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Local History Learning as an Effort to Strengthen Regional Identity Awareness in Tenth-Grade Students at SMAN Model Terpadu Madani Palu

[1)]Niluh Eka Sutriana, [2)]Misnah, [3)]Fajar Nugroho, [4)]Iskandar

[1,2,3,4)] History Education, Tadulako University, Palu, Indonesia

Correspondence Author: ekatriana80287@gmail.com

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ABSTRACT

History learning not only functions to provide students with an understanding of various past events, but also plays a role in shaping historical awareness, cultural understanding, and student identity. In this context, local history learning becomes important because it provides students with the opportunity to get to know the history, culture, figures, and various events that developed in their local environment. The proximity of local history material to students' lives can help connect historical knowledge with the social and cultural realities they encounter in their daily lives. This study aims to describe the process of implementing local history learning for tenth-grade students at SMAN Model Terpadu Madani Palu, describe the strengthening of local identity awareness after local history learning is implemented, and identify the obstacles faced in its implementation. This study uses a descriptive qualitative approach with a purposive sampling technique. The research informants consisted of history subject teachers and tenth-grade students, with a total of 35 students serving as informants. Research data were obtained through interviews, observation, and documentation. Data analysis was conducted through the stages of data reduction, data display, and drawing conclusions. The results of the study show that local history learning has been implemented by integrating Central Sulawesi history material into national history learning in accordance with learning outcomes. The material provided includes the history of kingdoms, local figures, historical events, as well as various relics related to the development of Central Sulawesi society. The implementation of learning was not only carried out through the delivery of material inside the classroom, but was also supported by school cultural activities, such as the use of traditional clothing and regional dance art activities. This integration provides a learning experience that is closer to the students' social and cultural environment. The results of the study also indicate a strengthening of local identity awareness, which can be seen through four elements, namely language, traditions, social values, and collective experience. In the language aspect, students begin to understand regional languages as part of the community's identity and culture. In the tradition aspect, students recognized various regional cultural habits and activities and understood the importance of maintaining their continuity. In the social value aspect, students understand the values of togetherness, mutual respect, caring, and life values of the community contained within regional history and culture. Meanwhile, in the collective experience aspect, students gain a broader understanding of Central Sulawesi historical figures and events, including the struggle of local figures such as Tombolotutu,so that students realize that local history is part of a shared community experience that needs to be known and appreciated. Nevertheless, the exclusion of local history learning still faces obstacles in the form of limited learning resources and media, particularly teaching materials and books that specifically discuss the local history of Central Sulawesi. This condition causes teachers to need to utilize and search for additional resources to enrich learning materials. Overall, the results of the study show that local history learning can become an important part of strengthening students' local identity awareness because it not only provides knowledge regarding past history, but also helps students recognize, understand, and appreciate cultural elements as well as the historical experiences of their local community.

Article Information

KataKunci:
Pembelajaran sejarah lokal; kesadaran identitas daerah; sejarah Sulawesi Tengah; identitas daerah; siswa kelas X; SMAN Model Terpadu Madani Palu.

ABSTRACT

Pembelajaran sejarah tidak hanya berfungsi untuk memberikan pemahaman kepada peserta didik mengenai berbagai peristiwa pada masa lalu, tetapi juga memiliki peran dalam membentuk kesadaran sejarah, pemahaman budaya, dan identitas peserta didik. Dalam konteks tersebut, pembelajaran sejarah lokal menjadi penting karena memberikan kesempatan kepada siswa untuk mengenal sejarah, budaya, tokoh, serta berbagai peristiwa yang berkembang di lingkungan daerahnya. Kedekatan materi sejarah lokal dengan kehidupan siswa dapat membantu menghubungkan pengetahuan sejarah dengan realitas sosial dan budaya yang mereka temui dalam kehidupan sehari-hari. Penelitian ini bertujuan untuk mendeskripsikan proses penerapan pembelajaran sejarah lokal pada siswa kelas X SMAN Model Terpadu Madani Palu, mendeskripsikan penguatan kesadaran identitas daerah setelah pembelajaran sejarah lokal diterapkan, serta mengidentifikasi hambatan yang dihadapi dalam pelaksanaannya. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik purposive sampling. Informan penelitian terdiri atas guru mata pelajaran sejarah dan siswa kelas X, dengan jumlah siswa yang menjadi informan sebanyak 35 orang. Data penelitian diperoleh melalui wawancara, observasi, dan dokumentasi. Analisis data dilakukan melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa pembelajaran sejarah lokal telah diterapkan dengan mengintegrasikan materi sejarah Sulawesi Tengah ke dalam pembelajaran sejarah nasional sesuai dengan capaian pembelajaran. Materi yang diberikan mencakup sejarah kerajaan, tokoh-tokoh lokal, peristiwa sejarah, serta berbagai peninggalan yang berkaitan dengan perkembangan masyarakat Sulawesi Tengah. Penerapan pembelajaran tidak hanya dilakukan melalui penyampaian materi di dalam kelas, tetapi juga didukung oleh kegiatan budaya sekolah, seperti penggunaan pakaian adat dan kegiatan seni tari daerah. Integrasi tersebut memberikan pengalaman belajar yang lebih dekat dengan lingkungan sosial dan budaya siswa. Hasil penelitian juga menunjukkan adanya penguatan kesadaran identitas daerah yang terlihat melalui empat unsur, yaitu bahasa, tradisi, nilai sosial, dan pengalaman kolektif. Pada aspek bahasa, siswa mulai memahami bahasa daerah sebagai bagian dari identitas dan budaya masyarakat. Pada aspek tradisi, siswa mengenal berbagai kebiasaan dan kegiatan budaya daerah serta memahami pentingnya menjaga keberlangsungannya. Pada aspek nilai sosial, siswa memahami nilai kebersamaan, saling menghormati, kepedulian, dan nilai-nilai kehidupan masyarakat yang terdapat dalam sejarah dan budaya daerah. Sementara itu, pada aspek pengalaman kolektif, siswa memperoleh pemahaman yang lebih luas mengenai tokoh dan peristiwa sejarah Sulawesi Tengah, termasuk perjuangan tokoh lokal seperti Tombolotutu, sehingga siswa menyadari bahwa sejarah daerah merupakan bagian dari pengalaman bersama masyarakat yang perlu diketahui dan dihargai. Meskipun demikian, pelaksanaan pembelajaran sejarah lokal masih menghadapi hambatan berupa keterbatasan sumber dan media pembelajaran, khususnya bahan ajar dan buku yang secara khusus membahas sejarah lokal Sulawesi Tengah. Kondisi tersebut menyebabkan guru perlu memanfaatkan dan mencari sumber tambahan untuk memperkaya materi pembelajaran. Secara keseluruhan, hasil penelitian menunjukkan bahwa pembelajaran sejarah lokal dapat menjadi bagian penting dalam memperkuat kesadaran identitas daerah siswa karena tidak hanya memberikan pengetahuan mengenai sejarah masa lalu, tetapi juga membantu siswa mengenali, memahami, dan menghargai unsur budaya serta pengalaman sejarah masyarakat daerahnya.

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✉***Corresponding Author:*** (1) Niluh Eka Sutrian, (2) History Education Study Program, (3) Tadulako University, (4) Palu, Indonesia, (5) Email: ekatriana80287@gmail.com

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1. Introduction

History learning is an educational process that is not only oriented toward understanding past events but also serves to shape students' historical awareness and identity. Through history learning, students can understand the development of society over time and use past experiences as a foundation for facing the present and future. In this context, local history plays a crucial role because it is directly related to the social and cultural environment close to students' lives. Local history helps students recognize their regional identity, understand the cultural values of the local community, and foster a sense of belonging to their region of origin (Lukya et al., 2022).

Local history is an important part of history learning because it connects students to the historical realities of their surroundings. Local history material not only discusses major events but also the lives of local communities, local figures, traditions, and cultures that developed in a region. Through learning local history, students can understand that their region has made a significant contribution to the history of the Indonesian nation. Furthermore, learning local history can also strengthen awareness of regional identity, fostering a sense of pride in their own culture and history (Setiawati, 2021). According to (Septiwiharti, 2024), the local history of Central Sulawesi is reflected in community life, which is built through cultural values, customs, and social relationships that develop within the local community. This history shows how the people of Central Sulawesi formed a regional identity through lifestyles, traditions, and cultural heritage that are still maintained today. Local history is not only related to the past but also forms part of the continuity of community culture. In the context of Central Sulawesi, local history can be traced through the development of former kingdoms and the regional figures who played a role in community life. Local kingdoms demonstrate that the people of Central Sulawesi had a traditional government system and an organized social structure. Furthermore, regional figures are also part of local history because they influenced the development of the community, including government, culture, and regional struggles.

Ideally, local history instruction is implemented contextually and closely related to students' experiences to make the learning process more meaningful. Teachers not only convey material theoretically but also relate it to the socio-cultural conditions existing in the students' environment. Local history instruction can be implemented through various methods, such as discussions, utilizing regional historical sources, using folklore, and observing local historical sites. This approach is expected to help students understand the relationship between local history and their regional identity (Asyrul Fikri, 2024).

Identity awareness in the context of local history refers to students' understanding and appreciation of the values, traditions, and social experiences embedded in the history of their region. Integrating local history into the curriculum has been shown to strengthen a sense of belonging, social engagement, and connectedness between individuals and their communities. Case studies of local wisdom-based learning in high schools show that the integration of local cultural values directly contributes to the development of students' cultural identity, increasing their participation and engagement in the learning process. The integration of contextual local history learning has been shown to increase students' awareness of the nature of cultural identity and local heritage values as an important part of their identity in the era of globalization (Syukr Gaffar et al., 2025).

The study of local history has received increasing attention in educational development, particularly following curriculum improvements that emphasize the importance of strengthening regional character and cultural identity. Local history is seen as a means of instilling cultural values and strengthening regional identity in the younger generation. Learning local history in schools not only serves to increase students' knowledge but also fosters awareness of regional identity amidst the increasingly powerful currents of globalization (Yohana Satinem, Sarkowi, 2024).

Based on the results of initial observations and interviews conducted by researchers at SMAN Model Terpadu Madani Palu, on January 21, 2026, researchers conducted interviews and initial observations with the history teacher, Mr. Nur. The results of the interview indicate that local history learning has been implemented in the history learning process in grade X by adjusting the learning outcomes contained in the curriculum. Local history material is integrated into several national history topics so that students can still understand the relationship between national history and regional history.

Based on Mr. Nur's explanation, the implementation of local history learning still faces several obstacles. Some students are considered to still have a limited understanding of their own regional history, especially regarding local historical figures and events in Central Sulawesi. In addition, limited learning resources and local history literature also pose obstacles in the learning process. References discussing local history in Central Sulawesi are still relatively limited, so teachers need to seek additional sources from various other references to support the delivery of material in class, so that it is more varied and appropriate to the characteristics of students so that local history learning can help strengthen awareness of regional identity in students.

Based on this description, the researcher is interested in conducting research on "Local History Learning as an Effort to Strengthen Regional Identity Awareness in Class X of SMAN Model Terpadu Madani Palu".

2. Method

Types of research

This study was conducted to understand in-depth how local history learning is implemented in schools, its impact on students' sense of regional identity, and the obstacles encountered in the implementation process. Based on these objectives, this study used a qualitative research approach. Qualitative research was chosen because it is able to describe and explain social phenomena in depth based on real-world conditions. In this study, a qualitative approach was used to obtain data regarding the implementation of local history learning as an effort to strengthen awareness of regional

identity in grade 10 students at SMAN Model Terpadu Madani Palu.

Qualitative research is a research approach that aims to understand social phenomena in depth in a natural context by emphasizing
The research focuses on the meaning, processes, and perspectives of the subjects studied through techniques such as interviews, observation, and documentation. This research is descriptive and interpretive in nature, as the researcher acts as the primary instrument in collecting and analyzing data, thus producing a holistic picture of complex social realities. This approach is often used in education to examine learning processes, social interactions, and the formation of values and identities in depth (Rijal Fadli, 2021).
Qualitative research is a research approach that aims to understand a phenomenon in depth based on natural conditions. According to Fadli (2021), qualitative research is conducted to reveal phenomena holistically and contextually through data collection in natural settings. This approach emphasizes understanding the meaning, process, and perspective of the research subjects. Thus, qualitative research produces descriptive data presented in the form of descriptions or words.

Place and Time of Research
This research will be conducted at SMAN Model Terpadu Madani Palu, located at Jalan Soekarno Hatta No. 45 Talise, Mantikulore District, Palu City, Central Sulawesi. The research is planned to take place between May and June 2026, to gather all the necessary information and data and to write the research report.

Research Subjects
Research subjects are the parties who serve as sources of information in a study and are related to the data required by the researcher. Mardatillah and Murhayati (2025) explain that research subjects are those who directly provide data through observation and interviews. Therefore, research subjects play a crucial role in providing the information necessary to obtain data aligned with the research focus.
At Madani Integrated Model High School in Palu, the tenth grade consists of seven classes with an average of 36 students per class, and is taught by two history teachers. The researcher used a purposive sampling technique, which means taking samples intentionally based on certain considerations, such as the availability of teachers to collaborate, classroom conditions that allow for observation, and student characteristics deemed relevant to the research objectives. Based on these criteria, the researcher selected seven tenth grade classes as groups that met the requirements to be used as data sources. From each class, five students who were most active in history learning were selected, resulting in a total sample of 35 students.
The selection of 10th-grade students as research subjects was based on the consideration that they have just entered high school, so the process of character formation, historical understanding, and awareness of regional identity can still be optimally developed. Furthermore, in 10th-grade students learn basic historical material that serves as a foundation for understanding historical events, including local history. Therefore, local history learning in 10th-grade is considered strategic for instilling and strengthening awareness of regional identity from the beginning of their high school education. Thus, local historical and cultural values can be understood, internalized, and become part of the students' self-identity. Meanwhile, 11th-grade and 12th-grade students focus more on advanced material and exam preparation, so 10th-grade students are considered more relevant to the objectives of this research.

Data Types
Primary Data Primary data is data obtained directly by researchers from primary sources or the objects being studied through data collection techniques such as interviews, observations, surveys, and field documentation. This data is collected specifically to answer the research problem formulation according to the needs of the research being conducted. In qualitative research, primary data is the primary source because it provides in-depth information about the experiences, perspectives, and meanings conveyed directly by participants (Rijal Fadli, 2021).
In this study, primary data were obtained directly from the research subjects, namely history teachers and 10th-grade students at SMAN Model Terpadu Madani Palu. Data collection was conducted through interviews to obtain in-depth information, as well as observations to directly observe the implementation of local history learning in the school environment. Thus, the primary data in this study serves as the primary basis for understanding the implementation process of local history learning and its impact on students.

Secondary Data
Secondary data is data obtained by researchers from previously available sources, such as books, scientific journals, archives, research reports, and other official documents relevant to the research topic. Secondary data serves as supporting data to strengthen, complement, and compare findings from primary data, resulting in a more comprehensive analysis. In educational research, the use of secondary data helps provide a theoretical foundation and broader context for the phenomena being studied (Jailani et al., 2023).
Secondary data is existing, accessible data collected by researchers and then reused as supporting data. Secondary data can include journals, articles, books, school documents, and other literature. The secondary data in this study included school documents, archives, photographs of learning activities, and literature relevant to local history.

Data collection technique
Interview
An interview is a data collection technique in which researchers directly interact with participants to explore their information, views, experiences, and opinions through a series of structured, semi-structured, or unstructured questions. Interviews play a crucial role in qualitative research because they enable researchers to obtain in-depth,

contextual, and meaningful data aligned with the study's focus. Qualitative research captures participants' voices directly through interviews, as this can lead to a broader and more detailed understanding of the phenomenon being studied (Jailani et al., 2023).
In this study, interview techniques were used to obtain data directly from informants related to the implementation of local history learning. Informants in this study consisted of history subject teachers as primary informants to obtain data regarding the process of implementing local history learning, the learning strategies used, and obstacles encountered during its implementation. In addition, grade 10 students were selected as supporting informants to obtain data regarding responses, understanding, learning experiences, and the impact of local history learning on strengthening regional identity awareness among students at SMAN Model Terpadu Madani Palu.

Observation
Observation is a data collection technique in which researchers record, observe, and record behavior, events, or situations directly in the field without manipulating the environment, thus obtaining a true picture of ongoing social interactions and practices. The observation method allows researchers to understand the context and dynamics of learning processes or other phenomena naturally. Qualitative observation is often used to see the reality of behavior that is expressed not only through words but also through actions and interactions (Jailani et al., 2023).
In this study, observations were conducted to observe the local history learning process for class X students at SMAN Model Terpadu Madani Palu in order to obtain data regarding the implementation of learning, student activities, and student responses during the learning process.

Documentation
Documentation is a data collection technique carried out by collecting and analyzing various documents related to research, such as activity photos, learning notes, teaching materials, attendance lists, and other relevant archives (Rijal Fadli, 2021).
In this study, documentation was used to obtain supporting data in the form of photographs of learning activities, teaching materials, and school documents related to the implementation of local history learning for 10th-grade students at SMAN Model Terpadu Madani Palu. This documentation was used to complement and strengthen data from observations and interviews.

Data Analysis Techniques
Data analysis techniques in qualitative research are systematic processes used to manage data obtained during the study, whether through interviews, observations, or documentation. Collected data is then organized, grouped, and analyzed according to the research focus so that researchers can understand the meaning of each piece of information obtained in the field. This analysis process is not only carried out after all data has been collected, but also continues from the beginning of the study to the final stage, allowing researchers to interpret the data in depth, identify patterns, and compile research results objectively. Through these data analysis techniques, researchers can draw conclusions based on the facts found, thereby scientifically answering the research problem formulation and objectives. (Safarudin Rizal, 2023).
Data analysis in this study was carried out with reference to qualitative data analysis, namely data reduction, data presentation, and drawing conclusions.

Data Reduction
Data reduction is the initial stage in qualitative data analysis where researchers simplify, select, group, or filter relevant information from raw data to sharpen the research focus and facilitate analysis. This step includes sorting, summarizing, and eliminating data that is not relevant to the research objectives. The primary goal of data reduction is to organize data so that researchers can identify meaningful patterns, themes, and relationships (Nugraha et al., 2023).
At this stage, researchers select and simplify data obtained from the field. Relevant data is focused on the local history learning process and student understanding.

Data Presentation
Data presentation is the stage in which the results of data processing are systematically arranged in narrative form, tables, diagrams, or matrices that illustrate the relationships between themes and concepts, making it easier for readers to understand the research findings. Data presentation in qualitative research focuses on conveying the meaning of information clearly and chronologically according to context. Data presentation serves as a bridge between data collection and drawing conclusions (Yuliana et al., 2024).
At this stage, the reduced data is systematically organized into a narrative description to facilitate researchers' understanding of the research results. Data presentation focuses on the implementation of local history learning and student responses to it.
Conclusion Drawing
Drawing conclusions is the final stage of data analysis which is carried out by interpreting the research findings based on the data that has been reduced and presented, so that meaning is obtained that can answer the research problem formulation (Rojak & Purwaningsih, 2024).
At this stage, the researcher draws conclusions based on the data that has been collected, reduced, and presented. The conclusions are derived from the analysis of the implementation of local history learning and how it was understood by 10th-grade students at SMAN Model Terpadu Madani Palu.

3. Results And Discussion

1. ResultsStudy

A. Implementation of Local History Learning in Class X of Madani Integrated Model Senior High School, Palu

Based on observations and interviews conducted by researchers at SMAN Model Terpadu Madani Palu, local history learning has been implemented in the history

learning process for grade 10 students. The implementation of local history learning is carried out by adjusting the learning materials to the learning outcomes contained in the curriculum. This shows that local history does not stand as a separate material, but is integrated into the history learning carried out in the classroom.

The application of local history in learning is done by connecting national history material with events, figures, and historical developments in the region. This connection between national and local history provides students with the opportunity to understand that local history is an inseparable part of the broader historical journey.

In practice, teachers connect the historical material being studied to events, figures, and developments in local communities. This connection provides students with the opportunity to gain knowledge about history that is more relevant to their lives. Students not only study history from textbooks or general materials, but are also guided to learn about various events and figures related to Central Sulawesi.

Learning local history doesn't just take place through classroom activities. Introduction to regional history and identity is also reinforced through cultural activities within the school environment. These activities provide students with hands-on experience in various elements of regional culture, such as traditional clothing and dance. Through these activities, students not only gain theoretical knowledge but also experience and directly experience the cultural forms that are integral to the identity of the local community.

The use of traditional clothing in school cultural activities, for example, provides students with the opportunity to recognize the diversity of traditional clothing found in regional communities. Students can learn about the forms, characteristics, and cultural values inherent in these traditional garments. Similarly, through traditional dance activities, students gain the opportunity to learn about regional arts as a form of cultural heritage passed down from generation to generation. Mr. Muhammad Nur explains that: "We link local history lessons to the national history material being studied. So, children not only learn history in general, but we also introduce them to the history of our region, particularly Central Sulawesi. In addition to classroom learning, we can also introduce regional culture through school activities, such as activities that involve wearing traditional clothing or performing regional dances. This way, children can see and experience their local culture firsthand, so they don't just learn from the material."

This statement demonstrates that the implementation of local history learning in schools is carried out through the integration of regional history with national history material. Furthermore, cultural introduction through school activities supports the learning process, as students gain direct experience with regional cultural elements. The use of traditional clothing and regional dance performances provide opportunities for students to recognize cultural forms they may have previously only had general knowledge of.

These activities can also provide students with an understanding of the relationship between history, culture, and regional identity. When students wear traditional clothing or participate in regional arts activities, they not only participate in school activities but also gain experience recognizing that these garments and arts are part of the cultural heritage of the local community.

B. Strengthening Regional Identity Awareness in Grade X Students Through Local History Learning

Based on the results of research on strengthening regional identity awareness in grade X students through local history learning, it was found that local history learning provides students with an understanding of various elements related to regional identity. Regional identity awareness in this study was assessed based on several indicators, namely language, traditions, social values, and collective experiences. These four indicators were used to determine the extent to which students recognize, understand, appreciate, and demonstrate their connection to regional identity through local history learning. This understanding is not only evident in students' knowledge of regional history and culture, but also from students' experiences in everyday life, both within the family, school, and community environments. The results of the research based on each of these indicators are described as follows.

1. Language Indicator

Languageis an important element in the formation of regional identity because language is not only used as a means of communication, but also becomes part of the culture passed down from one generation to the next. In the context of local history learning, awareness of regional identity can be seen from the extent to which students know, understand, and use regional languages in their daily lives. Based on research results, the use of regional languages is still found in students' family environments. This shows that regional languages are not only learned through learning at school, but also through the process of interaction between students and their families, especially parents.

Based on interviews, several students reported that in their daily lives at home, their parents still frequently use regional languages when communicating with family members. Ikram expressed this sentiment:

"At home, Mom and Dad often speak in their local language, Kaili. I understand what they're saying, although I sometimes use Indonesian when I reply."

Meanwhile, Abduh Ma'arif said:

"I've been accustomed to hearing the local language, Kaili, from my parents since I was little. So I already know the meaning of some words because they're often used at home."

ResultsThe interviews showed that families play a role in maintaining regional languages among students. The consistent use of regional languages within the family environment makes students accustomed to hearing, understanding, and, in some situations, using them in everyday communication. This situation indicates that regional languages remain a part of students' lives, even though they also use Indonesian for communication at school.

Furthermore, the use of regional languages within families

demonstrates the natural process of cultural inheritance from parents to children. Students acquire knowledge of regional languages not only through formal education but also through the habit of communicating with parents and other family members. This is crucial because the existence of regional languages as a regional identity can be maintained if the younger generation continues to recognize and use them in their daily lives.

Thus, based on language indicators, students' awareness of regional identity can be seen from their ability to recognize regional languages, understand their use, and their habit of using or hearing regional languages within their family environment. Learning local history then reinforces this awareness by helping students understand that the language they use and hear in everyday life is part of their regional cultural identity that must be valued and preserved.

2. Tradition Indicators

Based on the research results, strengthening regional identity awareness through local history learning is also evident in students' ability to recognize and understand the traditions that have developed within the Central Sulawesi community. This introduction to tradition is not only achieved through local history learning materials, but also through activities and customs implemented in school life. Some observable cultural forms include the use of traditional clothing during certain activities, regional dances and arts, and the application of tabe' culture in daily life.

Meanwhile, students view tabe' culture as part of a long-standing cultural heritage passed down through generations. This understanding leads them to view tabe' culture as a common practice in interactions with others. This is evident in the way they practice politeness in various situations at school, including as a form of respect for others. One student, Gabriella, said:

"The 'tabe' culture, like saying 'excuse me', has been passed down through generations. Perhaps people used to find the word 'permisi' too formal, so they adapted it to 'tabe'. This culture is very often used in Sulawesi as a form of respect."

This understanding shows that students view tabe' culture as part of the customs that are ingrained in everyday life. This confirms that tabe' cultural values are not only understood theoretically but have also become part of students' behavior in interactions.

3. Social Value Indicators

MarkSocial values are part of a region's identity, reflected in how people interact and live together. In local history lessons, social values can be discovered through various stories about community life, the struggles of local figures, and the customs and culture that developed within the community. Based on research results, students gain an understanding that local history is not only related to past events but also contains values that can be applied in everyday life. These values include mutual respect, courtesy, concern for others, mutual cooperation, and appreciation for the struggles of past generations.

ResultsInterviews with students showed that learning local history provided an understanding of the importance of respecting others. Kayla expressed this:

"From studying history, we can learn to appreciate the struggles of those who came before us. So, we not only learn the story, but we can also learn from it."

And a student named Nur Afifa also said:

"I think the values that can be taken are things like respecting others, being polite to teachers and parents, and not discriminating against friends."

This statement demonstrates that students are able to connect historical material to their social lives. This is important because awareness of regional identity is demonstrated not only through students' ability to name local historical figures or events, but also through their understanding of the values inherent in local communities. When students understand these values and relate them to everyday behavior, learning local history becomes more meaningful for developing a sense of identity.

MarkSocial values are also evident in the implementation of the 5S culture in the school environment. The habit of greeting, addressing, being polite, and respecting others are simple forms of social values that students can apply. One student, Elim Julian, said:

"At school, we're taught the 5Ss: smiling, greeting, being polite, and being courteous. I think it teaches us to respect others."

Based on the interview results, it can be seen that students have an understanding of social values related to culture and community life. These values are not only understood in material terms, but can also be manifested through students' habits in interacting with teachers and peers.

4. Collective experience indicators

The collective experience in this study relates to students' understanding of the various historical experiences experienced by the people in their region and passed down from generation to generation. These experiences can include the struggles of local figures, historical events, the lives of people in the past, and various events that have significance for the development of Central Sulawesi. Through learning local history, students not only gain knowledge about what happened in the past but are also guided to understand that these events are part of the journey of their local community. Thus, the collective experience in this study is seen from students' ability to recognize regional history, understand the experiences and struggles of the community in the past, and recognize that this history is part of the regional identity that needs to be known and appreciated. A student named Listy Sabunga said:

"I think it's important to learn about our own local history because it allows us to learn about the struggles of our ancestors and what has happened in our region."

This statement demonstrates an understanding of the community's past struggles. Although students did not experience these historical events directly, they gained knowledge through the learning process and came to understand that the struggles of these figures and events are part of the history of the local community. This demonstrates

that collective experience can be passed down through history learning, so that the younger generation remains aware of the experiences of the community in the past. Meyfita Sabila stated that:
"Previously, I was more familiar with national heroes like Soekarno, Hatta, and General Sudirman. After studying local history, I learned about figures from Central Sulawesi like Tombolotutu."
This was reinforced by Jennifer who said:
"I knew about events like the Proclamation and the struggle in Java. After studying local history, I learned that there was also resistance in Central Sulawesi."
In line with this, local history learning strengthens students' collective experiential awareness by enhancing their understanding of the history, figures, and events that occurred in Central Sulawesi. Students begin to recognize that the struggles of the figures and historical events they study are part of the journey of the local community, which needs to be recognized and appreciated. This understanding demonstrates that students are not only acquiring knowledge about local history but also beginning to develop an awareness of their own connection to regional history. Thus, the collective experience in this study is evident in students' ability to recognize and understand the historical experiences of local communities and view them as part of the regional identity that needs to be studied and preserved.

C. Obstacles in the Implementation of Local History Learning

Based on the research results, it was found that one of the obstacles to implementing local history teaching is the limited resources and learning media. This obstacle is primarily related to the limited availability of teaching materials specifically covering the local history of Central Sulawesi. This situation makes it difficult for teachers to obtain references that can be used to support and enrich the learning material.
MatterThis was also conveyed by a history teacher in an interview. The teacher explained that learning resources covering the local history of Central Sulawesi are still limited, particularly books or teaching materials that can be used directly in the learning process. Mr. Muhammad Nur stated:
"Resources on local history in Central Sulawesi are still limited. There aren't many books specifically covering local history, so I usually research various sources myself to supplement the material I present to my students."

The limited availability of learning resources presents a challenge in local history instruction, as the material requires resources tailored to the students' local conditions and environment. Meanwhile, available teaching materials focus primarily on national history. In addition to limited learning resources, teachers also strive to find and adapt various materials from other sources to support local history instruction. These efforts demonstrate that the limited resources and learning media do not diminish teachers' attention to the importance of local history. Teachers continue to strive to enrich learning materials so that students can understand the history and environment of their region. With these efforts, local history instruction can still be implemented and provide students with the opportunity to gain a deeper understanding of Central Sulawesi history.

4. Conclusion

Based on the research results, it can be concluded that local history learning in grade X of SMAN Model Terpadu Madani Palu is implemented by introducing various historical events, figures, and local culture of Central Sulawesi to students. This learning provides an opportunity for students to learn about regional history related to their social and cultural environment. Strengthening awareness of regional identity through local history learning is evident in students' understanding of four indicators, namely language, traditions, social values, and collective experiences. Through this learning, students not only gain knowledge about regional history and culture, but also begin to understand the values contained therein. However, the implementation of local history learning still faces obstacles in the form of limited learning resources and media, especially reading materials discussing local history of Central Sulawesi. Therefore, the availability of relevant learning resources needs to be considered so that local history learning can take place more optimally in strengthening students' awareness of regional identity.

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