

The Utilization of Hindhu Buddhist Heritage Sites to Develop The Student's Historical Literacy of Public Senior High School 1 Boja

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Abstract

Every citizen in Indonesia has national obligations and love for the motherland. Globalization and the rapid development of science and technology have caused the patriotism and nationalism of citizen to fade away. History has an essential function in fostering patriotism and nationalism. Public Senior High School 1 Boja has a particular problem, that is the lack of Student's literacy skills, especially in history learning. The purpose of this research is to analyze the planning, learning process, evaluation, and obstacles of the utilization of Hindhu-Buddhist heritage in Boja region as an effort to develop students' historical literacy. This study used a qualitative method. The subjects of the research were students of Public Senior High School 1 Boja. Data collection was conducted by observation, interviews, questionnaires, and documentation. An interactive data analysis analyzed the data of the research. The results of the study were stated as follows; learning planning in developing students' historical literacy by using Hindhu-Buddhist heritage of Boja region had been illustrated in the lesson plans that teachers made, students' understanding was built based on accurate historical evidence and historical learning became more meaningful because it turned from a memorizing paradigm of historical facts to historical literacy improvement. The obstacle faced in this research was the lack of time allocation. This research concluded that the utilization of Hindhu-Buddhist heritage sites in Boja region for history learning could stimulate the students of Public Senior High School 1 Boja to develop their historical literacy.

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INTRODUCTION

An Indonesian historian, Kuntowijoyo (1999) argues that history is a reconstruction of the past. The ones which can be reconstructed are anything that has been thought, said, done, felt, and experienced by humans. The past certainly has a strong influence on the present. History can not be separated from human life, and even history develops following the development of human life from a simple level to a more advanced or modern level. It can be concluded that history is a science that studies all events or events that have occurred in the past of humanity's life. Talking about history means talking about a series of developmental events relating to a human being in the past, along with the aspects involved within it. When we talk about history teaching, it means we bring a series of human's life developments into the classroom to be informed to students. One of the main functions of history is to perpetuate the experience of the community in the past, which at any time can be used as a consideration material to solve the problems faced in that particular time.

The education process may not be able to run as it should without historical support because the nature of history is to provide the materials so that the development process of human resources as the core of education can be well-implemented. These all show how close the relationship between education and history (Widja, 1989). Therefore, history learning is very important to instill the national and state attitudes which included a lot of moral education, ethics, aesthetics, harmony, love for the nation, homeland, environment, and awareness since one has been born as a great nation.

History lessons are often regarded as memorization and boring lessons. This learning is considered to be no more than a series of years and the sequence of events that must be remembered and then revealed again when Student's answer the exam questions. History learning that has been conducting at school seems to be monotonous and boring. According to the Critical Paedagogy perspective, learning history

in such way is considered to fulfill the desires of the ruling regime, elite groups, and curriculum developers, and so forth so that it ignores the role of students as the historical actors (Anggara, 2007). The same thing was expressed by Thorp (2014) who highlighted the constancy of the history learning methods in the formal education environment that caused the absence of Student's historical awareness.

History as a science as well as a media to transfer values from generation to generation is closely related to cultural literacy. Historical literacy is an important ability which has to be possessed by students in learning history. In the present context, literacy has a very broad meaning. Literacy means that we are literate to technology, politics, critical thinking, and are sensitive to the environment. Bukhori (2005) argues contemporary literacy as a person's ability to use written or printed information to develop her/his knowledge so that it gives benefits to the society. So, historical literacy can be interpreted as a literal attitude towards history based on the knowledge and understanding developed by students. Historical literacy does not only make students literate in history but also make them have a critical and sensitive attitude towards history.

Ahonen (2005) views historical literacy as a skill in reading and discussing history. When someone can question the evidence and question the explanation of history, then he/she is considered to have understood the basic concepts of history. Therefore, in developing historical literacy, a person is required to interact a lot with the historical evidence, which is a strong historical knowledge source. The advantages of learning by developing historical literacy according to Nokes (2011) students are not only given knowledge of past facts, but also taught a set of abilities in reading, writing, and giving arguments about historical evidence. This is in line with the research of Magnusson, and Kalinnikova (2014) which concluded that literacy is a communication alternative between teachers and students.

The effort to make literacy in history learning developed more is to include the

contextual local history elements in the process of history learning in class. Contextual, in this case, means the use of the environment around the school as well as the Student's residence. As revealed in Robert research (2010), it offers solutions to use museums to stimulate students' desire to read and write according to critical historical thinking.

Seixas (1996) in his research, concluded that transferring historical knowledge to students is not only in the form of facts but also the understanding of the occurrence of historical events. This research offers a solution to develop further about contextual-based history learning. Contextual-based history learning by utilizing the local history is also supported by some studies from Leksana (2015), Purnamasari, and Wasino (2011), Suprpta (2016), Rokhim, Banowati, and Setyowati (2017). The results of the study showed that local history has an essential role in building a whole component of national history. Therefore, the discussion of historical heritage/relics around the school and students environment can not be left behind as an effort to instill the character values and maintain the local excellence.

Boja Subdistrict is considered as a suburb area that has no meaning in national history. It is because there are no monumental relics in the region. In early observations conducted in Boja and surrounding areas, it was found that there are buildings from the Hindhu Buddhist era that showed the greatness and wealth of ideas from the ancestors. Although they are not monumental, there are lots of buildings in the form of phallus and yoni in various sizes which are spread quite a lot in several places. As one of the suburbs of the ancient Mataram kingdom, Boja sub-district region certainly got influence from the Hindhu-Buddhist style. It can be seen in the form of relics that had been found. For example the existence of temple buildings and the discovery of statues and *lingga-yoni* which symbolized the glory of Hindhu-Buddhist kingdom at that time, namely the Kingdom of Mataram which was located in Kedu-Prambanan axis. The researchers used five heritage sites around Boja area for the development of

historical literacy. Among them, namely: *Yoni* relics in Karangmanggis Village, Boja Subdistrict, *Yoni* relics in Campurejo Village, Boja Subdistrict, *lingga-yoni* relics in Nglimut Village, Limbangan Subdistrict, Argokusumo Temple in Nglimut Hot Springs Complex, Limbangan Subdistrict, and Jumbleng Temple in Trisobo Village, Boja Subdistrict. Unfortunately, these relics were poorly maintained since the public awareness of the historical significance of the relics was low. Public Senior High School 1 Boja is an educational institution that applies Curriculum 2013 and has implemented the GLS (School Literacy Movement) program. Also, the school area is located not far from the Yoni phallus heritage sites scattered in Boja area. Based on preliminary observations, the research which was conducted on class XI IPS 4 in June 2018 showed that out of 34 students, as many as 20 students or 59% were not aware of the existence of the yoni phallus heritage site in Boja region. While 14 or 41% of other students already knew of the existence of the yoni phallus heritage site but they did not know the function of the yoni phallus and only used the yoni phallus heritage site as a photo booth.

Meanwhile, the acquisition of learning outcomes on the historical interest about the life of Hindhu-Buddhist Patterned Kingdoms in the archipelago was less than the maximum. Students were only able to mention the description of the phallus yoni form as pestle and mortar without knowing the actual meaning of the phallus and yoni. It showed that the historical literacy ability of students was only limited to initial knowledge which has not been developed yet.

The statement of the problem in this study is how to plan the utilization of Hindhu-Buddhist heritage sites in Boja region to develop the Student's historical literacy of Public Senior High School 1 Boja, implementation of historical learning that utilized Hindhu-Buddhist heritage sites in Boja region to develop the literacy of Public Senior High School 1 Boja students, the evaluation of historical learning utilizing Hindhu-Buddhist heritage sites in Boja region, developing the Student's literacy of Public Senior High

School 1 Boja, and obstacles found in history learning that utilize Hindhu-Buddhist heritage sites in Boja region to develop the Student's literacy of Public Senior High School 1 Boja.

The purposes of this study are stated as follows; to analyze the planning of the utilization of Hindhu-Buddhist heritage sites in Boja region to develop the Student's historical literacy of Public Senior High School 1 Boja, to analyze the implementation of historical learning that utilized Hindhu-Buddhist heritage sites in Boja region to develop the Student's literacy at Public Senior High School 1 Boja, to analyze the historical learning evaluations that utilized Hindhu-Buddhist heritage sites in Boja region to develop the Student's literacy of Public Senior High School 1 Boja, to analyze the obstacles in history learning that utilized Hindhu-Buddhist heritage sites in Boja region to develop the Student's literacy of Public Senior High School 1 Boja.

METHODS

This research used a qualitative or naturalistic approach. The naturalistic inquiry is a discovery-oriented approach that minimizes researchers' manipulation of research objects. This method was used in the research because researchers tried to assess descriptive data that will be outlined in the form of reports or descriptions (Moleong, 2000).

The focuses of this study were: (1) Planning history learning in developing the Student's historical literacy of Public Senior High School 1 Boja by utilizing Hindhu-Buddhist heritage sites, (2) The implementation of learning history in developing students' historical literacy by utilizing Hindhu-Buddhist heritage sites at Public Senior High School 1 Boja, (3) The evaluation of history learning in developing students' historical literacy by utilizing Hindhu-Buddhist heritage sites at Public Senior High School 1 Boja, (4) The obstacles faced by teachers and students during history learning in developing students' historical literacy by utilizing Hindhu-Buddhist heritage sites in Public Senior High School 1 Boja.

Sunarjan, Atmaja, and Romadi (2017) state that data is collected at the community, district, and household levels. At the community level, interviews with household focus groups and with community leaders were held to map the institutions that function in the community. Retrieval of data is intended to represent the entire object under study.

This research was conducted in class XI IPS 4 of Public Senior High School 1 Boja located in Boja District, Kendal Regency and Hindhu-Buddhist heritage sites in Boja region. Public Senior High School 1 Boja was chosen by the researchers because the researchers considered the school to be an effective location for observing and investigating the use of Hindhu-Buddhist heritage sites in Boja region, considering the school is located around the site. Data collection was taken from the main informants, namely history teachers and students of class XI IPS 4, as well as supporting informants, in this case, was the school principal. Data collection techniques used in this study were observation, interviews, questionnaires, and documentation. Observation for collecting the data was done by directly observing the students in classroom history learning or learning activities outside the school environment. Interviews were conducted by dialogue or directly asking questions to the school principal, teachers, and students, documentation such as the Learning Implementation Plan (RPP), student project results, and documentation on heritage sites in Boja region.

Data analysis method in this research was carried out using qualitative analysis by conducting data interactions. According to Miles and Huberman in Rachman (2011) the data obtained from the report is in the form of qualitative data that is processed with an interactive model. There are four steps of the interactive model activities, namely: data collection, data reduction, data presentation, and verification.

RESULTS AND DISCUSSION

Planning the History Learning Process to Develop Historical Literacy

Some plans are done by the teacher before carrying out the learning process, such as compiling a Learning Implementation Plan (RPP), preparing learning media in the form of power points and videos, and preparing other learning resources. The next step was learning evaluation. The teacher made the test questions and the skills assessment instrument.

In preparing lesson plans in class XI IPS 4, the teacher was guided by the syllabus development, which had previously been developed independently.

Concerning Hindhu-Buddhist material, the lesson plans prepared by the teacher were adjusted to the Basic Competence (KD) of Knowledge 3.1. Analyzing the governance, social, economic, and cultural systems of Indonesian society during the Hindhu-Buddhist monarchies to determine the influential factors in Indonesian society's in the past and present life. Basic Competency (KD) Skills 4.1. Presenting the legacy of the social, economic, and cultural systems of Indonesian society in the great Hindhu-Buddhist empires that influenced the modern Indonesian society, in the form of written and other media.

The Learning Model used by teachers in RPP of Hindhu-Buddhist kingdoms in Indonesia was Cooperative Learning. While for the learning method, the teacher used some forms such as lectures, questions and answers, discussions, and assignments. Hardaningtiastuti, Soegito, and Murwatiningsih (2018) revealed that cooperative learning promotes an active student approaches for cognitive, affective and psychomotor aspects so that students become the center of learning activities, while teachers provide good paragon in guiding the students. Historical literacy that will be developed through education was conducted democratically, fun, and without pressure.

Teachers took advantage of Hindhu-Buddhist relics in Boja region as a learning medium. The utilization of the heritage site was intended to make students became more familiar with the history of the environment around their homes. The utilization of Hindhu-Buddhist relics in Boja region for history learning required the teachers to master more up-to-date knowledge

than the learners. When the teacher wanted a product in the form of a video about the heritage site, the teacher first should know the location, form of the heritage, and the history of it. That is why, before giving assignments, the teacher had visited the five locations that would become the students' research sites and a place to gather information.

The Implementation of Historical Learning by Utilizing Hindhu-Buddhist Relics in Boja Region to Develop Students Literacy

The teacher explained the material using the powerpoint media that the teacher had already prepared and also displayed the slides of Hindhu-Buddhist relics in Boja. After giving the material in general, the teacher started distributing student worksheets which had been completed by material handouts about Hindhu-Buddhist relics in Boja region. The worksheet contained a description of the student activities that would be carried out during the next three meetings. According to the instructions in the worksheet, the teacher formed the students into five groups randomly. One group consisted of 6-7 students. Then the students chose the heritage sites randomly they would visit. After the group was formed and each student has gathered with his group. The teacher pointed one student who would be in charge to organize the course of the discussion and organize the amateur research conducted by the group. Next, students in the group were allowed to start the steps in the worksheet. In the discussion activity, there would be four skills emerged in the students, namely reading, listening, writing, and speaking skills.

Reading activities done by students were reading textbooks, internet articles, and materials that have been given by the teacher before. The next activity that the students carried out in the group was scrutinizing. Students paid attention to their friends' research results in the group and then critically verified the results in case there were invalid sources. The next step was writing. After conducting discussions based on the validity of library sources, the students in groups began to compile narrative texts about the initial data that they obtained from their library studies.

The narrative text would later become their guide when visiting the heritage sites.

Through the assignments given by the teacher, the Student's writing skills have emerged well. It can be seen from the Student's work in compiling narrative texts used as the research videos narration of they made. Students had various ways of presenting the results of their research videos. The students' speaking skills showed in their research videos, and the way they presented their work in front of the class showed that their understanding of historical concepts had developed.

The process of history learning using the relics of Hindhu-Buddha made the Student's historical literacy ability develop. Based on the results of the interviews with students, it proved that they become diligent in reading, and their understanding of vocabulary and new term increased. The increase was the results of the challenges that the students got during the learning process, such as the process of gathering information. The students who visited the heritage sites and interacted with the community get some terms like peripih, reca, and other myths developed around the area. To verify these findings, the students did the historical literacy, one of which was reading books in the school library related to the local history of Boja region, and books on Hindhu-Buddhist kingdoms in Indonesia and their heritage. In addition to the library resources, the students also used the internet and asked their history teachers.

The Evaluation of Historical Learning by Utilizing Hindhu-Buddhist Heritage Sites in Boja Area as an Effort to Develop Historical Literacy

The learning evaluation required in Curriculum 2013 covers three aspects of Student's abilities, including cognitive aspects, affective aspects, and psychomotor aspects. The use of Hindhu-Buddhist relics in history learning has been proven to improve Student's learning outcomes. The Student's cognitive assessment was obtained through tests conducted at the end of the learning process.

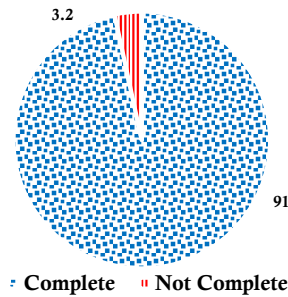


Figure 1. The Results of Cognitive Assessment of Students in Class XI IPS 4

The test results showed that most of the students passed the passing grade (*Kriteria Ketuntasan Minimal*). From these results, it was concluded that the use of historical learning by utilizing Hindhu-Buddhist relics in Boja region affected Student's memory and fostered the Student's curiosity. This result grew a sense of comfort in the learning process. Therefore, students' understanding of the subject matter was increasing. Besides cognitive aspects, the Student's affective aspects of learning were also developed. Student's attitude and values were assessed in this affective aspect. This affective aspect covered the nature of behavior, which included; feelings, interests, attitudes, emotions, and values. Through observation and interviews with students, the researchers observed the development of mutual respect and responsibility during the learning process.

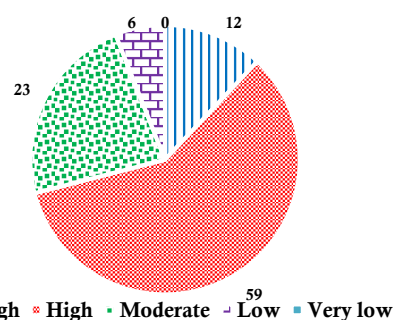


Figure 2. The Literacy Interests of Students in Class XI IPS 4

The students were enthusiastic in carrying out historical literacy because they found new things in every step of the assignment they did. The growth of Student's enthusiasm in historical literacy finally affected student interest in history

learning, which has been considered monotonous. Besides the two previous aspects, the last aspect that was also developed in students was the psychomotor aspect. Through the utilization of Hindhu-Buddhist relics in Boja region in history learning as an effort to develop the Student's historical literacy, the students had developed their reading, writing, listening, and speaking skills. The assignment of making videos given by the teacher had challenged the literacy skills that had been neglected. This is proven by the five videos created by the students. They featured the Student's narratives of Hindhu-Buddhist heritage in Boja region. The students were very creative in making videos. It can be seen from the variety of the video models presented by students.



Figure 3. The presentation of Student Work

The students got a new insight that historical literacy was not only related to reading books. Historical literacy activities can be done by literacy media, for example watching television, technology literacy such as studying historical sources through computer equipment, as well as visual literacy such as learning through video or visiting heritage sites around Student's environment.

Sunarjan (2014) states that participation in the form of Student's involvement mentally, emotionally, and physically in response to teaching and learning activities and the support the goals achievement and the responsibilities for their involvement. Student participation led to independence and creativity. Consciously and without pressure, students would carry out the development of historical literacy themselves.

This is in line with the notion of education that is defined in Law number 20 of 2013 as a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation, and state (Abidin, 2014).

The Obstacles in Historical Learning Through The Utilization of Hindhu-Buddhist Heritage in Boja Region

The first obstacle in the implementation of learning history was the lack of class hours. Based on the syllabus of History (Specialization) Class XI IPS subjects, the material on Ancient Maritime Kingdoms with Hindhu-Buddhist Patterns in Indonesia is given an 8 Hours allocation (JP). If the teacher uses the lecture method, and the learning activity is centered on the teacher, 8 hours will be excessive.

While learning history by utilizing Hindhu-Buddhist heritage sites in Boja region took more time than the usual method because the students had to do projects in the form of research videos. Based on interviews with school principals, schools somewhat objected to permits the students to do learning outside of school during class hours. This was because of the risks that can be faced by students, such as accidents and skipping school. However, some students seemed to feel challenged and curious after hearing the teacher's explanations about visiting the heritage sites after the school hours and making their research videos on the spot (directly on the heritage site).

The next obstacle where some students were still not interested in historical subjects, thereby disrupting group performance in making research videos. This was based on the results of questionnaires from students that showed low interest in history learning so that the students faced difficulties in understanding the material and historical literacy steps (Figure 3). The teacher tried to approach and motivate the students.

The last obstacle was the ability of the teacher him/herself. History learning that aimed to develop the Student's historical literacy has also required the teachers to improve their literacy skills. In the observations made by researchers, the material mastery ability of the tested teacher was beaten by the Student's material abilities. This was because the teacher's knowledge about the heritage sites had not been updated, while the students found new information related to the heritage sites that they researched through the project assignments given by the teacher.

CONCLUSION

The Planning of history learning in developing the students' historical literacy by utilizing the Hindhu-Buddhist heritage site in Public Senior High School 1 Boja was illustrated in the lesson plan (RPP) prepared by the teacher. The process of historical literacy development in this planning stage was at the stage of historical content knowledge. In this process, the students were given knowledge about the facts of the Ancient Mataram Kingdom.

The implementation of historical learning in developing historical literacy through the utilization of heritage sites in Boja region built students' understanding based on the accurate historical evidence and finally learning history became more meaningful because it turned from the paradigm of memorizing historical facts to the increasing of the Student's involvement in the historical sources. They could collect, process, interpret and conclude various simple narratives. This is actually what expected by the historical literacy concept — the teacher's role as a guide for learner activities.

The evaluation of history learning in developing historical literacy by utilizing Hindhu-Buddhist heritage sites in Boja region at Public Senior High School 1 Boja was carried out as the teacher assessed the student's learning outcomes. The outcome aspects assessed in this study were cognitive, affective, and psychomotor aspects. The positive responses shown by the students such as the ability to criticize, the ability to ask about historical evidence, provided advice,

made simple narratives, and made videos that contain historical stories of heritage sites. These had indicated that the Student's historical literacy had developed.

The Obstacles faced in learning history included; the lack of time allocation for exploring the heritage sites in Boja region, the presence of several students who were not yet interested in learning history, and the teacher's knowledge of the heritage sites that had not been updated yet.

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