacy, others, c. People who are only those who have skills Where participants educate can Study something, then that is concerned can be categorized as as source learn, for example teachers, experts geologists, police, and experts others, d. Books that are all types of books that can be read in a way independently by the participants can be categorized as source Studies. For example, book lessons, books texts, dictionaries, encyclopedias, fiction, and so on, e. Current events and facts

happen, for example, incidents, riots, events, disasters, and events, and the teacher can make incidents or facts a source of study (Majid & Mukhlis, 2009).

Monument Struggle 45 Limbangan Kendal was founded to commemorate 45 regional heroes. Subdistrict Balance Kendal Regency fell earlier in the revolution physique, besides the Monument Struggle that is also intended as a sign award to the patriotic public area Subdistrict Balance in his participation fighting shoulder to shoulder with soldier guerrillas at times That. So, Monument 45 struggle in the village Balance also means as Monument the struggle that depicts the spirit unity of ABRI and the people with the objective so generation. We coming always remember and take examples that have been given and fueled by generations before, especially during the time of ABRI and the people persistent in maintaining every span land in the area the. their services now can We Look past Monument Struggle 45 who, stands on the edge road enter to Subdistrict Balance Kendal Regency. At the time, Monument Struggle 45 in Limbangan was meaningful as a monument. Warning: The unity of ABRI and the people of the region has been falling together in a struggle to defend the Republic of Indonesia (Utomo, 2010, 2015).

Formulation issues raised in the study Are as follows: 1. How does a history teacher class XI IPS SMA Negeri 1 Limbangan Kendal take advantage of source Study history at SMA Negeri 1 Limbangan Kendal? 2. How to Utilize Monument the Struggle of 45 Limbangan Kendal as a Source Study history for students in class XI IPS SMA Negeri 1 Limbangan Kendal, 3. How to understand student class XI IPS SMA Negeri 1 Limbangan Kendal with utilization Monument The struggle of 45 Limbangan Kendal as source Study history.

Based on the formulation problem, the goal research achieved from the study Is as follows: 1. For now, the history teacher class XI IPS SMA Negeri 1 Limbangan Kendal in utilize source Study history at SMA Negeri 1 Limbangan Kendal, 2. For now, the use of Monument The Struggle of 45 Limbangan Kendal as a source of study history for students in class XI IPS SMA Negeri 1 Limbangan Kendal, 3. To understand student class XI IPS SMA Negeri 1 Limbangan Kendal with utilization Monument The struggle of 45 Limbangan Kendal as source Study history.

### **Method**

This use study because in general, the problem is Not yet clear, holistic, dynamic, and fully meaningful, so No maybe data on the social situation was obtained with method quantitative with instruments like test or questionnaires besides That study This means understanding the social situation in general deep, discovering patterns, hypotheses, and theories (Sugiyono,

2013, 2014). Studying qualitative is purposeful research To understand phenomena about what is experienced by the subject study, for example, behavior, perception, motivation, action, etc., holistically and with the method description in the form of words and language in a context, especially natural and utilize various method natural (Moleong, 2013).

The approach used in the study This is studies case. A case study is a research strategy where the researcher carefully investigates a program, event, activity, process, or individual group (Cresswell, 2015; Creswell, 2009, 2015). Cases are limited by time and activities, and researchers gather information in a way that is complete using various procedure-based data collection times that have been determined. Therefore, researchers with approach studies case always use various procedures for data collection to get information in a complete way. Cases in study This concerns the utilization of monument struggle 45 Limbangan Kendal as a source. Study history of students' class XI IPS SMA Negeri 1 Limbangan Kendal. Through the study approach studies case, the researcher can gather information as soon as possible from a history teacher about the utilization of the monument struggle of 45 Limbangan Kendal as a source of Study history.

Source/background in study This is at SMA Negeri 1 Limbangan. This matters because the researcher wants to know the utilization of Monument The Struggle of 45 Limbangan as a source of Study history at SMA Negeri 1 Limbangan. Limbangan 1 Public High School was chosen as the object study because the object is close to Monument The Struggle of the 45 Limbangan Monument The Struggle of 45 Limbangan, located in front of Limbangan 1 Public High School. Deep data study This is student class XI IPS SMA Negeri 1 Limbangan and historical sites Monument the Struggle of 45 Limbangan. Researchers use Monument the Struggle of 45 Limbangan because legacy naturally links with learning history in high school, especially among students in class XI IPS SMA. Source of wartime heritage data post-independence used by researchers to obtain information about events that occurred in the past. This matter can now be used by researchers for available material linked with building Monument the Struggle of 45 Limbangan as a source for studying history for students in class XI IPS SMA Negeri 1 Limbangan.

Goal/focus study that is source Study. Data collection techniques were carried out with observation, interviews, and documentation. Data analysis techniques were carried out with an interactive model, which includes data validity testing and triangulation. Researchers use triangulation sources and triangulation techniques. Triangulation Source For test data, credibility is carried out by checking the data you have obtained through several sources (Sugiyono, 2014). The researcher interviewed history teachers and students at SMA Negeri 1

Limbangan and observed school documents, such as history lesson plans and syllabi. Then, the researcher compares the result data observation with the results of interviews conducted by researchers with teachers and students. The triangulation technique for test data credibility is carried out by checking data from the same source using different techniques. For example, data is obtained through interviews and checked with observation or documentation. When the third technique produces different data, the the researcher does more discussion carry on to the data source in question or else to ensure which data is considered true, or possibly everything is right, because corner different views (Sugiyono, 2014).

### **Results and Discussion**

#### **History Teacher Class XI IPS SMA Negeri 1 Limbangan Kendal in Utilize Source Learn History at SMA Negeri 1 Limbangan Kendal**

Success Learning in schools is greatly influenced by the teacher's abilities to utilize source Study as supporting the learning process. Objective learning is used to achieve the maximum naturally required effective learning source. Teachers need to innovate source Study that is with utilise source Study form object legacy history in the environment around school . Source Study must be used in a way effective to contact students appropriately. Source Study will become meaningful for participants or teachers if the source Study is organized through One possible plan somebody can take advantage of (Majid & Mukhlis, 2009).

Based on results research, teachers have plan and prepare source learn that will used in the learning process. Source learning is not limited to existing sources class only, but also includes source learn what 's outside class. Source study inside class and at school has utilized form book package students, modules, internet, library, etc incident actual. Source study outside classes teachers use are like object legacy history all around environment school. Source Study is all something Can form objects, data, facts, ideas, people, and so on , that can give rise to a learning process , such as book packages, modules, worksheets, objects used as source study , model, bank, museum, garden animals , markets, and so on (Prastowo, 2013). Already become must for a teacher for explore various type source For get tool the right help For teach and equip what 's been provided inside book print, for add information, for expand concept , and for awaken interest participant educate (Kochhar, 2008).

Source learned that has designed by a history teacher No can applied universally in everyone principal discussion. This because all material own characteristics and levels different difficulties. For utilise source Study form object legacy history in the environment around school must adapt to the appropriate material with incident history that happened. History

teacher at SMA Negeri 1 Limbangan in designing source learning used own several consideration with look at the condition students and the obstacles they face . It's fast information developing in society demand everyone for Work hard to get follow and understand it, if No will be outdated. Learning at school For reach Optimal results are also demanded No only depend on what 's inside class, but also must capable browse miscellaneous variety source learning used. Teachers are sued No only utilize source what you learn at school, especially only read textbooks, but also required For learn various source Study like magazines, newspapers , letters news and internet (Mulyasa, 2013). Source Study is all something that can give information in learning. Source Study own very important role in learning histor. Activity learn how to teach it would be ideal if in the learning process can utilise source study properly. If in the learning process No use source study properly result lesson becomes flat and boring. Selection of learning resources is an important factor in learning. Especially in history learning, because this can influence the learning process. Limbangan High School 1 history teachers are very selective in choosing learning resources. Historical learning resources are learning resources that have historical values. Historical learning sources can be in written, oral or building form. Writing learning sources include textbooks, worksheets and internet articles. Oral learning sources include historical buildings, stories passed down from generation to generation from perpetrators and witnesses of history. Learning resources for objects such as historical relics. Source history shared become three types, namely: a. source objects (buildings, tools, weapons), b. source written (document), c. source verbally, for example, results interview (Subagyo, 2010).

Limbangan 1 Public High School is its own potency source of diverse learning, starting from books to relics of history all around Subdistrict Balance. A history teacher at SMA Negeri 1 Limbangan has utilised source Study from environment, materials, books, objects, people, and events. Source Study is one of possible factors help student in the learning process. Task a teacher is prepare source learn that will used. Before start learning, teachers must determine moreover formerly source learn that will used. Benefit from every source Study depends on the willingness and ability of the teacher and participants educate for communicate and interact with the messages contained in source utilized learning (Mulyasa, 2013).

Building historic around Balance Of course own very important role in learning history. Buildings the Of course, own values history can be utilized as a source Study history. With the presence of a historic inside source, study students are capable of making students active in following lessons. Utilization source study outside class is one of methods used by history teachers to create student more active and enthusiastic in follow learning. Utilization source

study outside class done with method invite student visit object legacy history in the environment around school so student can see source learn it in a way direct.

Based on research data can analyzed that source learn what you can used by teachers in the learning process also depends on suitability material principal discussion. The more variative source learning used will the more increase liveliness and enthusiasm student in the learning process. Election sources studied by a history teacher based on some considerations, such as enthusiasm of students, compatibility material/complexity materials, available study periods /hours, and facilities owned by infrastructure school.

Learning in the 2013 curriculum is draft learning contextual possibilities students utilize source learning in the environment around them. The teacher's job is only become facilitators and partners Study for students, as well give service and convenience Study For using media or source Study. Source Study main used is book package student from ministry education and culture, and for optimizing source learning you have students, teachers add source Study companion, in matter This student permitted For explore the internet, and make use of it various available facilities around environment school like utilize building legacy history is close at hand school. Source learn various things around life participant education, whether designed or non-design. Not yet utilized optimally deep learning. Most teachers tend to in learning utilise book text and teacher as source Study main.

### **Utilization Monument Struggle of 45 Limbangan Kendal as Source Learning History for Class XI IPS Students at SMA Negeri 1 Limbangan Kendal**

Kendal Regency has Lots very building history, especially in the region of Limbangan and its surroundings. Some from building the in circumstances neglected, however some buildings still exist stand sturdy. Buildings the Of course own potency For made as source Study. Buildings' legacy history is relevant Because it fulfills criteria as a source Study that is economical, practical, simple, easy to get as well as flexible and supple (Rohani, 2004).

Utilization is the activity of using resources and processes to learn. Utilization can be done This is done in various ways, including using historical heritage buildings as teaching resources. Utilization can be done in any form. Study directly or make a connection objects with matter. In this case, the intended use is to use the 45th Struggle Monument as a historical learning resource at SMA N 1 Limbangan. According to the history teacher at SMA Negeri 1 Limbangan, using Monument Buildings 45's struggle in history learning is very effective. He admitted that it was easier to provide material because there was real evidence. Utilization of building history in the area Limbangan Kendal is already carried out by a history teacher at

SMA Negeri 1 Limbangan. History teachers utilise building legacy history in Limbangan with link building with material-appropriate learning. Utilization of Monuments the Struggle of 45 Limbangan is linked with material efforts to maintain Indonesian independence from the Dutch threat. History teachers also take advantage of the Monument of the Struggle of 45 Limbangan method of inviting students To visit directly monuments, as well as the students given task For make questions related to monuments and notes history from monument. This matter is capable of increasing interest in Study history students. A Danya Monument, The Struggle of 45 Limbangan, rated as a reminder for generation young that legacy incident history is not only remembered, of course. but it's also possible to utilize for the present, to add knowledge to children and increase the sense of nationalism as well as value services of heroes they like.

Using historical sources in the surrounding environment will be an excellent choice for history teachers. In history lessons, many sources can be utilized by history teachers. not just textbooks and articles on the internet. History teachers can utilize surrounding events as a learning resource. Events that have little or no similarity to the material being taught. Utilizing historical buildings as historical learning resources can enrich learning resources for teachers and can easily explain material to students. Historical buildings can stimulate students' brains to think more imaginatively because students are exposed to physical learning resources. This is supported by Dewi Asih's confession student of class XI IPS 1. D, he admitted that using historical buildings as a learning resource made him more imaginative. His brain thinks more deeply and imagines the events in the building.

Utilise monument the struggle of 45 Limbangan as source Study history Of course make student get information new with link relevant matters and learning become more meaningful. This matter in accordance with theory thinking cognitive that Study meaningful is a linking process information new with relevant and existing concepts in structure somebody. Theory Study cognitive emphasizes methods somebody uses his mind to learn, remember, and use knowledge that has been acquired and stored within his mind in a way effective.

### **Understanding Student Class XI IPS SMA Negeri 1 Limbangan Kendal with Utilization Monument Struggle of 45 Limbangan Kendal as Source Study History**

Monument the struggle of 45 Limbangan role in understanding students in learning history. Students can accept lesson history with Good when the teacher starts conveying material and linking it with Monument Struggle 45 Limbangan. Utilization monument the struggle of 45 Limbangan helps the learning process because the teacher can more easily explain the material

presented as well and students can too more accept the material, because students can see proof physique every event that occurred in the area Balance.

Limbangan 1 Public High School's understanding of students is very varied; some students need help understanding the material with the methods, only listening when the teacher explains the material, but also not. A little direct students can understand the material in a direct way. History teachers confess that the variety of understanding processes by students in learning becomes a challenge for history teachers in explaining the material. Using source Study in frame achievement objective teaching becomes Power support activity teaching, for example, with method expand or clarify lesson with source relevant learning.

Utilizing historical buildings as learning resources allows students to gain new information by connecting things relevant to the learning process, which will look more meaningful. However, in practice using historical buildings as learning resources will encounter obstacles. Both internal and external obstacles. Internal obstacles include a lack of information on the history of the building, class hours, feeling laziness for si s wa, and cost. The lack of information about these buildings will make it difficult for teachers and students to relate historical learning. However, these obstacles can be minimized by conducting data studies in history books and internet articles. Another internal constraint is class hours. Only class hours, around 2-4 hours is one of the obstacles in implementation. Teachers will need help to arrange a time to visit the building. Teachers can work around this by giving assignments to students and doing them during school hours. Other obstacles arise among students. Of course, obstacles are not only among teachers but can also arise among students themselves. Obstacles that arise among students include costs, gathering time, and laziness of one of the group members.

Problems that arise: Can they overcome them? They can solve money problems using the cash they pay weekly. They consider this a class interest, so it is legitimate if cash is used as an alternative to overcome this obstacle. This time, they feel lazy and use a work division system. In this system, students divide their groups into several small groups. Some are tasked with looking for information from books, interviews, or internet articles, and others are tasked with compiling work reports. Based on distribution, they can overcome all obstacles well, without any problems, and feel benefited and disadvantaged.

### **Conclusion**

History teacher at SMA Negeri 1 Limbangan has utilise source Study form environment, materials, books, objects, people, and events actual. Utilization monument of the struggle of 45 Limbangan carried out by the history teacher of SMA Negeri 1 Limbangan is with method

study tours. Monument the struggle of 45 Limbangan used by history teachers at SMA Negeri 1 Limbangan with method link material efforts maintain Indonesian independence from Dutch threat with proof physique building monument. Besides, telling to students about related history it was built the monument. the teacher also gave the tasks to students to ask questions related to the monument or called with the historical reporter method. Utilization This makes students interested in processing assignments given by the teacher. Besides, students Can know more about the building. The students can too more know the history of the Monument, The Struggle of 45 Limbangan. Understanding students with Utilization of Monument the Struggle of 45 Limbangan increases because with the Utilization Monument, the student can see the source and learn it directly and enrich the source study. Utilization source Study No free from various obstacles. A history teacher at SMA Negeri 1 Limbangan experiences various constraints in utilizing source Study, which is limitations in time learning history and information about the remains that are around. Balance is still very minimal, apart from that's deep matter conditioning students For going to monuments, as well existing facilities, and infrastructure not adequate enough.

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