
THE HISTORICAL COMMUNITIES CAPACITY IN FOSTERING NATIONALISM AND TRADITION OF CRITICAL THINKING

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Abstract: History extracurricular education material began to be integrated into contextualizing the curriculum by incorporating elements of local history. The historical communities can play a role in filling the historical space that lacks context. Thus, students can take advantage of their learning context through practice from historical communities. This study used qualitative methods to explore widespread data from numerous information sources and then weigh the combined value of inside and outside factors. The combination of two data components is used to analyze empirically based findings that the role of the historical communities can encourage students to form nationalism and think critically. The involvement of the historian's communities is projected to enhance an intense historical understanding. Applying local history learning methods becomes more attractive than conventional learning and becomes a new alternative to increase nationalism and the tradition of critical thinking for students.

Keywords: historical communities, nationalism, critical thinking, local history

Introduction

Educating students to learn history can develop historian awareness. History teaching is currently faced with memorization methods so that students do not master ways of interpreting history (Aisiah et al., 2016; Rusvitaningrum et al., 2018). Students should be honed, educated and given a sense of confidence to have the courage to examine history more deeply as part of the link in the life of the nation-state. Teaching history in schools is expected to develop students' competencies to think chronologically. In addition, students who know the past can understand their development processes, societal change, and socio-cultural diversity (Hales, 2018; Sastranegara, 2020; Susilo and Sustianingsih, 2021). By understanding history, students can find and foster national

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identity in the midst-life of the world communities. Learning local history also opens more significant opportunities for transmitting the value of local wisdom contained in local culture (Hales, 2018; Stanway et al., 2019). When entering the classroom, history teachers face complex challenges regarding local history learning. Not only mastery of the material but also teaching improvisation and carefulness in linking local historian material with actual conditions in the field are academic arenas in which history teachers must be competent today (Glowacka-Sobiech, 2019; Aman, 2019).

Learning history allows students to:

- a) be able to classify society to explain sustainable processes and changes from time to time;
- b) be able to understand, analyze, and explain various aspects of life such as science and technology, environment, economy, politics, social and culture and its influence on Indonesian society and the world from time to time;
- c) be able to identify, understand, and explain the diversity of history (in Indonesian society and in the world) and its changes in the context of time;
- d) be able to find and classify various historian sources and the diversity of analysis and interpretation of facts about the past which is used to reconstruct and describe historian events and objects;
- (e) realize the importance of the past to understand the present and make decisions (Sudrajat et al., 2019).

Several principles must be considered when preparing local history materials in consistency, relevant and have a connection with the achievement standards or essential competencies (Chapman, 2016; Sudrajat et al., 2019).

Principle sufficiency means that the material being taught should be sufficient in helping students master the essential competencies. The material should not be too little, neither too much (Celarta and Esponilla, 2021; Galessner, 2019; Sulistyono et al., 2021). If too little, it will not help achieve competency standards and essential competencies, on the other hand, too much will waste unnecessary time and energy on studying them. Competence must be used to determine the room of learning material extent and deepness. The deepness of material coverage means describing how much material is included in a history learning material. In distinction, the depth of material apprehensions means how detailed concepts contained in it must be mastered by students. Flexible material coverage also needs to be measured in terms of whether or not the material aspects are sufficient and whether learning material will significantly assist in achieving mastery of predetermined essential competencies (Zubaidah et al., 2022; Rofik, 2019). In the curriculum, history learning materials are only written in outline in the form of the subject matter. Besides that, another problem is in the form of government policies to limit face-to-face practice for the history learning process during the Covid-19 Pandemic. So, it cannot run at all and has a vast impact on the inhibition of historian strengthening for high school students (Setiawan et al., 2021; Sastranegara et al., 2020; Rusvitaningrum et al., 2018; Syarifuddin et al., 2017).

Teachers delivering local history materials are often constrained by problems in selecting the sources of material listed in textbooks and have not even been able to develop local history materials based on oral history. Even the teacher has not expanded the horizons of historian reference to deepen authority of local historian material. The history teacher delivered too little, superficial, inadequate presentation order, and did not match the students' competencies. In learning history process, the teacher does not only transfer knowledge historical stories or facts, but students must be asked to study historical events in their entirety and reconstruct historical events to deepen material and mastery of historical concepts (Sulistyo, 2021; Widodo and Allamnakhrah, 2020; Voelkel and Chrispeels, 2017). History learning resources can be searched in the student environment, such as historical sites, monuments, museums, books, historian witnesses or actors, reconstructed historical events, and folk tales. Local history learning provides more active opportunities for students to explore information independently of planned goals. Through input from caregivers, cultural officials, cultural officers, and communities' history teachers, students become more familiar with the social characteristics of both (Johannessen, 2020; Tallavaara and Rautiainen, 2020).

Many research efforts have been carried out to answer how to increase students' knowledge and understanding of local history through the introduction of social characters so that it will place students more on their learning and can develop activeness in solving the problems they get (Celarta and Esponilla, 2021; Zhang and Sun, 2020; Hales, 2018). In its application, the history learning method through the historian communities will create functional and conducive learning conditions and facilitate the learning process. In addition, the impact learning for history teachers is where students are compulsory to be independent in the knowledge process have previously acquired (Halim and Tambi, 2021; Widodo and Allamnakhrah, 2020; Bashir et al., 2020; Hales, 2018). Students learn to discovery their subject matter while the teacher and historical communities are a facilitator who guides students to learn. However, none of the previous research results use a learning model that simultaneously involves the role of teachers and historian society, especially efforts to strengthen awareness of local history at the senior high school level (Setiawati, 2021; Santos, 2021). Their impact research deficiency includes: (a) difficulties in controlling student learning activities, outcomes, and study planning as their habits; (b) teacher adaptation to inquiry models; and (c) difficulty measuring the success discussion of question and answer.

Historical communities help students to learn through a series of teaching activities emphasizing critical thinking processes and analysis to find answers to a historical theme asked by the teacher. The thinking process usually can foster student confidence and social attitude. Therefore, the teacher is not only as learning facilitator and motivator (Yuki, 2021; Goksu and Somen; 2019; Satrianawati and Fu, 2019). Strengthening capacities for historian communities' involvement is oriented to their learning process, cognitive enhancement, and fostering social attitudes in society. Social approach needs to be developed considering that students will experience the social process, so teaching and learning activities must help students develop the ability to relate to the communities and interpersonal relationships. Historian communities had

help student to increase thinking and look for facts, information, or data that supports proving hypotheses in free and directed situations. Besides, they have enhanced cognitive thinking speed, accelerated reasoning power, interest in reading psychometrics, high enthusiasm for learning, nationalism and state personality development. This important implication is expected to strengthen history through the capacities of historian communities (Setiawati, 2021; Santos, 2021; Tallavaara and Rautiainen, 2020; Zhang and Sun, 2020).

Literature Review

Historian communities play a vital role in instilling national identity in the youth and also in determining the nation's future direction. Therefore, all levels of society must have an excellent historical understanding, including the younger generation of students. Of course, this is the joint responsibility of the government, teachers, and historian communities to foster historical awareness continually (Janesick, 2020; Luke and Gour, 2018). One way of increasing historical awareness among the younger students is by learning local history and engaging the historian communities. This method will certainly be able to enrich students' knowledge and provide a new alternative to a more fun and effective way of learning history. Learning local history and the involvement of the historian communities is hoped to increase students' nationalism and critical thinking (Harris and Metzger, 2018; Brown and Daniels, 2016). They can open their horizons and understanding history in own area which contains essential historical values for developing the national history of a nation.

Ironically, during this historical thought struggle, the Indonesian people are now faced with the problem of weakening historical awareness in society. This symptom can already be seen in phrases for example: the past is gone, let it be gone, what has happened, let it happen for what purpose is recalled. Some people find history useless; history is the past that must be forgotten because it does not provide any benefit to life. It is even believed that this group is a history-blind who quickly forgets their past and does not appreciate the traces of the country's founders (Chapman, 2014; Luke and Gour, 2018; Dahl, 2021). Therefore, history learning activities are designed to allow students to develop intellectual knowledge, understanding, and awareness of past changes, identify changes in the present, and create adaptability of moral education to select these changes. To be a part of his life in the future. However, the history subjects being taught are not ideal for accommodating students to learn optimal, where the scope of the material presented curriculum is not well detailed, so the availability of learning resources that can facilitate students to the material needs of national history is needed in learning (Dahl, 2021; Moritsugu et al., 2019; Luke and Gour, 2018).

The government has made various efforts, one of which is to impose a history curriculum based on contextual teaching and learning or inquiry with the hope that this curriculum change approach can boost students' intellectual abilities. Review is a series of learning activities that emphasize the process of thinking critically to seek and find answers independently from a historical learning that becomes a question (Foster and Eperjesi, 2019; Luke and Gour, 2018). The review method focuses on the ability of

students to use adequate learning resources that will be used to experiment, identify and formulate problems. Participants can try on their own to find solutions to issues and their knowledge, which can produce meaningful understanding. However, the course of the inquiry method cannot be separated from the role of the history teacher and the historian communities in it. Historian communities cannot stand alone without the cooperation of various parties, namely the government, museum administrators, volunteers, or NGOs. The occurrence of synergy, or what can be called a historian ecosystem, is a positive form. There are caring actions to build awareness of the history and culture of the communities. Historian communities are a place for informal historian education born in communities. These two roles greatly accelerate inquiry learning effectively where the core roles are a motivator, facilitator, administrator, manager, and reward (Rohman, 2022; Dahl, 2021; Luke and Gourd, 2018; Chapman, 2014).

According to Bernstein (2021), historical communities are a collection of members who have a sense of belonging, are attached, and have their needs met as long as they are committed to staying together. A community is a social unit or group organized into groups with common interests, both functional and territorial. Meanwhile, a social group is a social unit consisting of two or more individuals who have held intensive and regular social interactions. So that there is already a division of tasks, structures, and certain norms among for individuals (Bernstein, 2021). Community is also a social system that includes several social networks not institutionalized in the form of groups or organizations in their fulfillment through structural cooperative relationships. Communities can stand alone concerning the functions performed by larger social institutions (Jucker and Kopaczyk, 2013). From the understanding of the system and social above, it can be concluded that the social system is the social and cultural components that are interconnected with each other on a regular basis, has a purpose and is an overall system of social life of people or groups. The social system is all social elements that are interconnected with each other and where these relationships influence each other in a social unit (Gao and Hutagalung, 2017).

The historical community in this study is an extracurricular field of history studies involved in developing nationalism and historical-minded traditions as a form of students' historical skills. This skill development is carried out through fun history learning programs and then able to design work programs. It cannot be separated from the development of the subject matter of learning history itself so that the work programs that have been designed can support the history learning process. In this case, it is related to helping to improve knowledge and skills in learning history through the hobbies and interests of students (Bernstein, 2021; Sayer, 2015). Descriptively, a historical community refers to individuals who feel part of the social community network based on bonds of solidarity, mutual trust, and security. Normatively, the historical community can be shown to have an interest in sharing and collaborating in all aspects of human life. This normative role takes place continuously because the normative order in the community can develop into a shared ideology. Even shared ideologies within a community can be used to disguise conflicts of interest (Bernstein, 2021; Foster and Eperjesi, 2019; Anderson, 2017).

Method

Qualitative method is widely used to measure how important in learning model and involvement of the historian community have strategic impact. At the same time, the final decision results can reveal the advantages and disadvantages involvement historical community in strengthening of nationalism and tradition critical thinking awareness (Groenland and Dana, 2019; Gerring, 2017; Wilson and Kim, 2021; Seetharaman, 2016). In addition, to measure the level of insights, opportunities, and valuations of whether the involvement of historians is a carrying capacity for strengthening nationalism and tradition critical thinking awareness, the researchers used an in-depth questionnaire distributed through two groups of informants, namely: the first consisting of a questionnaire for 80 students, second; using information collected from FGD with stakeholders as curriculum policyholders consist of school principals, local governments, the ministry of education and culture, the Cultural Explorers Community, the Indonesian Historia Community, the "Aleut" community, the Malam Museum Community, and the Solo Community (Jain, 2021; Madondo, 2021; Lobe et al., 2020; Englander, 2016; Seetharaman, 2016). The final stage is to determine the weight of the score of the informant's statement from external and internal factors. Then the allowance method uses an indicator scale ranging from >1 not too imperative to the highest number <5 very imperative. The weight of this score shows how significant the respondent's statement is in supporting the historian community to improve history learning. (Jain, 2021; Wilson and Kim, 2021; Groenland and Dana, 2019).

Data collection is done by weighing the combined value of internal and external factors; then, the data components are analyzed by combining them into one definition (Groenland and Dana, 2019; Gerring, 2017). Data analysis involves examining, categorizing, and recombining evidence to 'generate empirically-based findings' to explore institutional mechanisms underpinning design and implementation (Jain, 2021; Englander, 2016). The application of descriptive qualitative begins with (1) identifying, focusing, and limiting problems; (3) observation and implementation; (4) processing and meaning data; and (6) emergence of theory. The next step is to compile a matrix resulting from external and internal analysis to facilitate the mapping of data analysis so that the authors can perceive the ease of defining the final verification (Madondo, 2021; Groenland and Dana, 2019).

In addition, it will be easy to describe how significant the involvement of historical community is in improving student learning as an alternative priority choice in strengthening historian capacities to find initial data from internal and external factors. A survey was conducted to determine student interest in learning due to the contribution for historian community (Jain, 2021; Madondo, 2021). Obtained opinions from 80 students who stated that 18% were not interested, and the remaining 80% were very curious; While the involvement of students in learning history is very high, 87% are active in education. Furthermore, students' interest in learning in terms of feeling happy about history lessons is very high, namely 15% not satisfied, 85% satisfied, 83% happy reading history books, and 86% happy making history summaries. Students' interest in learning also increased in the satisfaction of learning history; 76% were satisfied. From the results of this initial survey, it will be further analyzed to

answer questions that focus on how important is it to strengthen the value of history through the role of the historical community? How do they improve student achievement? Is there a more innovative way to study history? Is a strengthening of nationalism and custom critical thinking values embedded in students?

Results and Discussions

There is a new value in strengthening historical communities for enhancing nationalism and tradition critical thinking. Each focusing on the parameter "to what extent impact" understanding nationalism and tradition critical thinking for students. The information collected from observations, interviews, filling out the instruments, and the FGD analysis results that have been carried out then determine the internal and external pronouncements.

Table 1: Questionnaires internal factors of analyzed summary

No	Pronouncements Identification	Weighed	Rating					Score
			1	2	3	4	5	
1	Guide teachers and students in inquiry-based local history learning	0,21					Ö	1,05
2	Students have the ability to transform digital learning	0,08		Ö				0,16
3	Abundant media and means of learning history (folklore)	0,13			Ö			0,39
4	The identity of the socio-cultural community is very diverse	0,11			Ö			0,33
5	Government has not yet uniformed the curriculum policy	0,18				Ö		0,72
6	Frequent changes in the school curriculum	0,16				Ö		0,64
7	Limited number of historical communities in 34 provinces	0,09		Ö				0,18
8	Limited books for local history in 34 provinces	0,04	Ö					0,04
Total		1,00						3,51

Source: FGD Data processing, 2022

Based on Table 1, the pronouncements identification of internal factors shows the highest to the lowest scores:

- 1) Guide teachers and students in inquiry-based local history learning; this guide it can be concluded that integrated learning is a learning activity that takes place in real terms, which develops students' thinking processes so that they feel meaningful for life. In integrated learning, there are no boundaries for various subjects. A combination of various subjects is tied to students' fundamental life topics.

Integrated learning contributes to education providers as an alternative to reforming the implementation of learning, which is expected to help students develop their potential as optimally as possible and more critically-analytically (Battaglia, 2020; Zhang and Sun, 2020; Utomo and Wasino, 2020). Students are not only targets who must accept the material being taught but must be treated as subjects who undergo an active learning process. They will be implemented by emphasizing real action, not concepts and theories. Learners are allowed to integrate with real life based on their knowledge they have; it is hoped that they can develop their thinking and creativity.

- 2) The government has not yet uniformed curriculum policy and besides that limited number of historical communities; Teachers' professional organizations ask the government, in this case, the Ministry of Education and Culture, not to rush to implement the policy of implementing the Curriculum Unit of Level Education (KTSP) in education units. They understand that the existence of this curriculum is an effort by the government, which is trying to make efforts to restore learning. There is various extracurricular where the content will be more ideal so that students have enough time to discover concepts and capabilities. On the other hand, by understanding the independent curriculum, teachers have the flexibility to choose countless instruction tools so that learning can be modified for needs and interests. Others, the challenges of creativity and innovation of teachers are required in its application because the Ministry of Education and Culture (Kemendikbudristek) has launched an independent learning platform to support teaching and learning process. While the current conditions, many teachers still have not mastered the technology. Utilization of the role of the community has not been a solution; besides, the number is minimal, and not many schools have used their services to move freely in helping the history learning curriculum (Widodo and Allamakhrah, 2020: Hales, 2018). Because, there is no level of government trust in the curriculum that has not been proven successful, its application has not been tested, so there is no guarantee of success in implementing it, especially with a lack of understanding.
- 3) An abundance of media and means of learning history (folklore) and the identity of the socio-cultural community are very diverse; The media used include LCD, maps, globes, documentary films, learning CDs, pictures of figures, books and internet. The obstacles experienced by teachers in the use of historical learning media that apply to the Curriculum Unit of Level Education (KTSP) are that teachers do not maximize the available media as school facilities, and teachers' creativity in the innovation of learning media is lacking. In contrast, the obstacles encountered by teachers in using Learning media in schools that apply the 2013 Curriculum are not very specific; it is just that the constraints are conditional. However, folklore is used as an educational medium historical community as a form of caring about the history and is committed to conveying lessons to students to facilitate teaching and learning. Folklore is a strategic medium to convey bright ideas in all aspects of life. In addition, it can be used as learning material in school and family institutions to overcome everyday life's problems in assessing culture as an ancestral heritage passed down from one generation to the next (Yuki, 2021; Yuan, 2017). Although in practice, the role of the historical community is still minimally applied in senior high

schools due to the difficulty of funding from the Kemendikbudristek to bridge their funding.

- 4) Students can transform digital learning; post-Covid-19 Pandemic, the business world underwent an adjustment, the economic order changed drastically, and the market was shaken with new patterns. Practically, communication patterns between humans have changed, competence has adapted to the times, as well as created new opportunities that were previously unimaginable (Cimpoeru et al., 2023; Dan et al., 2022). A pandemic is like two sides of a coin; there are challenges and opportunities on two sides. The world of education is also experiencing similar challenges, and many things must be adjusted by utilizing technology. Learning from home is not easy, but it creates new reflections on what is essential to learn and the core competencies that are useful for the future. Although, there is a myriad of challenges that must be solved together. Among these challenges, internet access, electricity, and human resources are essential factors that become the foundation for refining the eminence education today and in the future (Martzoukou et al., 2020; Rofik, 2019).

The reality in society shows that both types of education, formal and informal, coincide. However, there were many disagreements in the process. There is a relatively long distance between the subject matter taught in schools and the reality faced by students in the community. The theories taught by history teachers are sometimes incorrect or even different from those accepted by students in the reality of society. Sometimes, students dislike history lessons because they tend only to memorize them and are not applicable (Stenalt, 2021; Martzoukou et al., 2020; Guillen and Zeichner, 2018). Therefore, the purpose of this community is to facilitate the students to be involved in a historical process of investigation, interpretation, presentation and protection. Historical community activities range from traditional history activities, such as archival, building and landscape tracing research, to fewer traditional historical activities, such as oral history, metal detecting, and archaeological excavations. Therefore, the historical community is often involved in various forms of media to present and communicate history to the public, including books, websites, digital media, museums, historical trails, demonstrations, excavations and public discussions.

Table 2: Questionnaires external factors of analyzed summary

No	Pronouncements Identification	Weighed	Rating					Score
			1	2	3	4	5	
1	Make it easier for students to learn more freely, think critically and analytically	0,16				Ö		0,64
2	Accelerating the achievement of competency-based curriculum	0,12			Ö			0,36
3	Students are more interested in learning history independently	0,18				Ö		0,72
4	Personality and social sensitivity increase	0,08		Ö				0,16

No	Pronouncements Identification	Weighed	Rating					Score
			1	2	3	4	5	
5	The loss of traces of the history of the nation and state is due to the lack of interest in studying history	0,16				Ö		0,64
6	Many learning issues contain the contents of modern technology and information transformation	0,14				Ö		0,42
7	Building historical awareness of students based on character competence	0,09		Ö				0,18
8	Local history lessons are not compulsory learning materials for students	0,07		Ö				0,14
Total		1,00						3,26

Source: FGD Data processing, 2022

Based on Table 2, the results of the statement identification external factor show the highest to the lowest scores, namely:

- 1) Students are more interested in learning history independently; Self-study strategy refers to the use of learning methods whose purpose is to accelerate the growth of students' inventiveness, self-confidence, and self-improvement. The focus of this independent learning strategy is to plan student self-study below the teacher supervision. In addition, self-study can involve pairs of friends or small groups. Independent learning has inferences to responsible decision-making, where individuals are expected to be able to analyze problems, reflect, and make decisions in the form of deeds that follow goals. To be responsible for their lives in very rapid social change conditions, students need the ability to learn throughout life. Through independent learning strategies, individuals will be able to respond to the demands of change in work, family, and society. After being accomplished, still using the same materials, namely describing the earliest life of the people in Indonesia, with indicators of achievement being to distinguish social, cultural, and economic characteristics and to explain the development of the life of the hunting, nomadic people until the emergence of an agricultural community that settled in Indonesia. After the students have obtained the data from observations, the teacher will explain the development of Indonesian society from the hunting period to the settling period. Before the teacher explained, students were assigned at home to look for materials from various sources of information about the concept of hunting community life, nomadic community life, and sedentary community life. Here, e-learning techniques can be used, where students search for information about these concepts via the internet (not limited to Indonesian people only). By obtaining a variety of information, students have the opportunity to expand and explore these three concepts through independent learning strategies (Glowacka-Sobiech; 2019; Sumaryanta et al., 2019; Widodo and Allamnakhrah, 2020).

- 2) Facilitate students to learn more freely, think critically and analytically; and Loss of traces of the history of the nation and state due to a lack of interest in learning history. Teachers carry out the process of inculcating values of nationalism. The values instilled in students when learning takes place, such as the material for the Soerabaja War, March Eleventh War, guerrilla war in Yogyakarta, patriotism and willingness to sacrifice. The next value is unity and unity. This value is important to be instilled in students' because it is known that in the current era, there are students brawls. The value of unity contained in the material is a statement of various ethnic groups from various regions. The role of the historical community can apply the value of unity and integrity by demonstrating elements of community social interaction in the past. The implicit conclusion from learning the value of unity is the emergence of mutual respect and respect for classmates without having to cause division. In addition, the procedure for applying the values of nationalism was demonstrated by not imposing personal will and being even more concerned with joint decisions.
- 3) Learning history can foster a sense of nationality by introducing history from the immediate environment. Students can more easily understand, apply and reflect on what is in their immediate environment. From here, they will discover the ability to think critically and creatively, produced through the development of cognitive analysis of the importance of historical awareness, which is practiced with their love of history, not only learning history but learning from the past. The student's ability to critically thinking about history is carried out by collecting valid information about local history, grouping information into various classifications, making historical stories, building linkages between information based on understanding cause-and-effect relationships, and interpolation skills. Then, being able to give meaning to the cause-and-effect relationship with interpolation is based on an understanding of the ethics of people's lives (Bridwell-Mitchell and Fried, 2020; Sumaryanta et al., 2019; Guillen and Zeichner, 2018; Yuan, 2017).
- 4) Many learning issues contain content of modern technology and information transformation; and acceleration of competency-based curriculum achievement. History learning is carried out in the field by providing projects to students through historian heritage exploration activities. In addition, the local history learning model's success is primarily determined by preparing a lesson plan in a very well-structured and effective scheme. For this reason, teachers must innovate in developing instructional designs by selecting indicators of competency achievement and local history-oriented material. The methods compiled by students must take an active role, starting from paying attention to learning orientation, forming study groups, exploring history, sharing information at observation sites, and reflecting on activities with teachers and the historical communities (Zubaidah, 2022; Saripudin, 2021; Susilo and Sustianingsih, 2021). Meanwhile, the teacher acts as a facilitator by bringing students to the location, and then historian communities as a motivator by delivering introductory material, a stimulus to be further explored with the teacher, henceforth in each. For the next, students are active in each stage of the learning. According to their respective study teams, they activate all their senses in

exploration activities, from searches, observations, and interviews with historian figures to documentation on each site.

- 5) Building citizenship characteristics and personality for social sensitivity increased. The challenge for teachers and historical community is to teach with a multidisciplinary approach. Because, with this approach, the problem of historical complexity can be better dealt with. Due to the premise that history plays an essential role in growing character and caring for the love of the homeland, history lessons should be given to all high school students. So that students do not get tired of receiving historical material, the facts presented at every level of education, even though they are the same, must be adjusted to the abilities of students, both at the level of knowledge, understanding and providing historical information that is increasingly high and complex. Local history learning in high school must be delivered with an ethical approach, instilling the values of togetherness, tolerance, living in diversity, and helping and respecting each other. Every historical event that is taught contains ethical values. So, apart from loving the struggle, heroes, homeland, and nation, high school graduates are no longer awkward in an increasingly diverse society (multiculturalism). In addition to ethical, local history learning must be given critically: Why something happened, how it happened, and where it happened. Furthermore, local history lessons must be delivered by paying attention to space and time, spatial and temporal, structure and process, and synchronic and diachronic. History is the science of humans, about time and something unique/specific and lessons are given to foster awareness of personality and social sensitivity as a pluralistic and multicultural nation (Satrianawati and Fu, 2019; Rusvitaningrum, 2019).
- 6) Local history lessons are not mandatory learning materials for students; The position of local history is very urgent in history learning, and it is hoped that there will be continuity in students' tradition critical thinking so that they can feel that themselves and their environment are part of a more expansive life. The history learning curriculum of local history as teaching material prevents students from being uprooted from their socio-cultural roots because the historical material is closest to the psychological condition of students in local history. There are at least opportunities for learning local history to be applied in the 2013 Local Content Curriculum set by the integrated local government through the insertion of indicators and materials in the Indonesian History Specialization subject. The purpose of applying local history in history learning in schools is: (a) Students will more readily absorb learning materials; (b) Learning properties in the region can be extra efficiently utilized for educational purposes; (c) Students are more familiar with environmental conditions; (d) Students can increase their knowledge about their area; (e) Students can help themselves and their parents in instruction to meet their needs; (f) Students can apply the acquaintance, nationalism, and skills they have learned to solve complications found around them; (g) Students become acquainted with the environment. There are several positive aspects to learning local history, both psychologically educational and historical; first, being able to bring students to real situations in their environment and breaking through the boundaries between the school and the natural world around the school. Seen from

a socio-psychological perspective, it can bring students directly to know and appreciate their community environment, where they are part of it (Bridwell-Mitchell and Fired, 2020; Martzoukou et al., 2020).

Observing the development of a society that is so complex, it is necessary to have a local-oriented curriculum with international standards because the development of the history curriculum is inseparable from external and internal factors. The national curriculum, which is prepared based on essential competencies in the form of International Standards, will provide broad opportunities for regions to develop local content in history learning following the characteristics of each region. Developing a local history curriculum can be packaged by describing and adding study material from the KTSP of history subjects. The development of history content also needs to pay attention to the direction of historical material and direction to nation movement, which was initially determined by the elites, towards a historical movement that is not only determined by the rulers, but by the Indonesian people (Saripudin et al., 2022; Galessner, 2019). Various weaknesses found in history learning so far, one of the reasons is because the material being taught has nothing to do with the students' social environment. The learning materials seem to be stories about characters, events, and years that are far from the student's environment (Sulistyo et al., 2021; Goksu and Somen, 2019; Sumaryanta et al., 2019). For this reason, the integration of local history had involve learning process, so that it can give meaning and awareness to students. Likewise, various approaches, methods, and learning media are needed to obtain optimal results. Teachers and the historian communities must not only be able to plan and implement learning, they are also required to be able to conduct local history studies around their students which can be used as learning materials in schools.

Conclusions

The learning model involving with historian communities as a priority and strategic choice can support fostering of increasing nationalism and tradition of critical thinking for students. This history learning method becomes interesting and a new alternative for history learning is more fun. Practically, the process of learning local history by involving the historian communities is still constrained, namely: 1) Socialization of the activities of the historian communities is still limited; 2) Complicated school bureaucracy, busy school hours, and lack of funds for school activities; 3) The reflection for local content-based history curriculum has not been maximally touched upon; 4) Adaptation of new habits after the Covid-19 Pandemic in the application of blended learning; and limited supervision of online study hours. Strengthening capacities of historian communities can be done to shaping character nation's children so that they have nationalism attitudes and tradition of critical thinking. Historian communities need support from various parties, starting from the government, the Indonesian History Teachers Association, History Subject Teachers' Conferences, and schools to find the right solution for learning implementation problems. The role of involving the historian communities is carried out with an integrated formal and informal curriculum learning model to achieve the objectives of history learning, which

prioritizes the growth of students' awareness of space and time, including the introduction of themselves and their environment. Besides that, they are taking advantage of online learning media to minimize the weaknesses of the limited number of historical communities. If necessary, take advantage of opportunities to integrate the roles of teachers and students to avoid the threat of reduced interest in learning local history while anticipating changes in educational curriculum policies. History learning model practiced in the classroom by the historian communities combines concepts and practices simultaneously so that students are more independent in developing cognitive aspects. There is a relatively long distance between society's subject matter and reality. Even the historical theories taught are not always correct because they tend to be memorized and cannot be applied. After collaborating with local historians and content education, their goal of integrating formal and informal into extracurricula has succeeded in increasing nationalism awareness and critical thinking habits. So there needs to be an emphasis on government policies in the field of education in revising local curriculum content rules who support the historian communities as part of history curriculum values for students.

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