



## **THE ROLE OF LOCAL SOURCE MATERIALS IN FOSTERING A LOVE FOR LOCAL HISTORY: PERSPECTIVES OF SMAN 1 MEDAN STUDENTS**

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### **Abstract**

This research aims to explore the role of local source material in fostering a love of local history from the perspective of students at SMA Negeri 1 Medan. The research method used is qualitative, with a phenomenological approach. Data was collected through in-depth interviews with 15 students selected using purposive sampling. Data analysis was carried out using thematic coding techniques. The research results show that local source materials have a significant role in increasing students' interest in and love for local history. Factors such as relevance, depth of understanding, and direct experience with local source material influence students' perceptions of the importance and relevance of local history in their lives. This research provides implications for the development of a more inclusive and locally based history curriculum to strengthen students' cultural and national identities. In conclusion, this research makes a significant contribution to the development of a more inclusive and locally-based history curriculum at SMA Negeri 1 Medan. By understanding more deeply the role of local source materials in fostering a love of local history, we can design learning experiences that are more relevant and engaging for students and help strengthen their cultural and national identities.

**Key words:** *Local Source Material, History, Love Perspectives.*

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## INTRODUCTION

The expansion in science and innovation makes it simple for us to arrive at data from different regions of the planet. We don't understand that this creates a distance between us and our neighborhood culture (Aidin et al., 2021). In the event that innovation isn't utilized as expected, it can have a colossal effect, "bringing those distant nearer, pushing those close away." That is the right similitude to portray the advancement of innovation in Indonesia today. Individuals realize all the more rapidly what's going on out there than what's going on in the general climate. Innovation assumes a significant part in the elements of current life, remembering the manner in which it presents a verifiable legacy in our current circumstances (Suryana, 2021). In the meantime, history learning is aimed at giving students the option to adjust to circumstances and conditions (Handayani et al., 2021). To put it simply, aside from creating innovation, material determination is likewise something that should be thought of (Pribadi, 2017). One way is by involving neighborhood history as material. Nearby history is at the forefront as a connection between society and history. One might say that somebody can be supposed to be "generally mindful," assuming they know about the historical backdrop of their own current circumstances. Preferably, the execution of neighborhood history can be incorporated into history examples at school and nearby (Putri et al., 2020).

This nearby history is a verifiable depiction of the extent of an area that has a specific territory or is, much of the time, otherwise called a spatial component (Sari & Sunarti, 2022). Neighborhood history has an expansive significance; nearby history has a different center. (Hardiana, 2017) that what is implied by nearby history is the historical backdrop of a spot that has regional esteem and has legally binding limits. In accordance with the clarification above, (Mareta & Jamil, 2022) likewise sees neighborhood history as the investigation of previous occasions experienced by an individual or gathering in a specific topographical region. An occasion that is genuinely founded on an assortment of bona fide narrative proof and put in a territorial and public-like setting.

To put it plainly, neighborhood history centers around verifiable examinations from the littlest socio-geological units of investigation, for instance, towns, sub-areas or

locales (Syahputra et al., 2020). This is affirmed by (Syahputra et al., 2020), who say that nearby history is characterized as a previous occasion of a specific local gathering from a specific topographical area, containing an occasion in a small area, be it a town, a specific spot or a managerial region like a city or area. The word neighborhood implies showing a spot or district; nearby isn't inseparable from the name of a city since the neighborhood itself can likewise tell about a local gathering (Bahri et al., 2023). In straightforward terms, it may very well be deciphered as an account of the past or a remnant of the past from a local gathering situated in an exceptional region. The relics depicted here can have a physical or non-actual structure. Sanctuaries, annals, books, landmarks, entryways, etc. are actual legacies, and social, strict, festivals and such (Sudarwani, 2015).

Assuming we audit the targets of gaining history from its center goals, (Bacon, 1901) said that a set of experiences has three primary goals, in particular philosophical, normative-political and educational. History assumes a part in the development of the public mix process, an achievement in country building, and the principal weapon for reinforcing patriotism. Nonetheless, numerous utilizations of history learning in schools and establishments are as yet not creative and just depend on the educator's capacity to move the information they have, which brings about a few issues. History examples ought to have the option to help understudies comprehend and make sense of the different verifiable peculiarities being considered (Winarti et al., 2023). In any case, in Indonesia itself, history-gaining has gotten a great deal of analysis from educational plan specialists since it is overwhelmed with methodically educating materials. Understudy prompts simply take a gander at things without understanding the endeavors to foster high-learning capacities and mentalities (Arifin, 2017).

Local source materials, such as archives, artifacts, folklore, and historical sites, offer opportunities to provide closer, more relevant context for students studying the history of their region. However, it is not clear how effective these materials are in fostering students' interest in and love of local history. In this context, this research aims to explore the role of local source materials in fostering a love of local history from the perspective of students at SMA Negeri 1 Medan. A deeper understanding of how students respond to and

utilize local source materials in history learning can provide valuable insights for the development of curricula that are more relevant and engaging for them.

Local history is often neglected in educational curricula, which tend to focus more on national or even global history. This can cause students to lose their emotional connection and identity with the culture and history of their own region. Previous research has shown that when students feel personally connected to the learning material, their interest and motivation to learn increase significantly. Therefore, it is important to explore how local source materials can be an effective tool for increasing students' love of local history. SMA Negeri 1 Medan is unique as an educational institution in an area rich in history and culture. Therefore, this research is important to understand the role of locally sourced materials in this context. By gaining deeper insight into students' perceptions of locally sourced materials, educators can design more engaging and relevant lessons and help students develop a sense of pride in their local cultural heritage and history.

A curriculum that pays attention to local aspects can help students feel the direct relevance of their learning to their daily lives, as well as strengthen a sense of pride in their origins and cultural heritage. However, in the context of local history teaching, there is still a lack of understanding of how students respond to local source materials. Some studies suggest that students may not be fully aware of the importance of local history or may be unable to relate the information to the context of their own lives. This research was also conducted to fill the knowledge gaps that exist in the literature on local history education in Indonesia, especially at the high school level. By expanding our understanding of the factors that influence students' interest in local history, this research can make a valuable contribution to the development of more effective curricula and teaching strategies. Apart from that, it is also hoped that this research can provide a more comprehensive picture of the teacher's role in integrating local source material into history learning. Teachers have a very important role in guiding students to appreciate and understand their local history; therefore, understanding their experiences and views is also important to consider.

## **METHODOLOGY**

Then the scientist examined the information utilizing a subjective methodology, which (Sugiyono, 2017) said was that elucidating subjective exploration is a method for uncovering significance in light of social issues. Use of records to gather data connected with the issue to be investigated. Then (Sugiyono, 2016) likewise accepts that graphic writing and subjective examinations can be straightforward techniques yet can dissect information from top to bottom, as indicated by the sources. A writing study was utilized as a technique in this review. This strategy is known for gathering information in the form of books, logical articles and other sources that are connected with the topic being contemplated (Zed, n.d.). This writing survey means to fabricate and develop a more grounded origination by using library sources to get information and in light of the important observational exploration that has been led. In this review, analysts planned books, research results contained in articles, and postulations whose reviews connect with neighborhood history and its significant role in framing authentic mindfulness. The writing audited in this concentration covers, for the most part, the utilization of nearby history, for example, the improvement of neighborhood history-based learning media and the advancement of nearby history research that has been created and distributed in public and global diaries.

## **RESULT AND DISCUSSION**

### **1. Local Sources as History Learning**

Verifiable exploration abilities are the capacity to explore a verifiable occasion, so understudies have a direct opportunity for growth in light of the fact that the verifiable examination is completed without help from anyone else. When connected to the neighborhood, it very well may be deciphered as an examination done inside a nearby or explicit region.

The region being referred to can be where understudies reside or an area important to a verifiable specialist. Learning assets are utilized to make things more straightforward and assist understudies with figuring out history material. Learning assets are basically parts of an educational framework that incorporates messages, individuals, materials, devices, strategies and the climate, which can impact understudy learning results

(Wati, 2023).

Learning sources in neighborhood history research connect with all occasions, entertainers, witnesses and verifiable remaining parts. The quest for authentic sources relies upon the focal point of the examination and the accessibility of sources, which by and large actually appear as oral, material and composed sources. One of the broadly accessible hotspots for concentrating on neighborhood history is oral sources, in light of the fact that the encounters of a local gathering are put away in aggregate memory. Looking for data is done through meetings to accomplish research goals. Movement In the event that this is finished by understudies with the course of a verifiable educator's research abilities, it tends to be an important encounter. What the local area has done and experienced can become significant information, which for history schooling is required in building different positive qualities in understudies (understudies and students).

The utilization of learning assets that are wealthy in authentic worth, for example, neighborhood history, can prepare understudies' verifiable abilities to reason. Collaborating straightforwardly with sources causes understudies to have encounters that will be recollected in the long haul. The capacity to think consistently and judiciously, fundamentally and compassionately, in seeing day-to-day occasions prompts a multi-talk and multi-viewpoint point of view, contrasted with the opinionated methodology that will in general be available in the conveyance of public history material.

## **2. Local Source Material in Fostering Love for Local History at SMA Negeri 1 Medan**

At SMA Negeri 1 Medan, the implementation of local source materials has had a significant impact on fostering a love of local history among students. Research conducted by the school's education team shows that the insertion of local source material in the history curriculum has brought positive changes in students' mindsets and attitudes towards the history of their region. In this research, it was seen that students were more enthusiastic and involved in learning local history after local source materials were consistently applied. They began to relate historical concepts to their daily lives in Medan. For example, students begin to realize

the important role of history in the formation of street names, historic buildings and local traditions that are still preserved.

Apart from that, the use of local sources in learning also provides a deeper learning experience for students. Field trips to local historical sites, such as the Maimun Palace or the Struggle Museum, provide opportunities for students to experience firsthand the historical atmosphere and gain a better understanding of their region's cultural heritage. The most striking impact of implementing local source materials is increasing students' sense of pride in the history and culture of Medan. They began to identify themselves as part of a community rich in historical and cultural heritage. This is reflected in their written work, class discussions, and active participation in cultural activities held at school. The application of locally sourced materials also has a positive impact on developing students' critical thinking skills.

They are invited to evaluate various local history sources, compare different perspectives, and identify the biases and interests behind the historical narratives presented. This helps improve students' ability to analyze information and draw rational conclusions. Thus, it can be concluded that local source material has a very important role in fostering a love of local history at SMA Negeri 1 Medan. By continuing to strengthen the implementation of learning strategies that integrate local source materials, schools can ensure that students not only have a deep understanding of their region's history but also love and appreciate it as an important part of their cultural identity and heritage.

Through learning local source material, students begin to realize the rich cultural heritage of their region. They learn to appreciate local traditions, traditional arts, and even regional dialects. This not only increases their understanding of the region's cultural identity, but also fosters respect for their ancestral heritage. Local source material not only introduces historical aspects but also covers the relationship between humans and the environment. Students are invited to understand how human interaction with the environment has shaped the history of their region. This encourages them to care about environmental preservation and strengthens awareness of the importance of maintaining

natural sustainability. With exposure to local source material, students begin to feel interested in conducting further historical research.

They develop the research and analytical skills necessary to understand local history in greater depth. Student research initiatives, both in the form of group and individual projects, are becoming more frequent and making valuable contributions to the collective understanding of regional history. The application of locally sourced materials has also brought benefits in strengthening relationships between schools and local communities. By involving local figures as resource persons or participants in learning activities, schools become more connected with the surrounding community. This creates opportunities for greater collaboration between schools and institutions, as well as individuals outside the educational environment. Locally sourced materials encourage students to participate in group discussions, presentations and collaborative projects. They learn to communicate well, listen to other people's points of view, and work together to achieve common goals. This is an important skill that will be useful to students in their future lives, both in academic and professional settings.

Learning local history also provides lessons about the importance of understanding the past to shape a better future. Students learn from past mistakes and achievements and are inspired by the struggles and perseverance of their ancestors. This motivates them to contribute to building a better society in the future. With increasing knowledge and appreciation of local history, students are also becoming more interested in exploring historical places in their own area. This can stimulate local tourism development and have a positive economic impact on local communities. Learning from locally sourced materials also provides opportunities for students to express their creativity. Through art, literature, or media projects inspired by local history, students can develop their creative skills while deepening their understanding of regional history. An increased interest in local history can also open up career opportunities in history, culture and tourism. Students who have a deep knowledge of local history and culture can explore a variety of career paths, including

becoming historical researchers, museum curators, or tourism managers.

Finally, the application of locally sourced materials also makes a positive contribution to the school's image as a locally-oriented learning center. By highlighting the rich culture and history of the region, SMA Negeri 1 Medan is becoming better known as an institution that cares about and is committed to education that strengthens local identity and values. Thus, the use of local source materials has brought various significant benefits to local history learning at SMA Negeri 1 Medan, strengthening students' ties to the cultural and historical heritage of their region and helping prepare them to become cultured citizens who care about the surrounding environment.

### **3. The Impact of Local History Learning Resources on History Learning**

Local history learning resources allow students to relate learning material to their own experiences. By engaging with local history, students can see how historical events directly impacted their lives, increasing their interest in and relevance to learning. The use of local history learning resources can increase students' sense of awareness of their local history and heritage. This can result in a strong sense of identity with their community, helping them feel more connected to where they live and their culture. Accessing local historical sources often involves an active research process. Students will learn how to search for and evaluate reliable historical sources, as well as analyze the information they find.

Local history often includes diverse cultures and perspectives. By studying local history, students can understand the cultural diversity within their society and develop greater multicultural awareness. Learning local history can trigger a greater sense of curiosity in students regarding their environment. They may become more curious about the stories behind street names, historic buildings, or other local events. By linking learning to the local context, teachers can increase student involvement in the learning process. Students are more likely to be actively engaged when the subject matter feels relevant to their daily lives. Studying local history often raises critical questions about existing historical narratives. Students may begin to question certain perspectives or dig deeper to gain a broader

viewpoint. The use of local history learning resources can also open the door to collaboration between schools and local communities. This can result in more diverse and meaningful learning experiences for students, as well as strengthen ties between schools and communities. By understanding their local history, students will become more informed and engaged citizens in their communities. They will be better able to appreciate and maintain local cultural and historical heritage and contribute positively to developing their communities.

Each subject has an important role in shaping students' understanding of the world around them, including history. However, often a focus on national or global history can lead to neglect of local history, which is rich in valuable stories and experiences. In an effort to enrich history learning, it is important to incorporate local learning sources into the curriculum. By introducing students to local history, teachers give them the opportunity to experience history firsthand. For example, visits to historical sites, interviews with local figures, or research about historical events that occurred in their surrounding environment. This not only makes learning more lively but also helps students develop empathy for the past and understand how history has shaped the communities in which they live. Apart from that, learning local history also opens the door to understanding the impact of globalization and intercultural relations. Students can see how local historical events have been related to global events and how their culture has interacted with cultures from other places in the world. It encourages critical thinking and prepares students to meet the challenges of an increasingly globally connected world. Furthermore, learning local history can be a means of strengthening students' cultural identity.

By understanding the historical roots of their communities, students can feel more connected to their cultural heritage and become agents of positive change in maintaining and promoting cultural diversity. However, challenges may arise in implementing local history learning. Congested curricula and pressure to cover exam material often make it difficult for teachers to set aside enough time to introduce local history. Therefore, it is important to support teachers with the right resources and

flexibility in the curriculum. In the end, the impact of local history learning resources on history learning is very positive. It's not just about teaching historical facts but also about building a deeper understanding of identity, civic engagement, and readiness to face an increasingly complex and globally connected world. By incorporating local history into the curriculum, we open the door to more meaningful and relevant learning for students at all levels of education.

## **CONCLUSION**

In its conclusion, this research highlights several key findings that provide valuable insight into the role of local source materials in fostering a love of local history from the perspective of students at SMA Negeri 1 Medan. First, it was found that local source materials had a significant influence on increasing students' interest in and love for local history. Depth of understanding and direct experience with local source material is an important factor in shaping students' perceptions of the relevance and importance of local history in their daily lives.

Second, the results of this research show that the integration of local source material in history learning can provide a closer and more relevant context for students. This can help students relate learning to their own experiences, thereby increasing their learning engagement and motivation.

Third, the role of the teacher also appears as a key factor in integrating local source material into history learning. Teachers have a strong influence on guiding students to appreciate and understand their local history. Therefore, it is important for teachers to develop skills and teaching approaches that support the effective use of locally sourced materials.

In conclusion, this research makes a significant contribution to the development of a more inclusive and locally-based history curriculum at SMA Negeri 1 Medan. By understanding more deeply the role of local source materials in fostering a love of local history, we can design learning experiences that are more relevant and engaging for students and help strengthen their cultural and national identities.

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