

The Importance Of Local History Education In Building National Identity In The Era Of Globalization

Ewilensia Magdalen Mbura¹, Erlina Wiyanarti²
{ewilensiambura@gmail.com¹, erlina_w@upi.edu¹}

Universitas Pendidikan Indonesia, Bandung^{1,2}

Abstract: Local history education is essential for shaping national identity, especially in the era of globalization. Globalization presents challenges in Indonesia, a country rich in culture, as it often obscures students understanding of local cultural values. This article highlights the importance of teaching local history to enhance historical awareness and pride in cultural heritage. The research method involves a literature review of books, journals, and previous studies, using a descriptive approach to analyze how local history can be integrated into the curriculum and the challenges faced. The findings show that teaching local history deepens students understanding of their past, shapes their character, fosters an appreciation for diversity, and strengthens nationalism. This knowledge helps students connect their cultural identity with national history and uphold the nation's values amid globalization.

Keywords: Local History, History Education, National Identity

INTRODUCTION

In the era of globalization, which continues to evolve, the flow of information and cross-cultural interactions increasingly blur the boundaries of national identity. Globalization influences various aspects of life, including education, with both positive and negative impacts (Karsidi 2017). This phenomenon significantly affects national identity, particularly among the younger generation. The youth, who tend to favor foreign cultures over local traditions, face the risk of adopting mindsets, behaviors, and appearances that deviate from the nation's cultural values, thereby threatening national identity as a distinctive characteristic that sets Indonesia apart from other nations (Rafidah, Dewi, and Furnamasari 2021). In the context of Indonesia a country rich in cultural and historical diversity this phenomenon poses a major challenge to efforts aimed at maintaining a strong national identity. One strategic solution to address this issue is the reinforcement of local history education as an integral part of fostering a robust national identity.

Local history education plays a crucial role in providing a deeper understanding of the cultural roots and noble values of a nation. By studying local history, the younger generation can directly recognize the heritage of their ancestors in their surroundings, fostering a sense of closeness and responsibility to preserve it. Additionally, local history serves as a bridge to comprehend the connections between local communities and the broader narrative of national history. Highlights that local history can be utilized as a contextual learning resource integrated with national history, offering students a broader perspective while simultaneously strengthening their awareness of local identity (Wiyanarti, Supriatna, and Winarti 2020). This approach enables students to understand that national identity is inseparable from the contributions of each region throughout the nation's journey.

However, the reality on the ground indicates that local history education often receives insufficient attention. Local history frequently occupies a limited portion in the curriculum, as the primary focus of core competencies is directed toward national history. Existing curricula tend to emphasize major national events, while local aspects are often overlooked (Setyawan, Sariyatun, and Dyah 2021). As a result, students lack familiarity with their regional history, leading to a weakened emotional connection with their immediate environment. Meanwhile, the pressures of globalization, which bring foreign popular culture, further diminish the space for local cultural heritage. Without a strong understanding of local history, the younger generation risks losing their identity and becoming entangled in the currents of global cultural homogenization. This aligns with Karsidi's observations, which state that Indonesia's education system faces challenges in preserving local cultural values

amid the liberalization of education (Karsidi 2017). Educational liberalization, if not countered by strengthening value-based local education, could undermine national identity.

Local history education also provides students with a deeper understanding of how each ethnic group, language, and tradition has contributed to the long history of the Indonesian nation. By studying local history, students can recognize that every region plays a significant role in Indonesia's development, from the struggle against colonialism to contributions in the fields of art, trade, and culture. This knowledge fosters a sense of pride in their heritage while encouraging appreciation for the diversity surrounding them. Local history, when taught through an inclusive approach emphasizing shared values, can cultivate solidarity and national pride. As such, local history education has the potential to shape a younger generation that is not only knowledgeable but also of strong character capable of understanding differences and upholding a strong sense of nationalism amidst the currents of globalization and modern challenges.

This study aims to examine the significance of local history education in building national identity in the era of globalization. Specifically, this article will explore the role of local history education in shaping the younger generation's understanding of their cultural roots, the challenges faced in its implementation, and strategies to integrate local history education into the national education system. Through this approach, the study aspires to contribute meaningfully to the development of history education in Indonesia. Ultimately, local history education is not merely a subject but a long-term investment in fostering a resilient and dignified nation amid the tides of globalization. By understanding local history, the younger generation will be able to recognize the roots of their identity, appreciate diversity, and prepare themselves to face the future with confidence as part of a sovereign Indonesian nation.

RESEARCH METHOD

This study employs a literature review method, involving the search and collection of various relevant sources such as books, journals, and previous research findings. Nazir's, in his book *Metode Penelitian*, explains that a literature review is a data collection technique conducted through the examination of books, literature, records, and reports related to the research problem (Nazir 2013). This aligns with the views of (Danial and Wasriah 2009: 80), who state that a literature review involves gathering various sources, including books and magazines, relevant to the research topic and objectives. Based on these references, the literature review method enables researchers to extract in-depth information from reliable sources without conducting fieldwork. This approach provides the advantage of comprehensively understanding the concepts and theories underpinning the research problem. Furthermore, a literature review facilitates the integration of previous research findings to construct stronger and more focused arguments aligned with the study's objectives. The primary focus of data collection in this study revolves around examining history education, the significance of local history, and the application of contextual learning in history education as it contributes to the formation of national identity.

The sources obtained through the literature review are analyzed using a descriptive approach, aimed at providing a comprehensive overview of the role of local history education in strengthening national identity, particularly in addressing the growing challenges of globalization. This study also examines several case studies from previous research and the implementation of local history education in various regions of Indonesia to understand effective strategies. By comparing successes and challenges encountered, the research aims to offer recommendations that can help integrate local history education as a core component of the curriculum. This analysis is expected not only to create a deeper understanding of the importance of local history but also to guide the development of educational policies that support the systematic and sustainable integration of local history. Therefore, this research seeks to contribute to efforts in shaping a younger generation with broad insights, an appreciation for cultural diversity, and the readiness to face global challenges while remaining rooted in a strong national identity.

RESULT AND ANALYSIS

This study reveals that the primary challenges in integrating local history into the curriculum include limited resources, a lack of authentic teaching materials, and insufficient training and understanding among teachers. Additionally, educational policies have yet to fully support the inclusion of local history as a vital component of the curriculum. Despite these obstacles, the study also identifies opportunities to overcome them through collaboration between the government, academics, and local communities, as well as leveraging digital technology to enrich learning materials. With a better understanding of the significant role of local history, history education can become more relevant, engaging, and capable of instilling pride and patriotism among students.

1.1 The Importance of Local History in Education

Local history provides students with the opportunity to understand the cultural values and traditions embedded in their regions. Local history plays a strategic role in educating individuals who are integrated with their communities. A curriculum based on local history helps students understand their social and cultural context, allowing them to feel connected to their local community while simultaneously building national awareness (Wijayanti 2017). By incorporating local history into the educational curriculum, students not only learn about significant national historical events but also connect with their own cultural roots. Local history education enables students to develop a sense of responsibility toward the preservation of their culture and understand their role in maintaining the existing diversity. Through knowledge of local history, students come to appreciate the contributions of each region in shaping the nation's identity. This strengthens the sense of unity, as every region has its own stories and heritage that contribute to the grand history of Indonesia. With this understanding, students are expected to build a stronger identity that acknowledges and respects diversity as a strength, while also encouraging them to actively participate in the preservation and development of local culture. The integration of local history in learning broadens students' perspectives, making them individuals who are more aware of their own identity and better prepared to face global challenges, carrying with them more inclusive national values.

Local history also serves as a bridge between local and national identities, showcasing the contributions of various regions in the formation of Indonesia as a diverse nation. Essentially, history is not just about past events but encompasses valuable lessons that can be drawn from each occurrence (Syahputra, Sariyatun, and Ardianto 2020). In this way, local history not only enriches students' understanding of their cultural heritage but also integrates local experiences into the broader historical narrative, strengthening the sense of unity and national solidarity. Through the teaching of local history, students learn to see that each region has its own strengths, struggles, and achievements that have played an important role in shaping Indonesia. Knowledge of local history offers a deeper understanding of how values such as mutual cooperation, courage, and wisdom demonstrated by local communities have influenced the nation's cultural and political development. Integrating these stories into education helps students appreciate diversity not as a barrier but as a source of strength that enriches Indonesia's collective identity. By connecting local history to the national context, students are expected to understand that their identity as citizens is the result of contributions from various communities across the country. This reinforces pride and love for the homeland, which is based not only on significant national events but also on stories closer to their own lives.

As part of the learning process, local history not only serves to provide factual knowledge about local events or figures but also acts as a means to instill historical awareness and build pride in the existing cultural wealth. This view aligns with what Wijayanti, stated in her research, explaining that local history also has the benefit of helping students understand the noble values from the past, such as honesty, discipline, responsibility, and mutual cooperation (Wijayanti 2017). Moreover, the teaching of local history can foster nationalism, historical awareness, and critical thinking skills. Through local history, students are encouraged to understand how their regions have contributed to the development of national history, thereby creating a holistic understanding of their regions' positions within a broader context. In this way, students can identify their cultural roots, respect diversity, and strengthen their sense of nationalism.

In its implementation, local history is often integrated into various aspects of the curriculum, either as a standalone local content or as part of themes within national history lessons. Kuswono and his colleagues, in their research findings, explain that there is a tendency in studies related to local history, particularly in high school education. The most dominant trends in these studies include the development of learning through local history, experiments in teaching local history, the use of local historical sites as learning resources, and their connection to students' affective aspects (Kuswono, Sumiyatum, and Setiawati 2021).

An example of learning that uses local history as a medium has been proven successful in its implementation, as revealed by Karima et al. Their research explains how Ungku Saliah, a charismatic religious scholar from West Sumatra, known for his high moral values and social sensitivity, played an important role in Indonesia's independence struggle. The values he embodied, such as patriotism, noble morality, and social awareness, provide an inspiring example for shaping students' character. Through history lessons that highlight local figures, these values can be effectively instilled to foster a spirit of nationalism, love for the homeland, and morality among the younger generation (Karima, Firza, and Abianza 2023). The learning process that involves local history allows students to learn through more concrete and relevant approaches, such as researching historical sites, analyzing cultural heritage, or interacting directly with community leaders. This approach makes learning more engaging and meaningful because students feel a direct connection to the material being studied.

Despite its importance, the implementation of local history in school learning still faces various challenges, including a lack of supporting resources, insufficient historical documentation, and limited teacher training. Many schools do not have access to adequate teaching materials or comprehensive local historical documentation, so teaching often relies on general narratives that are less relevant to the local context. Furthermore, many teachers have not received specialized training to teach local history using engaging and effective methods, meaning this learning potential has not been fully optimized. Additionally, education policies that focus more on national standards often hinder the integration of local history into the curriculum. Therefore, it is crucial for all stakeholders, including the government, schools, and local communities, to collaborate in addressing these challenges. The next section of this article will delve deeper into the challenges faced in integrating local history into school learning and discuss possible solutions to overcome them.

1.2 Challenges in Integrating Local History into Education

Although the inclusion of local history in education has been widely recognized as an essential element, its implementation in the national curriculum continues to face various limitations. In history teaching, particularly related to local history, teachers often encounter significant challenges. These include limited access to relevant historical sources, insufficient time allocation in the curriculum, and a lack of innovative ideas and approaches for designing engaging and effective learning methods for students (Krismawati, Warto, and Suryani 2018). Furthermore, Chalimi's explains that the challenges in integrating local history into teaching involve multiple aspects, including inadequate curriculum planning and limited support from stakeholders to facilitate more contextual and comprehensive teaching (Chalimi 2024).

The limited support from the curriculum is one of the main reasons why local history is rarely included in official teaching materials, leaving teachers to independently search for and compile resources. This poses an additional challenge, given the scarcity of available references; official textbooks typically exclude local history, while existing historiographies are often considered too complex for students to grasp. Moreover, teachers struggle to find time to research local history due to their packed teaching schedules and the difficulty of accessing local historical sites, which are often hard to reach due to distance and cost. The integration of local history materials into teaching is further hindered by the lack of training and guidance for teachers. The limited availability of technological tools in schools, which restricts the use of visual aids such as videos or images, exacerbates the situation. Although field trips to local historical sites could be an effective solution, these activities are often constrained by the dense academic schedules, as highlighted by (Chalimi 2024).

The integration of local history into school education faces numerous challenges. One of the primary obstacles is teachers' limited understanding of how to incorporate local history, due to a lack of training and official guidance. Additionally, the scarcity of instructional resources, such as archival documents and authentic references, poses significant difficulties, compounded by the inaccessibility of local historical sites, which are often poorly maintained or located in remote areas. Field trips, which ideally could enhance local history education, are constrained by time and logistical challenges, while the lack of infrastructure, such as visual or technological media, in many schools further exacerbates the issue. Students' low interest in history, often perceived as a dull subject, adds to the difficulty, especially when teaching methods are not interactive. Moreover, the absence of policies or administrative initiatives promoting the integration of local history into the curriculum makes it even harder for teachers to prioritize this topic in their instruction. These challenges underscore the urgent need for innovative solutions to support local history education in schools (Supriyono et al. 2024).

Integrating local history into the curriculum represents a strategic effort to deliver learning experiences more relevant to students' surroundings. However, the implementation of this initiative encounters various complex challenges. This study seeks to identify and elaborate on these challenges, drawing on findings from previous research and their relevance to field observations. Specifically, the analysis will focus on the researcher's experiences in several high schools, highlighting the real-world difficulties faced in integrating local history into education:

The lack of documentation for local history presents a significant challenge, particularly in history education at schools. Much of local history is passed down orally from generation to generation. While oral traditions are vital for preserving the culture and identity of a community, the information transmitted often becomes distorted or loses crucial details over time. As a result, the rich and meaningful local history remains undocumented in formal mediums such as books, journals, or official records. This situation makes it difficult for teachers and curriculum developers to find valid and reliable sources to incorporate into the learning process

In one high school in Ende Regency, the history of the Lio Kingdom, a crucial part of the local community's identity, is often passed down solely through oral traditions by village elders. Teachers face significant challenges in finding books or documents that provide detailed and verified information about the kingdom, resulting in local history lessons that lack depth and structure. A similar situation occurs at SMA Negeri 1 Banda Aceh, as highlighted by (Kesuma 2016) in her thesis. She noted that the teaching of Aceh Sultanate history is limited to general information found in national textbooks. Details of local culture, traditions, and contributions are often poorly documented, forcing teachers to rely on interviews with traditional leaders or field visits to historical sites such as the Baiturrahman Grand Mosque and the tomb of Sultan Iskandar Muda to enrich their teaching materials.

Another example can be observed in West Java, specifically regarding the Astana Gede site in Kawali, Ciamis, a relic of the Sunda-Galuh Kingdom. Teachers at high schools near the area face difficulties in obtaining historical documents to support site-based learning (Firdaus 2016). Available information often comes solely from local traditions that have not been formally documented. These challenges highlight the pressing need for greater efforts in documenting local history to make it a valid and relevant learning resource for schools.

The lack of local history documentation affects the relevance of learning to students' environments. Teaching materials often become generic, relying solely on national historical sources, causing students to lose an emotional connection to their regional history. Additionally, the absence of local identity reinforcement may lead to students' diminished understanding or appreciation of their community's cultural and historical heritage. Undocumented information also poses a risk of inaccurate or biased teaching, ultimately creating gaps in students' historical understanding. Addressing these challenges by formally documenting local history and supporting teachers in utilizing relevant resources is essential to bridge this gap and enhance history education.

The lack of adequate teaching resources presents a significant challenge for integrating local history into school education. In many regions, textbooks or modules that comprehensively cover local history are often unavailable, forcing teachers to develop their own teaching materials. This process demands considerable time, effort, and advanced historical research skills, which not all teachers possess. Consequently, the quality of the teaching materials produced can vary greatly. This issue is further exacerbated by limited access to educational technology, particularly in remote areas that face infrastructure challenges such as unstable internet connections, a lack of technological devices, and insufficient electricity.

In many regions, history teachers often lack textbooks or modules that provide in-depth information about local history or traditions. Teachers are compelled to independently develop teaching materials by relying on interviews with community elders or non-standardized sources, a process that is time-consuming and requires significant effort. In remote areas, limited access to educational technology further exacerbates the situation. Teachers cannot utilize digital resources such as educational videos or online platforms, making learning reliant on conventional methods that are less engaging for students. A similar situation occurs in areas with local historical sites, where teachers face difficulties in finding relevant teaching resources to discuss historical content. They often have to create site-based modules through field research, even though they lack specialized training in historical or archaeological research. This underscores the urgent need for improved resources and professional development to support effective local history education.

The impact of this situation is keenly felt in the learning process. The lack of adequate teaching resources results in uneven learning quality, with materials often being shallow or poorly structured. Furthermore, conventional and limited teaching methods lead to reduced student enthusiasm, causing missed opportunities to deepen historical understanding and raise awareness. On the other hand, teachers face additional burdens, as they not only have to teach but also take on the roles of researchers and curriculum developers without sufficient support. This issue demands serious attention to ensure that local history education is more effective and relevant for students.

The lack of teacher training and competency is a major barrier to integrating local history into the school curriculum. Many history teachers lack in-depth knowledge of the local history of their regions because the training they receive is often focused more on national or global history. As a result, their ability to teach local history effectively is compromised. Additionally, the heavy workload, including administrative demands, student evaluations, and other responsibilities beyond teaching, often makes it difficult for teachers to independently explore local history. This leads to limitations in teaching materials and methods, resulting in students gaining only a superficial understanding of their local history.

For instance, in high schools on the island of Flores, history teachers often lack specialized training in the local histories of their regions. As a result, they can only deliver basic information derived from oral traditions or personal experiences. In Aceh, history teachers at SMA Negeri 1 Banda Aceh face a similar situation, where the focus of teaching is primarily on national history, while the rich local history of the Aceh Sultanate is underrepresented. This is due to the lack of relevant training or teaching materials (Kesuma 2016). A similar situation is observed in West Java, particularly in schools near the Astana Gede site in Kawali, Ciamis. History teachers there lack adequate training to utilize the historical site as a teaching resource due to limited time and heavy workloads (Firdaus 2016). These examples highlight the need for better training and resources for teachers to effectively integrate local history into the curriculum.

As a result, students receive only a superficial understanding of local history, without the opportunity to deeply engage with their region's cultural heritage and historical significance. The lack of varied teaching methods, with lectures often dominating the classroom, leads to reduced student interest. To address this issue, regional-based training for history teachers, collaboration with local historians, and the development of digital learning materials are essential. These steps can enhance teacher competencies and support a more relevant and engaging local history education for students.

Another significant challenge in local history education is the prioritization of the national curriculum. In many cases, local history is considered less important than national or international history, leading to very limited time allocated for teaching local history. Most of the learning focus is directed towards meeting national evaluation requirements, such as the School Final Exam (UAS) or National Final Exam (UAN), which typically only cover national history content. As a result, teachers are more likely to prioritize delivering material that aligns with the framework of these national evaluations, while local history is often taught superficially or completely ignored. This creates a gap in students' understanding of their regional history, which is essential for fostering cultural awareness and local identity.

For example, lessons on local kingdoms are often only briefly mentioned because the curriculum focuses more on the history of Indonesia's struggle for independence or global developments. Teachers tend to spend more time on topics that will be tested, leaving local history with less attention. A similar situation occurs with lessons on the great kingdoms of the Nusantara, which are often taught in general terms without delving into important details such as their contributions to international trade or regional defense. The same applies to lessons related to local historical sites, where local history is only briefly mentioned as background, while most of the time is devoted to national historical events like the Proclamation of Independence or the National Revolution. Teachers often feel constrained by time, as they must ensure students are prepared for national evaluations, which leads to local history being given lower priority in the learning process.

The impact of the lack of priority given to local history is significant. Students become less familiar with the cultural heritage and history of their region, which can weaken their sense of local identity and pride in their own culture. Furthermore, an overemphasis on national content creates a gap in students' comprehensive historical understanding, where local history, which is highly relevant to their daily lives, is often overlooked. Therefore, it is crucial to integrate local history more balanced into the curriculum, for example, through project-based learning approaches that combine national history with local contexts. This approach would ensure that students are not only prepared for exams but also gain a deep understanding of their cultural roots.

Low student awareness of the importance of local history is a significant challenge in history education at schools. Many students tend to view local history as something irrelevant to their daily lives. This is often due to a lack of understanding of how these local stories are connected to national and global history. In many cases, students do not see the link between local history such as local events, figures, or cultures—and the development of national identity or its contributions to world history. This situation is exacerbated by less engaging teaching approaches, where teachers focus more on memorizing facts and important dates rather than actively involving students in the exploration of local history. As a result, the learning process becomes monotonous and fails to spark curiosity or enthusiasm in students about their local history.

For example, at SMA Negeri 1 Wolowaru in Ende District, students often fail to understand the relevance of the history of the Lio Kingdom to the identity of the Ende Lio community and how the kingdom contributed to shaping cultural values that are still relevant today. Teachers teaching this history tend to use lecture-based methods that focus on basic facts, without involving students in interactive activities such as visits to historical sites, interviews with community leaders, or local history documentation projects. As a result, students view local history only as information that needs to be memorized to meet academic demands, rather than as something meaningful in their lives. In addition, students around important historical sites also show a lack of enthusiasm for local history. Although these sites are valuable cultural heritage, students often fail to recognize their significance because the material is presented passively through textbooks, without any learning activities that involve direct exploration or the excavation of the cultural values embedded within them.

The impact of this is that students lose the opportunity to develop a comprehensive historical awareness and a strong sense of local identity. They also tend not to recognize the values that can be drawn from local history and applied in their lives, such as the spirit of mutual cooperation, local wisdom, or the strategies that local communities have used to adapt to changing times. Therefore, it is important for teachers to develop more engaging teaching methods, such as field studies, group discussions, or the creation of multimedia projects focused on local history, so that students can see the relevance and importance of local history in their lives, both personally and as part of a larger community.

Based on the existing challenges, solutions are needed to address these issues, involving collaboration among various stakeholders, including the government, local communities, schools, and historians. The government can play a key role by supporting the documentation of local history through regional research projects. Schools and teachers need training and adequate resources to strengthen their competencies in teaching local history. Furthermore, more innovative teaching approaches, such as the use of digital technology, local exploration-based projects, and field visits to historical sites, can enhance student interest and understanding. By addressing these challenges, local history will not only become part of the curriculum but also serve as an effective tool to strengthen cultural identity and foster pride in students towards their local heritage.

1.3 Potential Solutions to Overcome Challenges

Integrating local history into the curriculum requires a comprehensive strategy to overcome the various challenges faced. One key solution is the systematic documentation of local history. The government, academics, and local communities need to collaborate to document regional historical narratives that have traditionally been passed down orally. This documentation can take the form of book publications, digital archives, or even documentary videos. With reliable sources available, teachers and students will have richer and more accurate references to study, ensuring that local history education is not solely reliant on individual memory or limited sources. Furthermore, this documentation helps preserve cultural heritage that may otherwise be lost, ensuring that important local stories are passed down to future generations. With access to more complete resources, teachers can design more engaging, evidence-based lessons, while students can develop a deeper understanding of their historical context. This not only enriches the learning experience but also strengthens the sense of identity and pride in their local culture.

The development of locally-based teaching materials is a strategic solution to address the limitations of supporting materials in local history education. This effort aims to provide relevant, accurate, and easily accessible learning resources for both teachers and students, making local history education more effective. The development of these materials involves cross-sector collaboration, such as between educational institutions, local governments, local communities, and cultural experts. This collaboration is essential to ensure that the teaching materials produced align with the local social and cultural context. Furthermore, the use of digital technology can expand the reach of these materials, such as through educational apps, websites, or online platforms. For example, a textbook on the history of the Lio Kingdom can be used in SMA Negeri 1 Wolowaru, while an online platform containing information on the Aceh Sultanate can be utilized in SMA Negeri 1 Banda Aceh. In West Java, an interactive educational app on the history of Sunda-Galuh can bring local heritage to life through virtual tours or educational games. The positive impact of this development includes an enhanced understanding of history among students, the strengthening of local identity, and the enrichment of teaching methods. Although challenges such as budget limitations and access to technology remain, solutions like dedicated funding, involving universities in local history research, and providing teacher training can be implemented to overcome these obstacles. With a structured approach, locally-based teaching materials can become an essential foundation for improving the quality of history education in Indonesia.

Improving teachers' competencies is also an important step in addressing their limited understanding of local history. The government and education departments can organize specialized training for history teachers, focusing on the methodology of teaching local history and utilizing available resources. This training can also involve local history experts or community leaders to provide authentic insights to educators. Such training can encourage teachers to present local historical facts and stories, making the learning process more relevant and meaningful (Ayundasari 2017). With competent teachers, local history education can be delivered in a more engaging and meaningful way for students. Trained teachers can also create an interactive classroom environment, where students are encouraged to discuss, ask questions, and explore more deeply about their cultural heritage. This will increase student participation and deepen their understanding of the relationship between local history and national identity. Furthermore, teachers who understand the significance of local history can inspire pride and a sense of responsibility in students to preserve and appreciate their cultural heritage, thereby fostering a generation that is not only academically intelligent but also highly socially and culturally aware.

To address the low interest of students in local history, a creative and participatory learning approach is needed. Project-based learning is one effective method. Students can be involved in direct research, such as visiting historical sites, conducting interviews with community leaders, or writing reports on local culture and traditions. This approach not only makes learning more engaging but also provides concrete and relevant learning experiences for students. Another example is the inquiry-based discovery learning approach, which can be applied by giving students direct access to formulate, research, and find answers to local history problems through interaction with authentic historical sources, such as documents, artifacts, or interviews with local figures (Alit 2020). Additionally, the use of technology, such as augmented reality (AR) or virtual reality (VR), can bring local historical sites to life in an interactive way, thereby increasing student interest. This is supported by the view that leveraging digital technology, such as social media, e-learning platforms, interactive applications, and visual simulations, can present local history in an engaging, accessible, and informative way (Sunarno 2024). By combining these methods, students not only acquire knowledge about local history but also develop critical thinking skills, research abilities, and creativity in presenting their findings. Approaches that incorporate technology and active learning methods can create a more dynamic classroom environment and encourage students to participate more actively. Thus, teaching local history becomes more engaging, inspiring, and memorable for students, ultimately contributing to increased interest and understanding of their local cultural heritage.

Support for more inclusive education policies regarding local history is also crucial. The government needs to ensure that local history has a sufficient portion in the curriculum, both as part of local content and in national history lessons. Local history can complement the national history curriculum by providing relevant learning experiences that connect students with their environment, thus supporting flexibility in history education (Tanjung and Supriatna 2021). This policy can be accompanied by the provision of special funds for local history research, the development of teaching materials, and teacher training. Furthermore, there needs to be a broader assessment of the contribution of local history in shaping students' historical understanding, so it is not solely focused on material tested nationally. This will also encourage more contextual teaching, where students can see the connections between global, national, and local history, making learning more comprehensive and relatable to their daily lives. The policy should involve cooperation between central and regional governments, as well as collaboration with local communities and historians, to ensure that the local history narratives integrated into the curriculum genuinely reflect the richness and diversity of cultures across Indonesia. With supportive policies, local history can play a larger role in shaping a generation with broad perspectives and pride in their cultural heritage, while strengthening their awareness as an integral part of a diverse nation.

Collaboration with local communities is a strategic step to enrich the history learning process. Involving indigenous communities, historians, or local cultural institutions not only provides direct access to authentic sources of information but also introduces a deeper experiential dimension. Through activities such as listening to stories from local figures, attending cultural exhibitions, or participating in simulations of past life, students can better understand and appreciate history as a living part of their identity. This approach allows students to not only study historical facts but also experience their relevance in the context of their own lives. Therefore, local history becomes not only a subject taught in the classroom but also a heritage that is continuously brought to life and appreciated by the younger generation. Furthermore, this collaboration can strengthen the relationship between schools and communities, creating a sense of ownership and shared responsibility in preserving cultural values. Students involved in these activities are also more motivated to explore local history in greater depth, as they feel directly connected to the narratives being studied. This experience not only enriches their knowledge but also builds respect for local culture and encourages them to actively participate in preserving and passing on these historical stories to the next generation.

The implementation of integrative solutions to incorporate local history into the curriculum has significant impacts. With well-planned and comprehensive steps, various challenges such as limited resources, lack of authentic materials, or minimal community participation can be addressed. This approach not only enhances the quality of learning through more contextual and relevant experiences but also strengthens students' emotional connection to their cultural heritage. By gaining a deeper understanding of local history, students will feel prouder and more connected to their cultural identity, which forms the foundation for building an inclusive national identity. Ultimately, this integration plays a role in shaping a generation that is not only knowledgeable but also responsible for preserving cultural heritage and fostering national spirit. By understanding the importance of each region's contribution to the nation's history, students are expected to see diversity as a strength that enriches the nation, not as a source of division. This approach also cultivates a sense of solidarity and awareness that diversity is an inseparable part of Indonesia's identity. Over time, young people who are well-educated about local history will be better equipped to face global challenges while grounding themselves in cultural values that have been internalized, making them wiser individuals who respect differences and are committed to national development.

1.4 The Impacts of Teaching Local History on the Formation of National Identity

The integration of local history into the curriculum not only provides richer insights into the local past but also has a positive impact on the formation of students' national identity. Integrating local history into education strengthens national identity, preserves local culture, develops national character, and enhances students' awareness of traditional values and national history amidst the challenges of globalization (Rafidah, Dewi, and Furnamasari 2021). This approach also helps students understand the connection between regional history and national history, allowing them to see the important role their region plays in the broader national narrative. Additionally, by studying and appreciating local cultural heritage, students not only learn to love their own roots but also learn to respect the cultural diversity in Indonesia. This is crucial in fostering tolerance, solidarity, and collective pride as citizens, especially in the face of globalization that tends to erode traditional values.

In line with the previous statement, there is a view that local history can help students understand local social, cultural, and economic issues, thereby preparing them to face global challenges (Ayundasari 2017). Furthermore, by studying local history, students can better appreciate their own cultural heritage and realize the importance of each region's contribution to the journey of the Indonesian nation. Teaching local history not only instills pride in regional cultures but also strengthens students' awareness of how Indonesia's cultural diversity serves as a strength in building a cohesive national identity. Through this understanding, students can become more critical in facing the impact of globalization, which could erode local values, while also becoming a generation capable of blending local wisdom with modern dynamics. This approach makes history learning a bridge to create students who are not only rooted in their culture but also adaptive and capable of contributing within the global context.

The teaching of local history has a very positive impact on the formation of national identity, especially in a country like Indonesia, which is rich in cultural and historical diversity. Through local history, students are introduced to stories that are close to their environment, whether they are historical events, local figures, or unique cultural traditions. Raising local historical issues, such as the Sultanate of Langkat, offers a creative pedagogical approach that actively, participatively, and productively involves students in learning (Tanjung and Supriatna 2021). This process helps students understand that national identity is not an abstract concept, but rather is built from the mosaic of contributions from various regions that shape the whole nation. In other words, local history gives students the understanding that national identity is the accumulation of local diversity. This understanding enriches students' perspectives on the importance of mutual respect and cooperation between regions, as well as fostering pride in the wealth possessed by the homeland. Furthermore, this approach cultivates awareness of the importance of preserving local cultural heritage, which is part of the nation's identity. As such, students not only learn to appreciate history but are also expected to become active agents of change in maintaining and developing Indonesia's cultural diversity as a strength to reinforce national unity and integrity.

One of the main positive impacts is the strengthening of pride in local culture. When students learn that their region has played a significant role in national history, such as the contribution of the Sultanate of Aceh to international trade or the struggle of the Lio people in East Nusa Tenggara against colonization, they feel that their region is not marginalized in the nation's historical narrative. This pride fosters a deeper love for their homeland, as students understand that they are part of Indonesia's great history. This awareness also strengthens the sense of responsibility to protect and preserve the cultural heritage of their region, ensuring it is not only a source of pride from the past but also an inspiration for the future. By recognizing the cultural roots that are an integral part of national identity, students not only become more confident in facing the global world but also develop a strong commitment to maintaining the unity and diversity of the nation. Through this approach, local history becomes not only a tool for learning but also an emotional bridge that strengthens the connection between students and their homeland.

Moreover, teaching local history helps students appreciate cultural diversity. By studying the history of different regions within the framework of local history, students are encouraged to see how various areas in Indonesia complement each other in shaping the national identity. For example, students who study the histories of the kingdoms in Java, Sumatra, and Sulawesi can understand how these regions interacted in trade, politics, and culture in the past. This interaction not only enriches the dynamics of the nation's history but also highlights the importance of cooperation and mutual respect between regions in building Indonesia. Through this understanding, students realize that diversity is not a barrier, but a wealth that strengthens unity. Furthermore, this appreciation for cultural differences fosters a spirit of tolerance, which is a crucial foundation for creating harmony in a pluralistic society. Thus, teaching local history not only builds historical knowledge but also shapes students' character to be more inclusive, to value diversity, and to have a strong spirit of unity.

Teaching local history also contributes to increasing students' historical awareness, which is an essential element in the formation of national identity. Historical awareness helps students understand their origins, the long journey of the nation, and the challenges faced by their ancestors. Local history education enhances awareness of the cultural and historical diversity across regions, serving as a foundation for strengthening national unity (Sunarno 2024). This fosters a sense of responsibility to continue the struggles of the past in the form of positive contributions to society. This awareness also involves understanding that national identity is not static but continues to evolve by incorporating new narratives, including those from their own generation. Through this process, students not only learn to appreciate the past but are also inspired to actively participate in building a more inclusive and harmonious future. Teaching local history emphasizes the importance of respecting and celebrating differences, as well as prioritizing inter-cultural cooperation. Students with high historical awareness are more likely to advocate for policies and practices that support the preservation of local cultures and values, thereby enriching social life and contributing to the sustainability of the nation's culture.

In the context of learning, local history encourages students to view history from a more inclusive perspective. This helps build a more equitable national narrative by providing space for regions that are often overlooked in mainstream history. For example, many local heroes are not widely recognized on the national stage but played crucial roles in the fight against colonization. By incorporating these stories into the curriculum, students are taught that national identity does not belong to a specific region but to all the people of Indonesia. This narrative strengthens the understanding that every region has a unique contribution that cannot be ignored in the formation of the nation. Additionally, this approach instills a sense of pride that is distributed evenly across all regions, preventing the marginalization of certain cultures or local histories. By appreciating the diversity of historical experiences, students are encouraged to view Indonesia as a complete mosaic, where every part plays an important role in building a national identity that is inclusive and balanced. This not only enriches students' perspectives but also fosters a sense of brotherhood and solidarity across cultures.

Furthermore, the teaching of local history also has a positive impact on the development of students' character, such as fostering a love for the homeland, social responsibility, and respect for cultural heritage. Students who are taught to appreciate local history tend to be more concerned with preserving their cultural environment, such as protecting historical sites or preserving traditional customs. The teaching of local history can also cultivate a sense of patriotism in students, as exemplified by figures like Ungku Saliah, who emphasized the importance of struggling and persevering despite challenges. This helps to build strong character and a love for the country (Karima, Firza, and Abianza 2023). This attitude not only strengthens their identity as individuals proud of their local heritage, but also shapes them into responsible citizens who are committed to maintaining the cultural sustainability of the nation. By understanding the struggles, values, and traditions inherited from previous generations, students can internalize valuable lessons about resilience, hard work, and teamwork. This not only enriches them personally but also encourages them to actively participate in activities that advance society and preserve the noble values that are part of the nation's identity. In the long run, the teaching of local history has the potential to create a society that is more sensitive to social and cultural issues, and capable of responding to global challenges while maintaining a balance between progress and the preservation of cultural heritage.

Overall, the teaching of local history is a highly effective tool for building an inclusive, dynamic national identity rooted in diversity. By understanding local history, students not only learn about the past but also find their place in the larger narrative of Indonesia. This teaching provides students with the opportunity to see that the nation's history is not only shaped by prominent figures at the national level, but also by the collective struggles of local communities across the country. This understanding fosters a sense of pride and emotional attachment to the homeland, while also inspiring students to continue the legacy of struggle through tangible actions in their daily lives. Furthermore, the teaching of local history helps address the tendency toward cultural homogenization amidst globalization, by strengthening appreciation for traditional values and local wisdom. This positive impact makes the teaching of local history one of the key pillars in shaping a younger generation that not only has a strong sense of nationalism, but also tolerance, social awareness, and a commitment to contributing to the nation's progress within the framework of harmonious diversity.

CONCLUSION

The importance of integrating local history into education for students in Indonesia is clearly evident in efforts to build a strong national identity. Although challenges in its implementation still exist, various solutions can be applied to overcome these obstacles. By improving the quality of local history teaching, the younger generation of Indonesia can better understand and appreciate the diversity of local cultures, which in turn strengthens the sense of nationalism and builds a foundation for a more inclusive national identity. Through the understanding of local history, students are encouraged to see that each region plays a vital role in shaping the nation's journey, thus fostering mutual respect and cultural solidarity. Additionally, this approach helps students understand the local context as an integral part of national history, ultimately instilling a sense of responsibility to preserve cultural heritage. By making local history a relevant and engaging part of the curriculum,

the younger generation will be better prepared to face the challenges of globalization while remaining firmly grounded in a national identity based on diversity and unity.

References

- Alit, D. M. 2020. "Inquiry Discovery Learning Dan Sejarah Lokal: Pembelajaran Sejarah Menghadapi Tantangan Abad 21." *Jurnal Ilmu Sosial*, 8(1): 57–79.
- Ayundasari, Lutfiah. 2017. "Urgensi Pembelajaran Sejarah Berbasis Potensi Lokal Bahari Untuk Menumbuhkan Minat Wirausaha Di Pesisir Selatan Kabupaten Malang." *Sejarah dan Budaya : Jurnal Sejarah, Budaya, dan Pengajarannya* 11(2): 211–19.
- Chalimi, Ika Rahmatika. 2024. "Problematisasi Pembelajaran Bermuatan Materi Sejarah Lokal Di SMAN 6 Dan SMAN 8 Kota Pontianak." *Jurnal Kependidikan* 13(2): 2091–2102.
- Danial, and Wasriah. 2009. *Metode Penulisan Karya Ilmiah*. Bandung: Laboratorium Pendidikan Kewarganegaraan UPI.
- Firdaus, D. W. 2016. *Pemanfaatan Situs Astana Gede Sebagai Sumber Belajar Untuk Mengembangkan Kesadaran Sejarah Lokal Mahasiswa*. Doctoral dissertation, Universitas Pendidikan Indonesia.
- Karima, Elfa Michellia, Firza Firza, and Erza Abianza. 2023. "Pendidikan Karakter Melalui Kisah Tokoh Sejarah Lokal Dalam Kurikulum Merdeka." *Jazirah: Jurnal Peradaban dan Kebudayaan* 4(1): 58–65.
- Karsidi, Ravik. 2017. "Budaya Lokal Dalam Liberalisasi Pendidikan." *The Journal of Society & Media* 1(2): 19–34.
- Kesuma, T. B. 2016. *Pembelajaran Sejarah Lokal Mengenai Cagar Budaya Kesultanan Aceh Untuk Meningkatkan Kesadaran Sejarah Bagi Siswa*. Doctoral dissertation, Universitas Pendidikan Indonesia.
- Krismawati, Nia Ulfia, Warto Warto, and Nunuk Suryani. 2018. "Kebutuhan Bahan Ajar Sejarah Lokal Di SMA." *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan* 16(2): 355–374.
- Kuswono, Sumiyatun, and Elis Setiawati. 2021. "Pemanfaatan Kajian Sejarah Lokal Dalam Pembelajaran Sejarah Di Indonesia." *Lentera Pendidikan Pusat Penelitian LPPM UM METRO* 6(2): 206–209.
- Nazir, M. 2013. *Metode Penelitian*. Bogor: Ghalia Indonesia.
- Rafidah, Dita Dina, Dinie Anggraeni Dewi, and Yayang Furi Furnamasari. 2021. "Filterisasi Budaya Asing Untuk Menjaga Identitas Nasional Bangsa Indonesia." *Jurnal Pendidikan Tambusai* 5(3): 8294–8299.
- Setyawan, Christianto Dedy, Sariyatun Sariyatun, and Cicilia Dyah. 2021. "Penanaman Nilai-Nilai Sejarah Lokal Melalui Forum Diskusi Komunitas Sejarah." *Bihari: Jurnal Pendidikan Sejarah dan Ilmu Sejarah* 4(2): 80–89.
- Sunarno, Sunarno. 2024. "Tantangan Era Revolusi Digital Dalam Pembelajaran Sejarah Lokal: Perspektif Computational Thinking." *Seminar Nasional Sosial, Sains, Pendidikan, Humaniora (Senassdra)* 3(3): 654–59.
- Supriyono, Agus, Ahmad Rofi Uddin, Yolanda Rizki Pebriana, Hasmal Mahfud, Hariyono, Aditya Nugroho Widiadi, Ella Jayahuda Prasety, et al. 2024. "Sejarah Lokal: Tantangan Dan Masa Depan Dalam Kurikulum Merdeka." In eds. Ratifa M Mazari and Muhammad Novel. Malang: Jagat Litera.
- Syahputra, Muhammad Afrillyan Dwi, Sariyatun, and Deny Tri Ardianto. 2020. "Membangun Kesadaran Sejarah." *Historia* 4(1): 85–94.
- Tanjung, Septiansyah, and Nana Supriatna. 2021. "Literasi Kreatif: Membangun Keterampilan Abad 21 Melalui Pembelajaran Sejarah Lokal Kesultanan Langkat." *Harmony: Jurnal*

Pembelajaran IPS dan PKN 6(2): 101–109.

Wijayanti, Yeni. 2017. “Peranan Penting Sejarah Lokal Dalam Kurikulum Di Sekolah Menengah Atas.” *Jurnal Artefak* 4(1): 53–60.

Wiyanti, Erlina, Nana Supriatna, and Murdiah Winarti. 2020. “Pengembangan Sejarah Lokal Sebagai Sumber Pembelajaran Sejarah Yang Kontekstual.” *FACTUM: Jurnal Sejarah dan Pendidikan Sejarah* 9(1): 67–74.