

Design of a Local Content Textbook on Banjar History for History Teaching Materials for Senior High School Grade XI in South Kalimantan

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Abstract

The teaching of local history in high schools plays a crucial role in shaping students' cultural identity and historical awareness of their region. However, the availability of adequate local history textbooks, particularly in South Kalimantan, remains very limited, making it necessary to develop systematic, high-quality textbooks. The research aims to design a Local History textbook for Senior High Schools in South Kalimantan using a descriptive-analytical approach. The design incorporates national book evaluation criteria, book writing models, and textbook writing theories from experts. The results of this textbook design include two main components: the fundamental component, which covers aspects of content, presentation, language, graphics, and safety, and the complementary component, which includes the use of color, glossary, index, and appropriate font sizes. The textbook content is designed for grades X to XII, focusing on the Local History of South Kalimantan. It is structured to help students understand historical concepts through various elements such as concept maps, learning objectives, materials, summaries, and comprehension questions. This textbook is expected to be an effective learning resource for high school students in South Kalimantan.

Keywords: *Textbook Design, Local Content, Banjar History, Teaching Materials.*

INTRODUCTION

Textbooks are one of the most important learning resources in the school learning process because they serve as the primary reference for presenting material to students. In the context of education in Indonesia, the use of textbooks is regulated by Ministry of National Education Regulation No. 11 of 2005, which emphasizes that textbooks must meet standards for content, language, presentation, and graphic design to align with students' needs and developmental levels (Kementerian Pendidikan Nasional, 2005). This provision indicates that textbooks serve not only as a medium for conveying information but also as a pedagogical tool systematically designed to support the achievement of learning objectives. In line with this, Tarigan and Tarigan (2009) emphasize that high-quality textbooks must be able to stimulate students' critical, analytical, and reflective thinking skills, so that they are not merely informative but also transformative in shaping mindsets. Therefore, the development of textbooks must be conducted comprehensively, taking into account the substance of the material, pedagogical approaches, and their relevance to the learning context.

One of the key efforts in educational development is the compilation of local history textbooks, such as the local history of South Kalimantan, which plays a strategic role in shaping students' cultural identity and historical awareness. Local history provides insights into the origins, cultural values, and social dynamics of the local community, enabling students to understand their social environment in a more contextual manner (Abdullah, 2012). This is further supported by Fikri et al. (2023), who state that learning local history can enrich students' understanding of the social and cultural contexts around them. Additionally, Syahputra et al. (2020) emphasize that local history plays a crucial role in fostering historical awareness and pride in regional identity. This view aligns with Abdullah and Surjomihardjo (1985), who state that local history serves as a bridge between national history and the realities of community life. Thus,

the integration of local history into textbooks not only enriches learning materials but also strengthens students' cultural identity in a sustainable manner.

Various efforts to develop local history teaching materials have been undertaken, including through technology-based innovations such as flipbook-based modules, which have proven to be viable and effective for history instruction in high schools (Fathurrahman et al., 2025). However, the reality on the ground indicates that the availability of systematic and standardized local history textbooks, particularly in South Kalimantan, remains very limited. This situation highlights a gap between curriculum needs and the availability of relevant learning resources. Supriatna (2007) states that one of the main problems in history education is the lack of contextual teaching materials, resulting in learning that tends to be rote memorization and lacks meaning. This situation results in low student engagement in learning and underdeveloped critical thinking skills. Therefore, there is a need to develop local history textbooks that can address these needs in a systematic and sustainable manner.

Previous studies have shown that the development of locally context-based instructional materials significantly contributes to improving the quality of learning. Fikri et al. (2023), through a systematic review, demonstrated that integrating local history with the support of learning technologies can significantly enhance student engagement and understanding. Additionally, research by Fathurrahman et al. (2025) indicates that digital teaching materials such as flipbooks can effectively improve student learning outcomes. Another study by Huda & Djono (2025) also found that incorporating local history into instruction can strengthen the connection between the material and students' experiences, thereby making learning more meaningful. Setiawan & Kurniasih (2025) further emphasizes that the integration of local history into education contributes to the formation of a national identity rooted in cultural diversity. These findings indicate that the development of local history textbooks is not only relevant but also an urgent necessity for improving the quality of history education in Indonesia.

In addition to content, textbook development must also consider instructional design aspects, including presentation structure, language use, and visual presentation. In this study, textbook development draws upon various theories of instructional writing that emphasize alignment between content and learning objectives, the use of simple and easily understandable language, and systematic organization of content (Ansary, 2002; Rivers, 1997; Seguin, 1990). This aligns with Muslich's (2010) view that a good textbook must comprehensively meet the criteria of content appropriateness, language quality, presentation, and graphic design. An attractive and systematic design not only increases students' interest in reading but also aids in the process of understanding and internalizing the learning material. Thus, the development of local history textbooks must be conducted comprehensively by integrating substantive, pedagogical, and aesthetic aspects.

Based on these various issues and theoretical studies, this research aims to design a textbook on the local history of Banjar that can be used as teaching material at the high school level in South Kalimantan. This textbook is designed with consideration for curriculum requirements, student characteristics, and the principles of effective instructional material development. With an engaging and relevant design, this textbook is expected to enhance students' motivation to learn, foster critical and creative thinking skills, and strengthen their understanding of local history, which is an integral part of their cultural identity.

RESEARCH METHODS

This study uses a library research method, which means data collection is carried out through the study of various written sources, such as books, journals, scientific articles, and official documents relevant to the topic being studied (Listiani et al., 2025). This study focuses

on the development of a Banjar Local History textbook for Senior High Schools in South Kalimantan, with the aim of examining important aspects in compiling a textbook that is appropriate to the needs of local history learning at the senior high school level.

The approach used is descriptive analysis. Descriptive analysis is an approach that aims to systematically and in-depth describe the characteristics of the phenomenon being studied. In the context of this research, descriptive analysis was conducted by collecting data from various relevant reference sources, such as history textbooks, articles on local history, and government regulations related to textbooks. Next, the collected data was organized and classified based on its relevance to the topic being studied, namely the development of local history textbooks suitable for high school students in South Kalimantan.

RESULTS AND DISCUSSION

Results

Local History Textbook Design

The Banjar Local History textbook writing model for Senior High Schools (SMA) in South Kalimantan used in this study is the result of a synthesis of various elements discovered during the research process. These elements include (1) national textbook evaluation criteria, (2) various existing textbook writing models, and (3) relevant theories. In addition, this study also utilizes a national textbook evaluation instrument developed by a team from the Ministry of National Education, which provides guidance for authors in determining the main criteria and helps in mapping existing textbook writing models.

The theories obtained during this research serve to enrich insight and strengthen the foundation for developing textbook models. As explained by Ansary (2002), Rivers (1997), and Seguin (1990), textbook development must consider several important aspects, namely alignment between content and learning objectives, the use of simple and easy-to-understand language, and the arrangement of material that is structured logically and systematically. All of these elements aim to ensure that textbooks can support an effective learning process and improve students' understanding of the material being taught.

The importance of teachers' perspectives in the textbook creation process cannot be ignored, as they are the primary users of textbooks besides students. However, this research is still in its initial stages, only discussing basic steps as a foundation for further research and development. There are two main factors to consider in designing a Banjar Local History textbook for high schools in South Kalimantan, namely: (1) the quality of the textbook itself, which must meet assessment standards and its function, and (2) factors that support and complement the textbook.

Therefore, it is crucial for this research to continue involving teachers in the evaluation and feedback process, as they have direct experience in teaching and understand students' needs. Teachers can provide insights into the appropriateness of the material, presentation methods, and additional elements that can facilitate student understanding. Through this collaboration, the resulting textbook is expected to be more effective in supporting the learning process and more relevant to needs in the field. In addition, innovative teaching approaches such as edutainment which combines gamification and digital storytelling have also proven effective in increasing students' active engagement in local history education (Fathurrahman et al., 2025). An illustration of the components forming the model in creating this textbook can be further explained as follows.

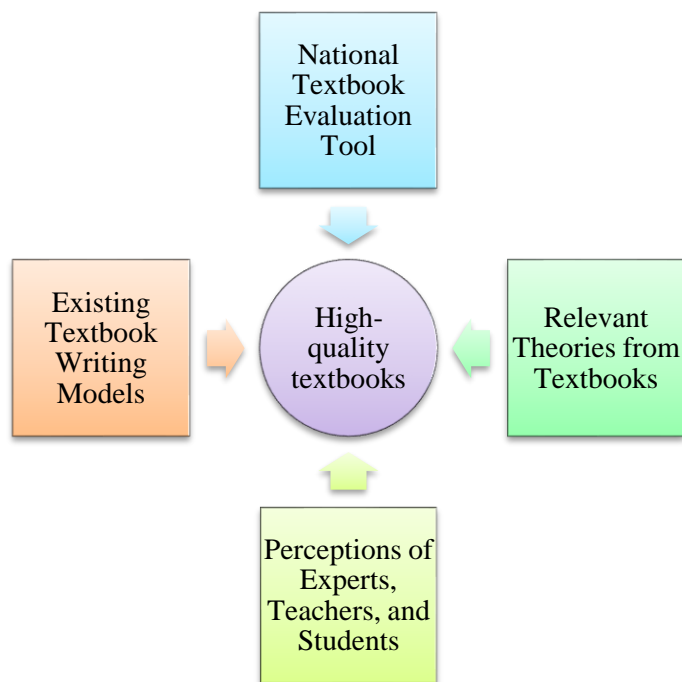


Figure 1. Components of the Banjar Local History Textbook Model

Several important elements that need to be considered in designing a Banjar Local History textbook for Senior High Schools (SMA) in South Kalimantan so that the book can function well include: 1) the ideal text font size (12-14 pts); 2) the selection of appropriate colors for photos and images that support the facts; 3) the preparation of an index; and 4) the provision of a glossary. Meanwhile, other factors that support the development of this textbook include: 1) student workbooks; 2) teacher guidebooks; 3) relevant recording materials; and 4) enrichment books. The design model for a Banjar Local History textbook for Senior High Schools in South Kalimantan can be depicted as seen in the following visualization.

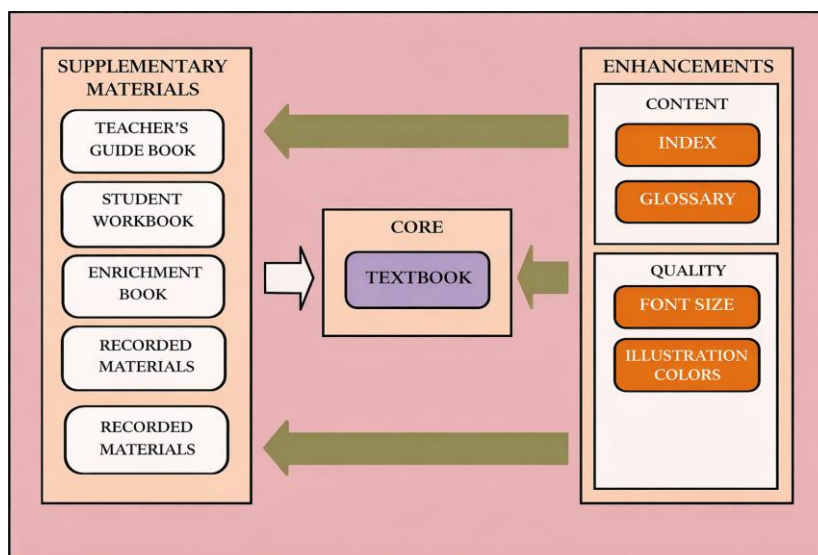


Figure 2. Banjar Local History Textbook Design Model

Based on the research conducted, the writing of a Banjar Local History textbook for Senior High Schools (SMA) in South Kalimantan involves two main components: basic components and supplementary components. Basic components are essential elements used as a reference for evaluating the quality of the textbook. These elements include aspects of content or material, which are evaluated based on their suitability to the curriculum, relevance to

educational objectives, accuracy in language and literature, and suitability to students' cognitive development (Cunningsworth, 1995).

The presentation aspect is also important, which involves assessing the inclusion of learning objectives, learning sequence, appeal to students, ease of understanding, potential to encourage student participation, interconnectedness between sections of the material, and the availability of questions and exercises (Rivers, 1997). The language and readability aspect assesses the use of appropriate Indonesian, the language's ability to stimulate students' thinking and creativity, and sentence structure that is appropriate to the level of language proficiency and student development, including the use of effective paragraphs and the relevance of illustrations to the material (Fikri et al., 2023).

In addition, graphic aspects include the quality of the materials used, format standards, attractive and simple cover designs, content designs that are easy to read and support the material, clear and contrasting print quality, and good binding (Ansary & Babaii, 2002). Security aspects assess whether the book contains cultural values that respect diversity, norms that comply with applicable legal regulations, morals that support religious harmony, and respect for human dignity on a global scale (Seguin, 1990).

Meanwhile, supplementary components serve to enhance the textbook's effectiveness. These include a teacher's guidebook, which provides teaching guidelines, learning methods, and a BSI implementation guide, which teachers can use in carrying out their teaching duties. There are also recorded materials such as cassettes or CDs for listening to material such as speeches, lectures, sermons, news stories, poetry readings, or dramas, with transcripts available for teachers to read (Fikri et al., 2023). Furthermore, there are student workbooks containing assignments, activities, and exercises for students to complete outside of class, as well as resource books that enhance understanding of the material contained in the textbook (Richards & Renandya, 2002).

There are also components to improve the Banjar Local History book for Senior High Schools (SMA) in South Kalimantan including color, namely the use of natural colors in photos or factual images contained in textbooks for illustrations, such as the color of our flag is red and white, not black and white. Glossary, namely a vocabulary dictionary or glossary provided at the end of the textbook to facilitate the search for unknown words. Index, namely a list of words or an index of words contained and used in the book which is made and placed at the end of the book after the glossary; and font size between 12 – 14 pts for Times New Roman, or equivalent for other types of fonts, except for the title, which is adjusted to the needs.

Model Development

The results of the model development in this study involve the creation of local history textbooks. Through The process of compiling material using a historical method approach. The historical method, according to Gottschalk (1986), consists of several stages, namely the collection of sources originating from the relevant period, as well as the collection of printed, written, and oral materials that may be related (heuristics). The next stage is the removal of inauthentic materials or parts (criticism). Next, interpretation is carried out on reliable sources regarding authentic material (interpretation), which is then compiled into a narrative or presentation in the form of historiography (Gottschalk, 1986).

After the material has been compiled, the next stage in developing this model is the process compilation The material is turned into a book (layout). The layout is prepared using Photoshop CS3, which is installed on the computer to facilitate the design and creation of text and images tailored to the desired size and design. The production process can run more organized and smoothly thanks to the previously created flowchart and storyboard designs. The flowchart is developed based on the concept of curriculum development, which includes formal and non-formal curricula. The formal curriculum is prepared in accordance with applicable regulations, adapted to the history curriculum in formal education, and applied in the context of local history (Ministry of National Education, 2005).

Formal curriculum development aims to enrich learning materials in schools, while non-formal curriculum development focuses on history learning in everyday life. This way, history learning becomes more relevant to students' lives and can be applied to local history close to their experiences (Purnomo et al., 2024). During the trial phase, the selected history curriculum was aligned with competency standards for grades IX, X, and XI of high school (Kementrian Pendidikan dan Kebudayaan, 2017).

The next step is to create a storyboard to depict the appearance of the pages in textbook to be compiled. After that, the necessary materials were collected and arranged according to the storyboard and flowchart. The collected materials were then entered into Photoshop CS3 for further processing. Furthermore, the Banjar Local History textbook for Senior High Schools (SMA) in South Kalimantan was designed taking into account all the prepared materials, which are displayed in the following table.

Table 1. Distribution of internal arteries Banjar Local History Textbook for Senior High Schools (SMA) in South Kalimantan Grades X-XII

| No | Class | Materials | Vacation |
|----|-------|---|----------|
| 1. | X | Prehistory of South Kalimantan | 1 |
| | | Hindu-Buddhist Kingdoms in South Kalimantan | 2 |
| 2. | XI | The Banjar Sultanate in South Kalimantan | 1 |
| | | The arrival of Europeans, the VOC, the Dutch East Indies, the Banjar War, and the National Movement in South Kalimantan | 2 |
| 3. | XII | South Kalimantan During the Japanese Occupation | 1 |
| | | The Proclamation of Independence and the Physical Revolution | 2 |

After that, relevant images are inserted according to the explanation of the material. Textbooks are learning tools that are permanent, meaning they do not experience changes or additions to the material over a certain period of time (Richards & Rodgers, 2014). Each chapter begins with a general description on the first page. (1) This general description provides a summary that serves as an introduction to the material to be discussed (Graves, 2000). (2) The Concept Map on the second page presents a flowchart that helps students understand the relationships between historical concepts related to the topic, as explained by Tomlinson (2012). (3) Learning Objectives explain the expected outcomes after students have studied the material (Graves, 2000). Then, (4) The material is presented in several sub-chapters according to the needs of the topic (Tomlinson, 2012). (5) The Discourse, which contains short quotes relevant to the material, aims to strengthen understanding of the content presented (Richards & Rodgers, 2014). (6) The summary provides an overview of the material that has been studied (Graves, 2000). (7) The Comprehension Test contains analytical questions, designed to explore students' understanding without simply presenting facts (Tomlinson, 2012). (8) The Bibliography lists the references used in compiling the material (Richards & Rodgers, 2014).

Discussion

The results of this study indicate that the development of a local history textbook on Banjar is a strategic step toward addressing the shortage of teaching materials, which has long been a constraint in history education, particularly in South Kalimantan. The lack of standardized textbooks has led to a learning process that tends to be unsystematic, unfocused, and unable to provide a meaningful learning experience for students. With the availability of comprehensively designed textbooks, as in this study, local history learning can become more structured, contextual, and aligned with curriculum needs and student characteristics. This is consistent with the findings of a study by Hidayat et al. (2021), which states that the development of systematic, locally-based teaching materials has been proven to improve learning effectiveness and actively engage students in the learning process.

From a pedagogical perspective, the textbook's structure—which includes concept maps, learning objectives, organized content, and assessments—indicates that it was designed using a student-centered learning approach. This approach provides students with the opportunity to actively construct their understanding through the interconnection of concepts and reflection on the material studied. Research by Anjarsari (2022) shows that the use of teaching materials systematically designed with a constructivist approach can significantly improve students' critical thinking skills and conceptual understanding. Thus, the textbook design in this study is not only oriented toward the delivery of content but also toward the development of students' higher-order cognitive skills.

In addition, the integration of local history into textbooks makes a significant contribution to strengthening students' cultural identity and historical awareness. Content based on the local environment allows students to more easily understand and connect their learning to the realities of their lives. This is supported by research by Ayatulloh & Sulthoni (2025), which shows that local history-based learning can significantly enhance students' historical awareness and sense of cultural identity. Thus, local history textbooks serve not only as a source of knowledge but also as a medium for character development rooted in local cultural values.

From an instructional design perspective, the inclusion of supplementary components such as a glossary, index, and other supporting materials indicates that this textbook is designed as a comprehensive and adaptive learning resource tailored to students' needs. These components not only aid in understanding terms and concepts but also facilitate independent learning outside the classroom. Research by April et al. (2025) states that teaching materials equipped with supporting features such as glossaries and independent exercises can improve students' learning independence and academic literacy. Therefore, the inclusion of supplementary components in this textbook is one of its strengths that supports its effectiveness in learning.

However, this study still has limitations because it focuses only on the design phase and has not yet tested the effectiveness of the textbook in actual classroom implementation. Therefore, further research is needed to evaluate the use of this textbook through an experimental approach or further development research. This aligns with the research by Adibowo et al. (2025) et al., which emphasizes that empirical validation of teaching materials is crucial to ensure their effectiveness in improving student learning outcomes. Thus, the implementation phase is a critical step that must be undertaken to strengthen the practical contribution of this research.

Overall, the results of this study make an important contribution to the development of local history teaching materials that are systematic, contextual, and relevant to 21st-century learning needs. The resulting textbook model is not only capable of addressing local needs in South Kalimantan but also has the potential to be developed and adapted in other regions with similar characteristics. This is reinforced by research by Sarmadan et al. (2024), which states that the development of locally-based teaching materials offers high flexibility for application in various educational contexts across Indonesia. Thus, this study not only offers theoretical contributions but also has broad practical implications for the development of history education.

CONCLUSION

Studyhas successfully designed a textbook "Banjar Local History for Senior High Schools (SMA) in South Kalimantan" which aims to develop learning materials that are appropriate to local needs and the applicable curriculum. This book design was compiled by integrating various relevant elements, including national book evaluation criteria, book writing models, and theories related to textbook development, as put forward by experts in the fields of education and book writing. The resulting textbook has two main components, namely basic components and enhanced components. Basic components include aspects of content/material,

presentation, language, graphics, and security that have been adjusted to the needs of local history learning and the applicable curriculum. Enhanced components include additional elements such as a glossary, index, appropriate font size, and the use of color in factual images and photos to support learning that is more interesting and easy to understand for students.

The development process of this book involved several steps, starting from compiling the material using historical methods to designing the book using Photoshop CS 3. This process also combined formal and non-formal curricula to ensure that the book was relevant to students' daily lives. The material in the textbook was divided into several main topics covering various periods of South Kalimantan history, from prehistory to the era of Indonesian independence. With this textbook, it is hoped that it can enrich students' local historical insights in South Kalimantan and support more contextual and engaging learning. This textbook is also expected to be the basis for further development research that is more in-depth and applicable.

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