

# The Role of History Lovers Community in Raising Students Historical Awareness at Senior High School 22 Bandung

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**Abstract:** Extracurricular history activities provide a forum for students to deepen their understanding and awareness of history. This research aims to describe the implementation of various activities of the History Lovers Community (KOMPAS) at SMAN 22 Bandung and the form of historical awareness of its members. The subjects of this research are coaches and student members. The research method is naturalistic inquiry with data analysis process consisting of data reduction, data display, and verification. Based on the results of the study, KOMPAS has a variety of educational-recreative activities carried out every week as a complement to intracurricular activities. The activities are mentoring and sharing, historical debate, bandung historical study game, historical theater, historical learning media, book discussion, movie review and history short film making. These activities are able to develop elements of historical awareness development, namely historical thinking and public speaking owned by students.

**Keywords:** extracurricular history, history lovers community, history awareness

The historical community is a forum for people who share a common interest in historical events. The Ministry of Education and Culture through the Directorate of History has responded positively to the activities of historical communities in Indonesia. The Directorate of History of the Ministry of Education and Culture will facilitate the activities of historical activists for the smooth running of its program (Kemendikbud, 2021). Some of the history communities that are quite active in Indonesia include Komunitas Historia Indonesia (KHI), Aleut Community, Malam Museum Community, Jelajah Budaya Community, Solo Societeit Community, Heritage Hero Community, and so on.

The urgency of establishing a historical community is to preserve history itself. (Amboro, 2020) explains that there are various backgrounds for the establishment of historical communities, ranging from the planned to the spontaneous, from those with sufficient historical knowledge to those who are still very unfamiliar with methodology. (Ambarnis & Juniar, 2022) explain that the movement of history-loving communities in Indonesia is a form of mobilizing the actions of some educated people or professionals who love the history of their nation. Although the background of the formation of the history community is very

diverse, this self-help activity can be an effort to save historical sources, historical relics and activities to raise historical awareness.

Historical awareness is currently relatively low so that it requires great attention by every group, especially academics who are in an educational environment. (Amboro, 2012) explains that historical awareness is most effectively taught through formal education, using various means such as literature, teaching aids, historical sites, and the establishment of an extracurricular history or history community in the school environment. The form of students' historical awareness can be seen from their behavior at school. (Siska & Suryati, 2020) explain that historical awareness can be reflected in aspects of nationalism and patriotism in students. For example, student behavior during the flag ceremony, singing the national anthem, discipline when entering class, student response to assignments given and interest when learning history in class. In reality, the last point related to interest in learning history is still a problem in the learning process in the classroom, especially at SMAN 22 Bandung. Whereas every student needs to have a qualified historical awareness in order to recognize their self-identity and the identity of their nation. (Hikmah, 2018) explains that historical awareness is actually very important for students

because they can find the meaning of the importance of history for the development of life in the future. Historical awareness will help realize national solidarity within the scope of diversity, therefore it is necessary for every student to have a good understanding of history.

Students' low level of historical awareness is caused by the absence of emotional attachment to history lessons at school (Kemendikbud, 2021). Efforts to grow the emotional side of students with history learning need to be done by creating interesting activities that are educative-inspirational in nature such as historical activities carried out by historical societies, namely historical site visits, historical discussions and so on. The existence of historical societies in Bandung is quite widespread, ranging from communities that focus on local, national and world scope. These historical societies have the same general goal of increasing public historical awareness. Some of the historical communities that still exist in Bandung are the Karinding Attack Community (karat) and the Aleut Community. Both have different scopes of activities. (Hakim, 2012) explains that the Karinding Attack (karat) Community was formed as an effort to preserve local Sundanese art using a traditional musical instrument called karinding. The Aleut Community is also active in developing historical activities to raise historical awareness among all groups in the city of Bandung. The Aleut Community's activities that build historical awareness include ngaleut, momotoran, seminars, workshops, preanger cinema, and others. (Ambarnis & Juniar, 2022) explain that the main activity of the Aleut Community that has succeeded in increasing public awareness, interest and knowledge about local cultural heritage is a trail activity called ngaleut. Of course, such educational activities can influence the historical awareness of participants because they can directly recognize and appreciate various historical sites in their neighborhood.

Another interesting history community in Bandung is Komunitas Pecinta Sejarah (KOMPAS). This community is one of the unique and interactive history learning platforms at SMA Negeri 22 Bandung. The community can be said to be unique because it is engaged in history specifically in the school environment, meaning that it only focuses on various activities for students at the school. This will certainly relate to the historical awareness of each student. The initiation of the establishment of the History Lovers Community (KOMPAS), which in fact is an extracurricular history, is effective as a step to build students'

historical awareness in the school environment. Because it grows in a formal education environment, the determination to increase students' historical awareness is shown in the objectives of each extracurricular activity program, which can develop students' historical thinking skills, public speaking to a sense of nationalism.

Previous research that has relevance to the author's topic is entitled Extracurricular History Activists at SMA Negeri 11 Banjarmasin in 2021. The article written by Dewi, Porda and Putro describes the history activists at SMAN 11 Banjarmasin who are carried out by history teachers and students. This extracurricular activity is routinely carried out every Monday by carrying out various topics about the local history of the South Kalimantan region. Various activities carried out by this extracurricular history such as discussion of local history material, historical excursions and making historical madding can be a reference in describing the activities carried out by the History Lovers Community at SMAN 22 Bandung. Furthermore, an article written by Kurniawati et al in 2021 entitled Historical Literacy through History Club Extracurricular Activities at SMA 48 Jakarta discusses the introduction of historical literacy to students at the school. Activities carried out in the form of seminars that bring historians to schools to provide direction on how to understand factual information critically and analytically in the form of text, visuals and videos. This article supports the author's research in describing the urgency of extracurricular history in schools in helping to improve students' historical thinking and historical literacy which has an impact on increasing historical awareness.

The innovation of history learning activities carried out outside of class hours in the form of extracurricular history is able to involve students in actively participating in the development of historical thinking so as to build good historical awareness. However, what kind of activities can arouse students' enthusiasm in learning history developed by the Community of History Lovers (KOMPAS) and how is the form of student awareness that is awakened by these historical activities? Basically, students need to be guided in the process of critical thinking to understand historical events in order to have a good concept of history, so that later a qualified historical awareness will be formed in them. The activities of the History Lovers Community (KOMPAS) as a learning tool can form emotional ties and historical insights starting from the smallest things of historical value

in the surrounding environment, to paying attention to historical events in a broader scope.

Based on the description of the background exposure above, the author is interested in studying the History Lovers Community (KOMPAS) as a source of student historical awareness in learning history at SMA Negeri 22 Bandung. This research aims to explain the various activities of the history community at SMAN 22 Bandung that are educative-recreative, as well as to describe the form of students' historical awareness formed by the various historical activities.

## METHOD

### Research Design

The method used in this research is naturalistic inquiry. In this research, researchers collect data without intervening and manipulating the research subject. This indicates that research with naturalistic inquiry methods uses a natural setting, because the data obtained is purely from reality in the field. The data collected is related to the History Lovers Community (KOMPAS) activity program as a source of student historical awareness. The location of this research was conducted at SMAN 22 Bandung located at Jl. Rajamantri Kulon No. 17 A, Turangga, Kec. Lengkong, Bandung City, West Java. The subjects of this research are students who are extracurricular members, mentors and coaches who will be able to provide information about the community's activities. The research time starts from September 2023 to February 2024.

The researcher became the key instrument or the main research tool in this study. In that case, the researcher has a position to be a direct data collection tool, which includes observation, interviews, literature studies and documentation studies. After the data was collected, the researcher analyzed the data based on Miles and Huberman's analysis. The activities in data analysis are data reduction, data presentation, and verification. (Miles & Huberman, 1984). After that, researchers tested the validity of the data to see the validity of the data that had been collected by means of technical triangulation and expert opinion. Triangulation of techniques is done by checking data to the same source with different techniques. Meanwhile, expert opinion is asking for advice from experts such as research supervisors.

## RESULTS AND DISCUSSION

### Concept of Establishment of Extracurricular Community of History Lovers (KOMPAS)

Komunitas Pecinta Sejarah (KOMPAS) is a history extracurricular at SMA Negeri 22 Bandung which was established on April 23, 2015. The establishment of this history extracurricular was initiated by one of the history teachers named Mochamad Ichsan. The main purpose of forming the History Lovers Community extracurricular is to increase the enthusiasm for learning and accommodate students who like history lessons to explore their historical insights. The establishment of extracurricular history is in line with the organization of learning that has been designed in the Merdeka Curriculum, namely intracurricular, extracurricular activities and projects to strengthen the profile of Pancasila students. (Kementerian Pendidikan dan Kebudayaan, 2021) explains that extracurricular activities are a forum for optimal development of students' potential, abilities, interests, talents, personality, cooperation and independence.

Mochamad Ichsan as the coach and initiator of the founding of the History Lovers Community has a teaching ability that is liked by many students, so that it also becomes one of the attractions for students to join the KOMPAS extracurricular program. (Supriatna & Maulidah, 2020) explain that a teacher is like an artist who produces artistic work, so it is necessary to display creative work that looks beautiful and pleases students. Basically, a fun way of teaching will increase students' interest in learning history and change the perspective that history is a boring lesson. History teachers who are inseparable from past events need to apply the art of teaching optimally so that students become assisted in the historical thinking process in accordance with the material being discussed. The attractiveness of the teacher's teaching system can increase student learning motivation so that it has a significant impact on the historical thinking process. The historical thinking process is related to the steady development of historical imagination so as to form a solid historical understanding of students. A solid understanding of history will give birth to a good historical awareness in students.

The History Lovers Community (KOMPAS) is a pioneer of academic extracurricular activities in SMA Negeri 22 Bandung. The establishment of KOMPAS provided a stimulus to other academic fields to form extracurricular

activities such as English club, chemistry community, geography community, astronomy community, and so on. Mochamad Ichsan's role in forming the History Lovers Community (KOMPAS) at SMA Negeri 22 Bandung is very large and meaningful. (Dewi & Putro, 2021) explains that extracurricular activities are activities to hone students' skills, knowledge and experience so that their thoughts are not only lessons in class, but are broadened from the outside environment. After the development of various communities in the SMA Negeri 22 Bandung environment, the extracurricular policy at the school changed, namely students were required to choose a maximum of 2 extracurricular activities. This can be a side that needs to be studied that students who choose to join the History Lovers Community (KOMPAS) mean that they have a desire to learn and develop in it. This desire is also based on the level of historical awareness that students have. The existence of a sense of wanting to deepen historical insights shows that these students are aware of the importance of learning history, even though at first they did not think about the benefits of learning history for themselves and their nation, but later by joining KOMPAS extracurricular activities, they will be able to understand the urgency of history for life.

Extracurricular history is a complementary activity (compliment) or strengthening the intrinsic activities of history subjects in the classroom for students. (Ambarnis et al., 2008) explain that extracurricular activities are educational activities carried out outside of class hours (intracurricular) whose purpose is to help students develop their abilities according to their needs, talents, potential and interests through activities specifically organized by educators and education personnel who have authority in schools. After being examined, the existence of KOMPAS extracurricular activities is very necessary in schools because it can accommodate students' ideas and creativity so as to form students who are active in studying the field of history. The activeness of students in a forum or organization is strongly influenced by the sense of interest they have in the substance of the activities they participate in in the forum, meaning that students actively manage KOMPAS extracurricular activities based on their preference for history subjects. KOMPAS extracurricular activities not only train historical thinking soft skills in each of their activities, but can also be a place for students to improve their leadership attitude in organizations. (Dewi & Putro, 2020) explains that the organization will move if its

members carry out their duties. A person who is a member of an organization will certainly feel a duty as a board and be involved in designing the organization's activity program as a consequence of his existence as a board.

The criteria for the work program of the History Lovers Community (KOMPAS) has been agreed upon by the coaches, mentors and members that it must meet the following requirements:

- a. The work program of the History Lovers Community (KOMPAS) must be able to accommodate all the potential of students
- b. The work program of the History Lovers Community (KOMPAS) must support the history learning process in the classroom (intracurricular)
- c. The work program of the History Lovers Community (KOMPAS) must be able to develop historical thinking and public speaking skills in order to form a good historical awareness (nationalism) in students.

Historical thinking and public speaking are two components of skills that are balanced to be combined in order to form a qualified historical awareness in students. (Hariyono, 1995) explains that historical awareness and historical understanding cannot be separated from each other. (Amboro, 2015) showed the results of his research that to increase historical awareness, the historical understanding factor is very crucial and cannot be ignored. The historical understanding variable contributes 98.6% in 100% of historical awareness variables, and the remaining 1.4% is influenced by other variables.

Public speaking skills are needed to prepare students for the future. Public speaking ability is a skill that is focused on by KOMPAS mentors and coaches to be honed in various activities. KOMPAS applies a rotating presenter system to explain a historical material in the forum. Listening members need to provide their views and arguments regarding the historical material being discussed. (Kuntoro, 2023) explained that public speaking is needed to increase students' confidence to be able to speak fluently in front of the class and even in public. The communication skills of each student are of course different. How to build public speaking skills and student confidence to be able to communicate fluently in public cannot be obtained quickly, it needs habituation and practice. The steps of the History Lovers Community (KOMPAS) are

quite appropriate to help students have straightforward public speaking, especially in the field of history.

### Implementation of History Lovers Community (KOMPAS) Activities

The skills focused on in the activities of the History Lovers Community (KOMPAS), namely historical thinking and public speaking, are familiarized with the design of work programs which are also reviewed and prepared by all members. (Puspawati & Winarti, 2021) explained that the History Lovers Community (KOMPAS) program must support history learning taught in class while still prioritizing freedom of creativity and opinion. This is in line with the concept of the Independent Curriculum which has the principle of independence in the learning process. (Yurni & Bakti, 2016) explained that the specific principles in the Independent Curriculum include flexibility, efficiency, effectiveness, relevance and continuity. Freedom to design work programs in line with these principles so that students are free to express creative ideas and explore historical material. The designed work program is guided by two factors, namely based on material that is difficult to understand when studying history in class and based on material that is of interest to be studied in depth.

The main characteristics of the work programs in the History Lovers Community (KOMPAS) are as follows. First, Mentoring & Sharing is a historical discussion activity carried out every week using a peer tutoring approach and guided by KOMPAS mentors and coaches. Second, the Bandung Historical Study Game (BHS) is a historical tour activity which aims to provide historical knowledge in concrete form regarding historical heritage sites around students, especially in the city of Bandung. (Puspawati, 2020) explained that the efforts of the History Lovers Community (KOMPAS) in the Bandung Historical Study Game program or historical tours were also aimed at providing a variety of historical learning resources in the form of utilizing the surrounding environment.



**Figure 1. Bandung Historical Study Game (BHS)**

Furthermore, historical debate activities aim to train students' historical critical thinking skills by presenting historical material with interesting techniques and expressed through data-based arguments, experience and analytical skills. Fourth, theater is usually carried out as a preservation of historical events as well as an effort to promote history extracurriculars in schools. Fifth, history learning media is created in the form of film review activities and book discussions.

**Table 1. History Lovers Community Activities (KOMPAS)**

No.	Work Programs
1	Mentoring & Sharing
2	Historical Debates
3	Bandung Historical Study Game (BHS)
4	Historical Theater
5	History Learning Media
6	Book Discussion
7	Movie Review
8	Making a Historical Short Film

Historical activities designed by the History Lovers Community (KOMPAS) provide meaningful learning experiences for students. (Muhaimin, 2008) explains that the program designed by KOMPAS helps students learn more about history outside class hours. The activities of the History Lovers Community (KOMPAS) which are in line with the learning direction of the Independent Curriculum can be seen from the mentoring & sharing activities carried out every week. This activity examines a historical event at the request of students. Even though the material discussed is based on student requests, the contextualization and essence of the material is still conveyed well. The substance of the material required to be taught in the Independent Curriculum is based on social issues, especially contemporary problems such as environmental damage, disease outbreaks, natural disasters, poverty, and so on. Material that reaches students' social context is very important to increase their historical awareness. (Supriatna, 2011) explains that so far history learning has become less meaningful because the material discussed is separated from the students' social context, so it is unable to act as a link between the world of knowledge and reality.

Contextual material that discusses actual issues can help students think critically and try to analyze problems well. During discussion sessions in mentoring & sharing activities carried out by KOMPAS members, they always touch on discussions about events that are currently being discussed. This further enlivens discussion activities between students, mentors and

supervisors. Material related to students' social background can trigger increased historical awareness in students. Students become aware of the significance of past and current events.



**Figure 2. Contextualization of European History Material by Mentor**

One of the contextualization materials presented by the mentor was during the presentation on European History. Mentors use creative learning media to help students imagine the events that occurred. When showing the territory of the British Empire when it was led by powerful figures, the mentor showed the location of the territory on the map that had been made on the blackboard, both the position in the Middle Ages and on the map of Europe today. The map drawing by the mentor brings out the contextual side of learning, precisely trying to relate the location of the past and present regions of the British Empire. The element of contextualization plays a very important role in discussing European history material, so that the imagination that awakens in students' minds becomes real when they see real geographical elements on the map.

Apart from that, the mentor's delivery of the material uses an open-ended question technique which helps students ask questions and explain more broadly based on their imagination and analytical powers. This was shown during the discussion process, the mentor raised the question "Why was there so much intermarriage between the Dutch and Germans in the Middle Ages?". This question gave rise to creative answers based on student analysis, one answer was "Because it is geographically close to the Netherlands so marriages between the Dutch and Germans could occur." Next, the mentor stimulated the students by giving the clue "Germany is the heart of Europe". Then, the answer came from the students "Germany wants to strengthen its position". The mentor also emphasized the answer to the question "Otto van

Bismark said that only one thing can unite Germany, namely blood. Germany has a tough character. There is intermarriage between the Dutch and Germans to strengthen the existing diversity." Then a new question emerged from the students, "Why were the Dutch and Germans close during World War I?" The supervisor answered "Politics is dynamic, anything can happen". Basically, the open ended technique can make students think divergently, that is, freely and critically in answering a question from a broad and different point of view.

Forms of Historical Awareness for Members of the History Lovers Community (KOMPAS)

Extracurricular activities have a significant effect on the development of students' personalities, especially their historical awareness. (Rakhmanti, 2014) explains that extracurricular activities can shape students' personalities because they can make students more expressive, active and responsible. Student activity in extracurricular history activities can increase good emotional intelligence in students, so that they will form a balanced personality-building composition between intellectual education and the affective aspects that they need to have. Basically, historical awareness is an element of personality that needs to be instilled and developed in students. (Syaputra, 2019) explains that the main orientation of history learning is the cultivation of values and the formation of the affective side. The attitudes and values that are focused on in history learning include historical awareness, tolerance, nationalism, religion, social justice, brotherhood, social awareness, and others.

History learning is currently still dominated by cognitive assessment, even though the affective dimension, such as cultivating historical awareness, is one of the main goals that teachers in schools need to pay attention to and assess. This can be seen in the first point of the goal of learning history in the Independent Curriculum, namely to foster historical awareness. (Maryam & Warsah, 2022) explain that the essential affective aspect in history learning that needs to be emphasized is historical awareness. Apart from being seen from the technical guidelines for learning history, increasing historical awareness can also be seen from its essential aspect. Historical awareness is the ability to appreciate and derive the meaning of a historical event for the life of oneself and one's nation. Basically, historical awareness does not only include the affective domain, but also knowledge and skills. However, the ability to

interpret and learn from a historical event is part of the affective dimension.

**Table 2. Indicators of Historical Awareness**

Indicator	Indicator Descriptions
Historical Awareness	Students can understand the nature and function of learning history by being able to mention the connection between past events and the present.
	Students have high enthusiasm when learning history, shown by expressing opinions actively when discussing in the forum.
	Students have the ability to identify historical relics by being able to classify historical relics of an event.
	Students know the essence of preserving historical relics.

Based on the results of research referring to the indicators of student historical awareness above, it appears that the historical awareness of students who are members of the extracurricular History Lovers Community (KOMPAS) is classified as very good. Students' participation in a series of extracurricular activities shows that basically students have a high interest in studying history. Activeness in extracurricular activities is also accompanied by the formation of students' strong historical imagination. This historical imagination was formed from the explanations and education of KOMPAS extracurricular coaches and mentors. Historical imagination forms a solid understanding of history so that students become confident in appearing to explain (public speaking) historical events in class. (Wiratama, 2021) explains that public speaking skills are continuously honed and are positively or negatively charged depending on the knowledge possessed by a person. Public speaking skills are really needed for students' self-development in describing historical events so that they are easily understood by others. Small steps in increasing students' historical awareness can be seen concretely from their ability to explain historical events meaningfully. Historical events need to be preserved from generation to generation based on accurate facts.

Based on the author's observers, the above reference indicators for historical awareness already exist in students who are members of the History Lovers Community. Students have been able to actively express opinions in the forum. This can be seen during the mentoring & sharing activities which are carried out every Tuesday afternoon. The discussion process that took place during this activity also showed students' ability to connect past and current events according to the material topic being discussed. Another History Lovers

Community activity is a historical visit called the Bandung Historical Study Game (BHSG), in this activity students are able to classify historical heritage objects in the surrounding environment. Students are also able to openly explain the history of historical heritage objects and the efforts that must be made to preserve them. (Mursidi & Soetopo, 2019) explain that studying historical relics illustrates human behavior that should be done as a form of respect for life in the past and as a lesson for life in the future. It is clear that learning history will provide didactic value that invites the younger generation to take lessons and lessons from human experiences in the past.

## CONCLUSION

The extracurricular activity of the History Lovers Community (KOMPAS) at SMA Negeri 22 Bandung has a big role in accommodating students' interests and talents in learning history. The History Lovers Community (KOMPAS) complements intracurricular activities so that it helps realize educational-recreative and independent learning in accordance with the directions in the Merdeka Curriculum. The History Lovers Community has a variety of activities to help students develop imagination that will shape their historical thinking and public speaking well, namely mentoring & sharing, historical debates, Bandung Historical Study Game (BHSG), historical theater, learning media, book discussions, film reviews and historical filmmaking. These historical activities are carried out every week, guided by coaches who are experts in their fields so that they can create fun learning techniques for students, namely open ended question techniques. The historical awareness of student members can be reflected from their desire to join KOMPAS, to the active participation of students in participating in the entire series of KOMPAS activities. Historical awareness is seen when they are able to understand the nature and function of learning history, have high enthusiasm when learning history, have the ability to identify historical relics and know the essence of preserving historical relics.

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