

Developing Cirebon Local History Teaching Materials to Increase Historical Awareness of High School Students

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Abstract

This research is motivated by the lack of local history content of the Cirebon Sultanate in history textbooks used at the high school level. This research aims to: (1) identify Cirebon local history teaching materials that can be integrated into high school history learning in Cirebon City; (2) formulate an initial design for Cirebon local history teaching materials; (3) develop Cirebon local history teaching materials; and (4) implement these teaching materials to increase students' historical awareness and local wisdom. This research uses the 10-step research and development method of the Borg and Gall model. The effectiveness test was conducted through a quasi-experimental method by comparing the experimental class and the control class. The results of the study indicate that the integration of local history material of the Cirebon Sultanate in high school history learning is important. The developed teaching materials have been shown to have a positive effect on increasing students' historical awareness and local wisdom in the experimental class compared to the control class. This study concludes that the Cirebon Sultanate local history teaching materials are effective for use as Cirebon local history teaching materials in high school.

Introduction

Education is a planned effort in the process of mentoring and learning for individuals to develop and grow into independent, responsible, creative, knowledgeable, healthy, and morally upright individuals, both physically and spiritually (Inana, 2018; Sweeney & Fry, 2012; Surbakti et al., 2024). Within this framework, history education plays a strategic role as a planned effort to develop knowledge, attitudes, and skills through interpreting the past in order to understand the present and plan for the future (Ahmad). History serves as a vehicle for shaping national identity, transmitting values of struggle, and instilling national awareness (Hasan, 2019). Therefore, the skills acquired from history lessons should be applied in everyday life and not limited to memorizing chronological facts (Suharya, 2023; Basri et al., 2024; Pratama et al., 2024).

Several studies on history learning indicate a gap between ideal conditions and actual practice. Some history teachers still struggle to interpret learning outcomes and develop learning objectives for the Independent Curriculum (Anggriani et al., 2024; Ernawati et al., 2024; Brauch, 2017) while others focus on completing the material, resulting in monotonous, lecture-centered learning and placing students as passive recipients (Suharya, 2023). Students often view history as boring and synonymous with memorization, which leads to low learning interest (Fru, 2015; Mustamiria, Syahrudin & Chalimi, 2021; Nuhiyah et al., 2024; Pratama et al., 2023; Yulifar & Agustina, 2020). This is related to low historical awareness, defined as appreciating the meaning of past events for present and future life, as well as an awareness of the historical roots of individual, societal, and cultural life (Mahfud et al., 2024; Syahidah & Setiawati, 2018), and is also an essential part of character education (Fitriani & Fatmariza,

2022; Purni, 2023; Rulianto & Hartono, 2018; Sirnayatin, 2017; Siska & Suryati, 2020; Sudarto, 2021).

To foster this historical awareness and character, local history and local wisdom are crucial. Local wisdom, as a wise and valuable local idea (Prasetyo & Kumalasari, 2021) when integrated into history learning can facilitate understanding of the material and improve learning outcomes (Sudarto, 2021). Local history presents events close to students' lives, making it easier for them to relate the material to their socio-cultural environment (Suryani, 2018; Sutarman, 2020; Wijayanti, 2017). Teaching local history enables past experiences to intersect with present situations and future aspirations, helping students understand themselves, their nation, and their environment more holistically (Widja, 1989), building historical imagination, and discovering the meaning of learning experiences (Kurniawan et al., 2021). History, meanwhile, serves as a builder of the nation's collective memory (Hasan, 2012); this aligns with the goal of history learning to understand oneself, the nation, and the state (Wasino, 2012) and with the contextual orientation of the Independent Curriculum.

The state of history learning in Cirebon City presents specific challenges. Cirebon, a key center for Islamic development, with its rich heritage of sites and traditions from the Cirebon Sultanate, has not been optimally integrated into high school history instruction. Few teachers utilize the palace, religious sites, tomb complexes, and traditions such as Panjang Jimat, Sedekah Laut (sea almsgiving), Mapag Sri (Sri Mapag), topeng dance, glass painting, and the Kedongdong War as learning resources, partly due to the lack of teaching materials and textbooks that comprehensively cover the history of the Cirebon Sultanate (Chalimi, 2024; Hotimah, 2023; Syahidah & Setiawati, 2018). As a result, teachers tend to rely on national historical narratives, while students' knowledge of local events and figures is very low, indicating a weak historical rootedness and local identity. Various studies on the development of local history teaching materials have shown positive impacts on students' historical awareness, nationalism, enthusiasm for learning, understanding of regional history, critical thinking, and creativity, with experimental classes consistently achieving higher scores than control classes (Anggoro et al., 2020; Maslahah & Rofiah, 2019; Maulana, 2018; Ningrum, 2021; Shavab, 2023; Syahidah & Setiawati, 2018). On the other hand, research by (Agustina, 2022; Saripudin et al., 2021; Sutarman, 2020) confirms that systematic and tested local history teaching materials are still limited, especially in Cirebon. This gap is the novelty of this research: the development of local history teaching materials for the Cirebon Sultanate to increase historical awareness and local wisdom in high school students in Cirebon City through research and development. In general, this research addresses the problem of how to develop Cirebon local history teaching materials that can enhance historical awareness and local wisdom among high school students in Cirebon City. The focus includes the urgency of integrating Cirebon local history, the initial design of teaching materials that meet the needs of teachers, students, and the curriculum, the development process to achieve theoretical and empirical feasibility, and the impact of teaching material implementation through a quasi-experimental nonequivalent control group. The preliminary study included an analysis of the curriculum and learning outcomes of history phase E, the development of a learning objective flow that places the Islamic Kingdom in Cirebon in grade 10, and the identification of teaching material needs through observation, questionnaires, interviews, and documentation analysis in several high schools in Cirebon City (Julaeha, 2020). The development was based on the principles of competency clarity, material suitability, systematics, activity variation, exercises, evaluation, and feedback (Ningrum, 2021).

The developed teaching materials address the history of the Cirebon Sultanate, its political, economic, and socio-cultural dynamics, relationships with other powers, community

resistance, and local wisdom such as the adhan (call to prayer) seven times, the proverbs of Sunan Gunung Jati, the tradition of the Prophet's birthday, and other local traditions and their values. These materials are accompanied by student worksheets (LKPD), local source analysis, site visit assignments (virtual and offline), and value reflection. The products were validated by experts, revised, and tested in an experimental class with a control class as a comparison, so that their effectiveness in increasing historical awareness could be measured.

The general objective of this research is to produce appropriate and effective teaching materials on the local history of the Cirebon Sultanate to increase historical awareness and local wisdom in high school students in Cirebon City. Specific objectives include identifying the needs and format of the teaching materials, formulating the design, developing and refining them through validation and trials, and testing the impact of implementation through quasi-experiments, with theoretical, policy, practical, and social benefits for strengthening the learning of Cirebon local history.

Methods

This study used research and development methods in creating history teaching materials and in analyzing the effectiveness of the Cirebon local history teaching materials in enhancing the historical awareness and local wisdom of senior high school students in learning history in Cirebon. The development was done in accordance with Borg and Gall's model that was divided into several main stages: preliminary study, planning, initial product design, expert validation, limited trial, product revision, extensive trial, further revision, effectiveness testing, final revision, and implementation. This model was chosen as it enables systematic development of the teaching materials based on needs analysis, product design, validation, field testing, revision and empirical testing prior to its recommendation for use in the classroom.

The research was carried out in public and private senior high schools (SANE) in Cirebon City which implemented the Merdeka Curriculum, especially the learning of History in Phase E of the Merdeka Curriculum. The schools and classes were purposively selected based on their usefulness in conducting the research, their use of the learning of history, and their ease of access for product trials. History teachers, students and expert validators were engaged during the development stage. The limited trial was carried out to get preliminary responses from students on the readability, presentation, language, suitability of the content and graphical quality of the teaching materials. The broad trial was then conducted in more schools with broader sample sizes to test interrater reliability of student responses and to look for further areas in need of revision.

The product in this study was the local history teaching materials developed in the form of Cirebon Sultanate. The materials were created based on the integration of historical material, local wisdom, student worksheet, source analysis activities, visual illustration, reflection activities and learning activities related to the learning outcomes of Phase E History in the Merdeka Curriculum. Content included the establishment of the Cirebon Sultanate, important historical figures, socio cultural and religious issues, local traditions, historical heritage and values (religiosity, tolerance, mutual cooperation, leadership, and respect for tradition).

Literature review, documentation analysis, classroom observation, interviews, questionnaires, expert validation sheets and pre test and post test were used to collect the data. Relevant historical sources and curriculum requirements were identified through the literature and documentation analysis, as well as the need for local history teaching materials. Interviews and observations were carried out to collect data on the current situation of history learning in schools, such as the integration of local history of Cirebon in the learning process. The students'

answers were taken with questionnaires in the limited and extended trials. The product was validated by the experts using a feasibility sheet for content, presentation, language and graphics.

Effectiveness test was carried out with quasi experimental design with nonequivalent control group. In this phase two classes participated, one being an experimental class and the other a control class. The experimental class applied developed local history teaching materials in Cirebon with the control class applying the normal teaching materials applied by the teacher. A pre test and post test were administered to both classes. This was done to compare the learning outcomes of students and to find out whether there was a significant impact of the students' historical awareness and understanding of local wisdom which had been developed by students after being taught by the teacher.

The qualitative data gathered from the interviews, observation, documentation and open ended responses were analysed using data reduction, data display and drawing the conclusion. This analysis was employed to describe the needs of teachers and students, condition of history learning, the process of product development, and the basis for product revision. The quantitative data obtained from the expert validation, student questionnaires and pre and post test scores were analyzed descriptively and inferentially. Descriptive statistics were applied to compute total, mean and product feasibility categories. Inferential analysis was performed through normal and homogeneity test to calculate the significance of differences between experimental and control classes and independent samples t test. The teaching materials were found feasible if they gave validity and practicality pre-determined conditions, and were found effective if the post test score of the experimental class was significantly higher than the post test score of the control class.

Results and Discussion

The research findings indicate that history instruction in high schools in Cirebon City is still dominated by the use of national textbooks and lecture methods. Consequently, Cirebon's local history, particularly the Cirebon Sultanate, has not been systematically integrated into teaching and learning activities. History teachers assess that student interest in history lessons tends to be low to moderate because the material is perceived as rote memorization far from the realities of their lives. Meanwhile, students' knowledge of the history of the Cirebon Sultanate is generally limited to the names of figures and palaces without a deep understanding of the historical context, values of struggle, and cultural significance. On the other hand, teachers agree that Cirebon's local history holds a strategic position in building students' identity, historical awareness, and local wisdom. However, its implementation is hampered by the lack of specific, systematic teaching materials aligned with the Independent Curriculum.

In response to these findings, a local history teaching material entitled "The Cirebon Sultanate" was developed, which contains a description of the process of the sultanate's founding, the role of key figures such as Sunan Gunung Jati, the socio-cultural and religious dynamics of the Cirebon community, as well as historical legacies and traditions that still exist today, such as the adzan pitu (pitu prayer call), Panjang Jimat (long Jimat), sea almsgiving, and various other cultural practices steeped in the values of religiosity, tolerance, mutual cooperation, and respect for ancestors. The material is arranged chronologically and thematically, aligned with the History Learning Outcomes of Phase E of the Independent Curriculum, and is equipped with concept maps, learning objectives, visual illustrations, source analysis activities, site visit or introduction-based assignments, and value reflection exercises to guide students in interpreting the relationship between the past, present, and future. Validation results from media and material experts indicate that the teaching material is in the valid category, both in terms of

content suitability and aspects of presentation, language, and graphics, so it is declared worthy of wider testing in history learning in high schools. Below are the results of the validation of Cirebon local history teaching materials carried out by teaching materials experts.

Table 1. Teaching Materials Expert Validation

No	Indicator	1	2	3	4	Amount
Material/Content Eligibility						
1	The material uses appropriate data/concepts	0	0	3	8	11
2	There are no fatal conceptual errors	0	0	6	4	10
3	The material is accurately described	0	0	0	12	12
4	Contains elements of novelty (newness)	0	0	3	8	11
5	The material is appropriate to the objectives	0	0	3	8	11
6	The material contains elements of local wisdom	0	0	3	8	11
7	The material is structured to foster students' historical awareness	0	0	3	8	11
Presentation Eligibility						
8	Clear presentation of material	0	0	3	8	11
9	Easy-to-understand presentation of material	0	0	6	4	10
10	Complete presentation of material	0	0	0	12	12
11	Cited references are included in the reference list	0	0	0	12	12
12	Cited references are in accordance with the bibliography	0	0	0	12	12
13	References used are relevant to the material being studied	0	0	3	8	11
14	Material is presented systematically	0	0	3	8	11
Language Eligibility						
15	The language used is communicative.	0	0	3	8	11
16	The language used is clear and easy to understand.	0	0	6	4	10

17	The language used is appropriate to the intellectual level of the students.	0	0	9	0	9
18	Sentences used are not ambiguous (have multiple meanings)	0	0	3	8	11
19	Sentences used are effective	0	0	3	8	11
20	Sentence structure is accurate	0	0	3	8	11
21	Language use is in accordance with the Enhanced Spelling System (EYD)	0	0	3	8	11
22	Ability to convey messages or information that motivate students	0	0	3	8	11
23	Paragraph cohesion	0	0	3	8	11
24	Ability to increase historical awareness and local wisdom	0	0	3	8	11
Graphical Eligibility						
25	Appropriate font selection	0	0	9	0	9
26	Appropriate font size	0	0	6	4	10
27	Appropriate color selection proportions	0	0	6	4	10
28	Appropriateness of images/illustrations to the material being discussed	0	0	3	8	11
Amounts Total		0	0	99	204	303

The overall validation score from three teaching materials experts regarding the assessment of this Cirebon local history teaching material was obtained. The researcher then classified the total score of this teaching material into the following interval scores.

Furthermore, to obtain a comprehensive overview of the assessment indicators of content/material suitability, presentation suitability, language suitability, and graphic suitability of the Cirebon local history teaching material, the researcher classified the teaching material based on the total score into the following interval scores:

Minimum index value	: 1 x 28 x 3	= 84
Maximum index value	: 4 x 28 x 3	= 336
Range	: 336 - 84	= 252
interval distance	: 252 ÷ 5	= 50

Based on the interval above, the researcher then assessed the graphic feasibility indicators of the draft of Cirebon local history teaching materials using the criteria Very Poor, Poor, Fairly Good, Good, Very Good.

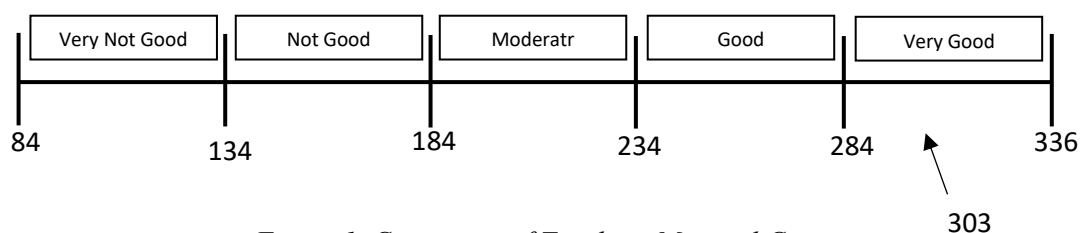


Figure 1. Continuum of Teaching Material Criteria

Referring to the continuum above, the total score achieved by the three expert validators for the assessment of content/material suitability, presentation suitability, language suitability, and graphic suitability was 303, within the range of 284–336, categorized as Very Good.

After the Cirebon local history teaching materials were validated by the expert materials, the Very Good category indicated that the materials were ready for the next stage: limited trials.

The limited trials were conducted in three high schools in Cirebon City. During the limited trials, students completed a questionnaire assessing the teaching materials. The results of the questionnaire assessing the Cirebon local history teaching materials are as follows:

Table 2. Total Score of the History Teaching Material Assessment Questionnaire

No	Indicator	1	2	3	4	Amount
Content/Material Eligibility						
1	The material is presented in a varied manner.	1	6	171	164	342
2	The material aligns with the learning outcomes.	1	2	174	164	341
3	The material develops historical awareness.	1	6	108	248	363
4	The material develops local wisdom.	0	6	105	256	367
5	The material meets the requirements for teaching materials.	0	10	147	192	349
Presentation Eligibility						
6	The presentation of the material is easy to understand.	2	14	141	184	341
7	The presentation of the material includes cited sources.	0	14	153	176	343
8	The references used are in accordance with the study.	0	12	171	156	339
Language Eligibility						

9	The language used is clear and easy to understand.	0	18	105	232	355
10	The language used is appropriate for the intellectual level of the students.	1	20	153	156	330
11	The sentences used are not ambiguous (have multiple meanings).	0	8	195	132	335
Graphical Eligibility						
12	Kesesuaian pemilihan jenis huruf	0	18	105	232	355
13	Kesesuaian ukuran huruf	0	20	153	156	330
14	Kesesuaian proporsi pemilihan warna	1	8	195	132	335
15	Kesesuaian gambar/ilustrasi dengan materi yang sedang dibahas	0	2	90	272	364
Total		7	164	2166	2852	5189

Furthermore, to obtain a comprehensive picture of the assessment of all indicators, namely: Content/Material Suitability, Presentation Suitability, Language Suitability and graphic suitability of Cirebon local history teaching materials, the researcher made a classification of the total score of all teaching material assessment indicators into the following interval scores:

Minimum index value : $1 \times 15 \times 102 = 1530$

Maksimum index value : $4 \times 15 \times 102 = 6120$

Range : $6120 - 1530 = 4590$

Interval distance : $4590 \div 5 = 918$

Based on the interval above, the researcher then assessed the graphic feasibility indicators of the draft of Cirebon local history teaching materials using the criteria Very Poor, Poor, Fairly Good, Good, Very Good.

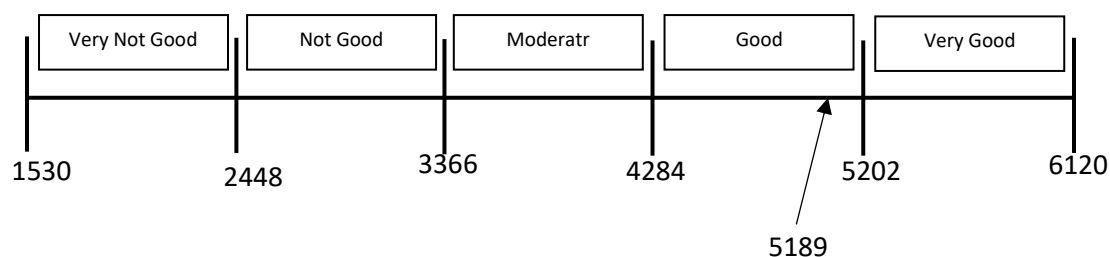


Figure 2. Continuum of Teaching Material Criteria

Referring to the continuum above, the total score achieved by 102 students on all indicators of the suitability of the Cirebon local history teaching materials was 5189, falling within the range of 4284–5202, categorized as Good.

The results of the limited trial showed that the Cirebon local history teaching materials received a good score based on the questionnaire completed by students. After passing the limited trial stage, the product was revised based on the feedback received during the limited trial. The improvements made during this product revision stage are listed below:

Table 3. Teaching material revision

No	Aspects	improvement of teaching materials
1	Material/Content Eligibilit	<ul style="list-style-type: none"> - Selecting contextual material about the Cirebon Sultanate that is relevant to students' daily lives - Making the presentation more varied
2	Presentation Eligibility	<ul style="list-style-type: none"> - Improving the presentation of the material to make it easier for students to understand - Adding explanatory sentences to material that uses terms or concepts that are unfamiliar to students.
3	Language Eligibility	<ul style="list-style-type: none"> - Improving language that is easy to understand, and improving the explanation of the material's content. - Improving sentence structure to avoid excessive length - Using language that is not too difficult for students - The material presented can be more concise - Correcting typos
4	Graphical Eligibility	<ul style="list-style-type: none"> - Improving the font size - Improving the cover of the teaching materials - Adding images/illustrations related to the content/material being discussed - Improving the font size of the concept map - Improving the proportions of color selection to make it more attractive

Following the product revision stage, improvements were made to various aspects, including content/material suitability, presentation suitability, language suitability, and graphic suitability. After the draft of the Cirebon local history teaching materials was revised based on input from the limited trial, the researchers then conducted a large-scale trial in 10 high schools in Cirebon City. The results of the large-scale trial conducted by the researchers are as follows:

Table 4. Total Score of the History Teaching Material Assessment Questionnaire

No	Indicator	1	2	3	4	Amount
Content/Material Eligibility						
1	The material is presented in a varied manner.	2	24	465	404	895
2	The material aligns with the learning outcomes.	1	28	534	308	871
3	The material develops historical awareness.	0	26	387	512	925
4	The material develops local wisdom.	0	34	315	592	941

5	The material meets the requirements for teaching materials.	1	30	417	556	1004
Presentation Egibility						
6	The presentation of the material is easy to understand.	0	78	462	308	848
7	The presentation of the material includes cited sources.	2	200	345	572	1119
8	The references used are in accordance with the study.	0	32	423	444	899
Language Egibility						
9	The language used is clear and easy to understand.	0	40	405	460	905
10	The language used is appropriate for the intellectual level of the students.	1	46	504	312	863
11	The sentences used are not ambiguous (have multiple meanings).	4	64	441	344	853
Graphical Eligibility						
12	Kesesuaian pemilihan jenis huruf	2	44	435	404	885
13	Kesesuaian ukuran huruf	0	84	465	292	841
14	Kesesuaian proporsi pemilihan warna	4	82	426	328	840
15	Kesesuaian gambar/ilustrasi dengan materi yang sedang dibahas	0	28	327	588	943
Amounts Total		7	17	840	6351	6424

Furthermore, to obtain a comprehensive picture of the assessment of all indicators, namely: Content/Material Suitability, Presentation Suitability, Language Suitability and graphic suitability of Cirebon local history teaching materials, the researcher made a classification of the total score of all teaching material assessment indicators into the following interval scores:

Minimum Index Value	: 1 x 15 x 270	= 4050
Maximun Index Value	: 4 x 15 x 270	= 16200
Range	: 16200 - 4050	= 12150
Interval distance	: 12150 ÷ 5	= 2430

Based on the interval above, the researcher then assessed the graphic feasibility indicators of the draft of Cirebon local history teaching materials using the criteria Very Poor, Poor, Fairly Good, Good, Very Good.

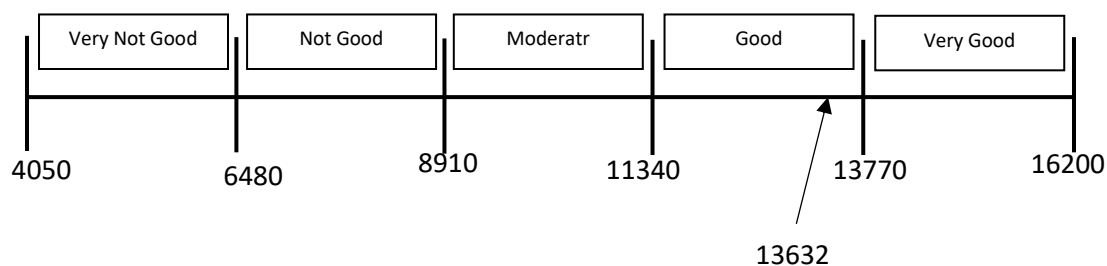


Figure 3. Continuum of Teaching Material Criteria

Referring to the continuum above, the total score achieved by 270 students on all indicators of the suitability of the Cirebon local history teaching materials was 13,632, falling within the range of 11,340–13,770, categorized as Good.

The results of the limited trial showed that the Cirebon local history teaching materials received a good score based on the questionnaire completed by students. After passing the limited trial stage, the product was revised based on feedback from the limited trial. The improvements made during this product revision stage are as follows:

Table 5. Teaching material revision

No	Aspects	Improvement Of Teaching Materials
1	Material/Content Eligibility	- Simplify complex sentences in the material
2	Presentation Eligibility	- Add explanatory sentences to material that uses terms or concepts unfamiliar to students
3	Language Eligibility	- Correct typos
4	Graphical Eligibility	- Improve font size - Improve the cover of teaching materials - Add images/illustrations related to the content/material being discussed - Improve color proportions to make them more appealing

The steps taken by the researchers after revising the product in various aspects, such as content/material suitability, presentation suitability, language suitability, and graphic suitability, were effectiveness tests. The effectiveness test was conducted at two high schools in Cirebon City. The series of qualitative analyses used to test the effectiveness of the use of Cirebon local history teaching materials are listed below:

Normality Test

The normality test was used to obtain information regarding whether the data was normally distributed.

Table 6. Tests of Normality

Tests of Normality							
	Groups	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.

history learning outcomes	Pretest A (Kontrol)	.081	60	.200*	.970	60	.149
	Posttest A (Kontrol)	.079	60	.200*	.970	60	.140
	Pretest B (Eksperimen)	.064	60	.200*	.955	60	.028
	Posttest B (Eksperimen)	.082	60	.200*	.974	60	.218

Table 6 shows that:

- The significance value (p) in the Kolmogorov-Smirnov test is $0.200 > 0.05$, indicating that the pretest data for the control class is normally distributed.
- The significance value (p) in the Kolmogorov-Smirnov test is $0.200 > 0.05$, indicating that the posttest data for the control class is normally distributed.
- The significance value (p) in the Kolmogorov-Smirnov test is $0.200 > 0.05$, indicating that the pretest data for the experimental class is normally distributed.
- The significance value (p) in the Kolmogorov-Smirnov test is $0.200 > 0.05$, so based on the Kolmogorov-Smirnov normality test, the posttest data for the experimental class is normally distributed.

The results of the normality test above indicate that the pretest and posttest data for both the control and experimental classes meet the normality assumptions based on the Kolmogorov-Smirnov test. Therefore, further statistical analysis can be conducted because the pretest and posttest data for both groups are normally distributed.

Homogeneity Test

The homogeneity test was conducted to obtain data information on the equality of variance between the experimental and control groups. This homogeneity test was performed on the pretest and posttest data for both the experimental and control classes. After grouping the pretest and posttest scores, normality and homogeneity tests were conducted. Homogeneity test results can be classified as homogeneous or non-homogeneous based on the following criteria:

If $\text{sig} > 0.05$, the data is homogeneous.

If $\text{sig} < 0.05$, the data is non-homogeneous.

After grouping the pretest and posttest scores, normality and homogeneity tests were performed. The results are as follows:

Table 7. Pretest Homogeneity Test

Variabel	Levene Statistic	df1	df2	Sig.
Pretest	0,482	1	118	0,489

Based on Figure 11, it can be concluded that the pretest data for the control and experimental classes have homogeneous variance. Therefore, both groups have equivalent initial abilities and can proceed to the comparison test. The next step is the posttest data homogeneity test, as follows:

Table 8. Posttest Homogeneity Test

Variabel	Levene Statistic	df1	df2	Sig.
Posttest	0,617	1	118	0,434

Based on tabel 8, it was found that the posttest data for the control class and the experimental class had homogeneous variance, thus fulfilling the requirements for conducting an independent two-sample t-test. Next, an independent t-test was conducted. The explanation is as follows:

Tabel 9. Descriptive Statistics

Groups	N	Mean	Std. Deviation	Std. Error Mean
Control	60	72,58	4,72	0,61
Ekxperiment	60	85,38	4,68	0,60

Tabel 10. Independent T-Test Results

t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
-15,41	118	0,000	-12,80	0,83

Based on tabel 10, the results of the Independent Samples t-test using SPSS version 24 obtained a significance value of $0.000 < 0.05$, so it can be concluded that there is a significant difference between the posttest results of the control class and the experimental class. The average posttest result of the experimental class (85.38) is higher than the control class (72.58). This shows that the treatment given to the experimental class has a significant effect on student learning outcomes.

The effectiveness test of the use of Cirebon local history teaching materials showed that students responded positively to the use of Cirebon local history teaching materials because they felt the material learned was closer to their socio-cultural environment and helped them understand the role of their region in Indonesian history. Quantitatively, the average history learning outcome score in the experimental class that used these teaching materials increased significantly compared to the control class that continued to use conventional teaching materials, and this difference was proven to be statistically significant.

The discussion of the research findings indicates that Cirebon local history teaching materials effectively address the research question of efforts to increase historical awareness among high school students in Cirebon City. The significantly higher posttest scores in the experimental class compared to the control class demonstrate that materials closely related to students' socio-cultural contexts make history learning more meaningful, beyond mere memorization of facts.

This finding aligns with the theoretical study, which positions local history as a contextual learning tool and a bridge to understanding national history, while operationalizing the concept of historical awareness that emphasizes the interconnectedness of the past, present, and future. The strengthening of the values of religiosity, tolerance, mutual cooperation, and respect for tradition, as measured by attitude instruments, demonstrates that Cirebon local history is not only a source of factual information but also a strategic medium for internalizing local wisdom.

Academically, this research contributes to the development of local history teaching materials based on historical methods integrated with the Merdeka Curriculum and has been deemed feasible by material and media experts. From a policy perspective, the research results serve as a basis for schools, the History MGMP, and the education office to encourage the systematic integration of Cirebon local history in history learning as well as local content strengthening programs for the development of students' identity and character.

Conclusion

This study concludes that the development of local history teaching materials on the "Cirebon Sultanate" for high school students in Cirebon City has proven effective in improving learning

outcomes, historical awareness, and local wisdom. This is because the material is presented from a socio-cultural context closely related to their daily lives, so that history learning is no longer understood as mere chronological memorization, but rather as a more relevant process of interpreting the relationship between the past, present, and future. These teaching materials are developed based on historical research methods through the stages of heuristics, criticism, interpretation, and historiography. They are then integrated with the History Learning Outcomes of Phase E of the Independent Curriculum. Substantively, they are able to link the historical narrative of the Cirebon Sultanate, important figures, and traditions and cultural heritage with learning objectives that emphasize chronological, contextual, and reflective understanding.

Validation results by material and media experts indicate that the teaching materials are valid in terms of content accuracy and depth, curriculum alignment, language readability, presentation structure, and display quality. Limited trials and extensive trials in several high schools demonstrated very positive responses from students, who considered the teaching materials engaging, easy to understand, and helped them gain a more comprehensive understanding of Cirebon's history and local wisdom. Quantitatively, the results of the effectiveness test, which involved comparing pretests and posttests between experimental and control classes, demonstrated significantly higher improvements in the classes using the Cirebon local history teaching materials, both in terms of cognitive achievement and attitude indicators related to historical awareness and internalization of the values of religiosity, tolerance, mutual cooperation, leadership, and respect for tradition. Therefore, it can be concluded that these teaching materials are relevant, effective, and suitable as a model for local-based history learning in secondary education.

Based on these findings, several recommendations can be put forward as concrete input for relevant parties. For high school history teachers, the Cirebon local history teaching materials are recommended to be used systematically as the main teaching source or as a supplement to national textbooks on the material of Islamic kingdoms in the archipelago, especially the section discussing the Islamic Kingdom of Cirebon, so that learning is not focused on national narratives alone, but also provides adequate space for local historical experiences that are close to students. For schools and the History MGMP forum, the results of this study can be used as a basis for developing programs to strengthen local history content and encourage the use of similar teaching materials in more classes and schools, for example through teacher workshops, the development of local history-based teaching materials, and collaboration with historical site managers in Cirebon. For education offices at the regional level, the resulting teaching materials can be used as a policy reference in enriching the school's operational curriculum and supporting the program to preserve Cirebon's historical-cultural heritage through formal education, so that the strengthening of cultural identity goes hand in hand with the achievement of academic competencies. Meanwhile, for further researchers, the results of this study open up opportunities for developing more specific studies regarding the influence of local history teaching materials on students' literacy and reading interest, their impact on affective and psychomotor aspects, as well as the possibility of adapting similar teaching material development models to local history contexts in other regions so that the contribution of local-based history education to the formation of the Pancasila Student Profile becomes stronger and more sustainable.

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