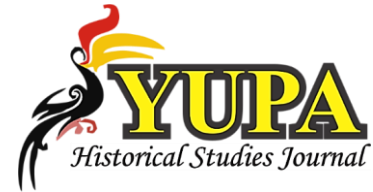


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Local Site of Saoraja Sawitto Traditional House as a Source of Historical Learning for Students

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Abstract This study aims to determine the history of the Saoraja Kingdom of Sawitto, the use of the local site of the Saoraja Sawitto Traditional House as a source of historical learning, supporting and inhibiting factors of the local site of the Saoraja Sawitto Traditional House as a source of historical learning. The research method used is the historical method with 4 steps: Heuristics, Criticism, Interpretation, and Historiography. Based on the research conducted, it was found that the Saoraja Sawitto traditional house is the palace house of the Sawitto Kingdom which was previously made of wood. But, during the colonial era, there was a change in the building structure which then changed shape into a stone house. With the presence of the local historical site Saoraja Sawitto, students become active and enjoy learning, thus facilitating the teaching and learning process, especially in history subjects. One of them supporting factors for the use of this house are the enthusiasm of the students, and one of the inhibiting factors is the lack of literature regarding the Saoraja Sawitto traditional house.

Keywords: Saoraja Sawitto, Learning Resources. History

Abstrak Penelitian ini bertujuan untuk mengetahui sejarah Kerajaan Saoraja Sawitto, pemanfaatan situs lokal Rumah Adat Saoraja Sawitto sebagai sumber sejarah pembelajaran, faktor pendukung dan penghambat situs lokal Rumah Adat Saoraja Sawitto sebagai sumber sejarah pembelajaran. Metode penelitian yang digunakan adalah metode historis dengan 4 langkah, yaitu Heuristik, Kritik, Interpretasi, dan Historiografi. Berdasarkan penelitian yang dilakukan, ditemukan bahwa rumah adat Saoraja Sawitto merupakan rumah dari Keraton Kedatuan Sawitto yang sebelumnya terbuat dari kayu. Namun, pada masa pemerintahan Kolonial terjadi perubahan struktur bangunan yang kemudian berubah bentuk menjadi rumah batu. Dengan adanya situs sejarah lokal Saoraja Sawitto, siswa aktif dan senang belajar sehingga dapat memudahkan proses belajar mengajar khususnya dalam mata pelajaran sejarah. Salah satu faktor yang mendukung penggunaan rumah yang ada ini, yaitu antusiasme mahasiswa, dan salah satu faktor yang menghambat adalah kurangnya literatur mengenai rumah adat Saoraja Sawitto.

Kata kunci: Saoraja Sawitto, Sumber Belajar, Sejarah.



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INTRODUCTION

JAS MERAH, "Jangan Sekali Melupakan Sejarah" is a famous motto from a figure of Bung Karno, the first President of the Republic of Indonesia. The motto was delivered by Bung Karno in his last speech on the Anniversary of the Republic of Indonesia on August 17, 1966. A great nation is a nation that values its history. People who forget history cannot plan their future, even their nation does not run normally.

However, in reality, the position of history education in schools is less popular, especially for students. Facts in the field also show that students' interest in reading books is very concerning, coupled with history always being identical to lessons on knowing and memorizing historical events or facts, without further examining what is desired from understanding the historical events. Teaching history in many schools is simply a transfer of teacher knowledge to students in the classroom through one-way communication. With such a method, of course, it will have an impact on students' learning outcomes which are less than good because it makes history lessons boring (Suryadi, 2012).

The lack of maximum use of learning resources in the surrounding environment by history teachers will cause boredom for students. History teachers more often explain using the lecture method than using the surrounding environment as a source of learning history. History learning that is dominated by the lecture method tends to be oriented towards the material listed in the curriculum and textbooks, and rarely relates what is discussed to real problems in everyday life. This makes students unable to imagine freely about historical events in Indonesia, especially in their city. So that students are confined to textbooks alone.

Teaching history by emphasizing the use of historical sites around the students is a solution so that history learning can be accepted more easily by the students. A teacher is emphasized to innovate in learning, especially in history learning. Widja said living history learning, namely history from the environment around the students or contextually (I. Gede Widja, 1991).

As a symbol of past civilization, historical heritage sites that are widely spread throughout the archipelago are a laboratory for learning history. This is what drives historical heritage sites to play a very important role in learning history concerning the use of historical sites for education. Historical heritage sites can be used as learning media that present various facts that are closer to the truth and provide facts that can

accountable. As a media for learning history, historical heritage sites can also help in learning history. Because through historical heritage sites, students can be helped to understand and put together events that occurred in the past. (Lestari, 2011).

Historical heritage or sites have a very large contribution to the surrounding community and more importantly in the field of education. There are many historical sites in Indonesia but they have not been used optimally in the learning process by history teachers or lecturers for the benefit of learning history (Nababan, et al., 2019). Sites are very important to be shown to avoid human and natural damage and extinction. For the future, historical sites can be maintained and developed as learning objects and passed down to the younger generation in good and intact condition. Many historical sites are abandoned in the surrounding environment, not maintained and not getting attention even though the sites can be used as relevant learning resources (Azaryahu, M., & Foote, 2008).

history can be said as a form of historical writing in a limited scope that includes a certain locality (I. Gede Widja, 1991). The limited scope is usually associated with regional elements or spatial elements. In Indonesia, local history can also be called regional history. However, it is not uncommon to claim that local history is not the same as regional history.

The word local means indicating a place or region, local is not identical to the name of the city because local itself can also tell a group of people. Simply put, it can be interpreted as a story of the past or a legacy of the past from a group of people located in a special area. The legacy described here can be in physical or non-physical form. Temples, chronicles, books, monuments, gates, and so on as physical relics, and culture, religion, celebrations and the like (Sudarwani, 2015).

history is history whose regional position is below national history. New history emerges after there is awareness of national history. However, this does not mean that all local history must be related to national history. Local history can include events that are related to national history and local events that are not related to broader events such as national, regional, or international. (Wasino, 2009).

Good and ideal learning activities are when learning activities utilize learning resources. If in learning history does not use historical learning resources, of course it will cause a boring effect. Because it is fixated on books that from year to year remain the same. Learning resources play a very important role, learning resources have a very

broad scope. Historical sources are divided into two, namely primary and secondary historical sources. Primary sources are sources that are directly related to events. Primary sources can be directly obtained from historical actors. While secondary sources are testimonies from anyone who is not a historical actor (Buana, 2015).

Types of historical sources are divided into written sources, oral sources, and material sources: 1) Written sources are historical sources obtained through written relics that record events that occurred in the past. Information about past events is delivered in writing using written media such as stone and paper. 2) Written sources using stone are called inscriptions. Oral sources are materials from the past in the form of buildings or objects that are the cultural heritage of the past, such as photos, equipment such as weapons, jewellery, and various forms of buildings such as temples, mosques, etc. The way to obtain it is through interview techniques with historical actors or witnesses. 3) Material sources are sources obtained from historical objects. However, to obtain historical facts from material sources we must go through a careful research and analysis stage by historians. The following are examples of material sources, namely: Artifacts, Fossils, and buildings (Hendrayana, 2009).

Historical events that have occurred will disappear and what will be left behind are traces of the events which are then used as sources in compiling history which are often called historical relics. One of the traces of historical events is in Pinrang Regency, namely the Saoraja Sawitto traditional house, located on the Sidrap main road, Watang Sawitto District, Pinrang Regency. The purpose of writing this article is how to utilize local history that is around us, especially those around students. We can use it as a source of learning history so that students no longer feel bored, lazy, and tired of learning history. and through this local historical site, Saoraja Sawitto in Pinrang Regency can be utilized by the entire general public, especially for students who are in Pinrang district. So that history lessons are not looked down upon as boring lessons but instead create enjoyable history learning that is hard to forget.

METHOD

This research is qualitative research which is descriptive and uses a historical approach analysis. Bogdan and Taylor define qualitative methods as research procedures that produce descriptive data in the form of writing, spoken language, and observable

human behaviour (Farida, 2014). The following are the steps of the historical research method, namely:

1. Heuristics

The first stage in the historical research method is Heuristics, which is the stage where researchers search for and collect data. historical sources related to the research topic to be studied. Historical sources can then be categorized into two forms, namely primary sources and secondary sources (Notosusanto, 1985) .

2. Criticism

Source criticism is the second stage in the historical research method. At this stage, all previously collected sources are then criticized by considering two aspects, namely authenticity (the authenticity of the source) and credibility (the level of truth of the information).

3. Interpretation

Interpretation is the process of giving meaning to historical facts. In interpretation there are two important points, namely synthesis (unifying) and analysis (describing). Historical facts can be described and combined so that they have meanings that are related to each other. Historical facts must be interpreted or interpreted so that an event can be reconstructed properly.

4. Historiography

Historiography is the final stage of historical research, after going through the heuristic, critical, and interpretation phases. It is at this final stage that historical writing is carried out and compiled into a complete chronological writing. This complete writing is written in chronological order, not written randomly (Teaching Team of the History Education Department, 2018).

RESULT AND DISCUSSION

History of the Saoraja of the Sawitto Kingdom

This building that has changed shape 5 times is the Kedatuan Sawitto Royal Palace. Which is located in Sawitto Village, Sawitto District, Pinrang Regency. The building that used to be a traditional wooden house but during the Colonial Era there was a change in the building structure which then changed shape into a stone house.

The meaning of Saoraja is the king's house, which was built during the Japanese colonial era and then collapsed during the earthquake disaster around 1998. Today's teenagers no longer understand what Addatuang is and don't understand about Saoraja. Maybe today's young people think that Saoraja is just a royal building from the past.

Based on the book *Confederation of Ajatappareng: Study of the History of the Inter-kingdom Alliance in South Sulawesi in the 16th Century* by: Muhammad Amir in 2013, it was recorded that the Pinrang region before the 20th century was a kingdom called the Sawitto kingdom. This kingdom was under the control of small kingdoms, such as the Batu Lappa, Suppa, Kassa, Alitta, Sidenreng and Rappang kingdoms, these kingdoms were a confederation of kingdoms called "Five Ajattappareng" (Amir, 2013).

Five Ajattappareng, is a combination of five kingdoms, this alliance was formed in the 15th century AD and is famous as the largest rice producer and has controlled the west coast of South Sulawesi and as part of the Asian trade network at that time. The Sawitto Kingdom reached its fame in the 15th century when the Sawitto kingdom was led by La Dorommeng La Paleteange the 14th King of Sawitto, but in the mid-15th century there was an aggression against Suppa and Sawitto by the Gowa Kingdom during the reign of I Manriwagau' Daeng Bonto Karaeng Lakiung Tunipalangga Ulaweng.

In that aggression, the Gowa Kingdom conquered the Sawitto Kingdom and the Five Ajattappareng then brought and detained King Sawitto La Dorommeng La Paleteange and his wife to Gowa. Historian Stephen C. Druce argues that Gowa's conquest of these kingdoms simultaneously strengthened the position of the Gowa kingdom as the ruler of the west coast of South Sulawesi in the 16th century.

When King Sawitto La Dorommeng La Paleteange, who was freed from exile from the Gowa Kingdom, was greeted with joy by his people, they were surprised because the King's face had changed and they said: "Pinra bawangngi tappana puatta pole Gowa" which means something has changed in the face of our lord since he was in Gowa, after that the people called the area "Pinra" which gradually became Pinrang.

Sawitto is also one of the kingdoms in the Ajatappareng region located on the northern west coast of the southern peninsula of Sulawesi facing the Makassar Strait. This kingdom is bordered by Binnuang (Mandar), Batulappa, and Kassa to the north; Rappang, Alitta, Maiwa, Enrekang, and Sidenreng to the east; Suppa, Alitta and Mallusetasi to the south; and the Makassar Strait to the west. The area of this kingdom has not been

obtained with precise information or data. However, based on interpretation, it is estimated to have an area of 200 paal (1 paal = 1,506 m) square.

The Sawitto Kingdom consists of many wanua and paliliq areas:

- a. Sawitto area, which includes the capital Sawitto and the wanua or villages of Tanreasona, Paserang, Ulutedong, Pacongang, Senga ' e, Tallang, Patobong, La - Palapo, Uncu ' e, Lura ' e, Lesetana, Palia ' e, Dolangange, Pao, Ruba -e, Sarempo, Awang-Awang Purung, Kacampi, Soro ' e, Ulo, Barana, Ka ' e, Kanari ' e, Labalakang, Ujungnge, Paladange, Salo Poko ' e, Guacia, Libukang, Liku, Sulilia, Lalatieng, Bila, Penrang, Lamani, Bonging, and Totenana.
- b. Liliq-passeajengeng or vassals of friendship or kinship: Tiro wang, Rangamea or Jampu-e, Lolowang and Langnga, all of which are also called the four bate-bate (flags). Next are Kabalangang, Lome, Kalu m pong, Pangaparang, Kadokong, and Galangkalang, all of which are called liliq basi or six lembang.
- c. Liliq-no-rakkalana which is also called liliq-e-ri-lalang : Cempa, Madalo, Paria, Talabangi, Urung, Malimpung, Padangkalawa, Kaba, Punia, Peso, Sekang, Bulu, Bua, Salo, Tampio, Paleteang, and Lempangang (Amir, 2018)

Inside the Saoraja Sawitto building there are relics The Sawitto Kingdom is basically a product of the past that is no longer current and needs to be maintained and protected by the state as part of the cultural heritage and by itself, these objects have a historical background that really needs to be considered in terms of the meaning behind the legacy of the Sawitto Kingdom.

Utilization of the Local Site of the Saoraja Sawitto Traditional House as a Source for Learning History

In the Big Indonesian Dictionary (KBBI) it is stated that utilization can be interpreted as a process, method, act of utilizing. Based on the definition above, the utilization referred to in this study is utilizing the remains of historical events in Pinrang Regency which are used as learning resources for history subjects for students. Utilization is the activity of using processes and sources for learning. The function of utilization is very important because it discusses the relationship between students and learning materials or systems.

The implementation of the use of learning resources in the learning process is stated in the current curriculum that in an effective learning process is a learning process that uses various learning resources (Sanjaya, 2008). The use of historical learning resources needs to be utilized by students, both through activities in class and activities outside the classroom, as well as filling activities in free time. These activities include reading, discussion, clipping and studying historical relics. Utilizing teaching and learning resources will make it easier for students to capture historical stories correctly and for teachers indirectly their duties will be helped and will create effective teaching and learning activities. (IG Widja, 1989).

Objects of various historical relics such as artefacts and so on are objects of past culture and it would be very interesting if teachers showed them in classroom learning. Likewise with local sites, one of which is Saoraja Sawitto, which cannot be brought into the classroom the teacher's task is to take students to the site to witness it directly. It can be concluded that a very important component in the teaching and learning process is learning resources. The use of learning resources can help students understand the subject matter. Learning resources also greatly assist teachers in their role in delivering material well so that students can understand the material easily.

A teacher should be able to utilize learning resources that are around or present history contextually, one of which is the local historical site of Saoraja Sawitto because historical sites are real learning resources and can be seen directly by students. In addition to the theory in class is considered very boring, the history material is also very much so that it makes students feel bored and even sleepy.

The use of historical sites as a learning resource is a good learning resource applied to students in history subjects, in addition to students being able to explore their abilities, students can also dig up information from outside. History is a boring subject for some students, this is because teachers only use learning resources prepared by the school, whereas by utilizing environmental learning resources, students are more effective (Rahman, 2017).

There are so many historical materials that teachers only seem to teach the material without using other learning resources. The use of historical sites can also foster students' nationalistic attitudes towards the nation and history, because most students only listen to stories without knowing historical sites or other historical relics.

The use of historical sites can also help students understand historical materials because students can learn directly what history is, and how historical relics are so that students do not just imagine. Students are also able to build good communication with the environment so that they are able to build good social traits. Teachers also do not need to explain too long and for a long time in front of the class, students will find themselves and solve the problems given by the teacher.

Historical sites are historical learning that should not be abandoned or forgotten until they become fragile and no longer valuable, but historical sites need to be maintained, cared for and used as a learning experience, especially if the school is located close to the local historical site of Saoraja Sawitto. So that historical learning is no longer a shadow in the mind or abstract but students can dive in and learn directly.

Local history is also effective in shaping students' and society's awareness because history in the surrounding environment will foster a sense of pride and love for past culture in an area. Local history is the right material to be used as teaching material in history learning. Learning local history provides students with the opportunity to seek information about what is in their environment, thus making them aware and giving rise to historical awareness that leads to a sense of love for the homeland.

Historical awareness is not just remembering dark events in the past such as destruction, war, defeat, dates, and places in general, but historical awareness to learn from every event in the past as a spark for the spirit of struggle to strengthen the nation's identity. Then from this historical awareness, Indonesia's identity as a great nation began to solidify. Making Indonesian society a society that will not forget the great history of its nation. (Afrillyan Dwi Syahputra, 2020).

In addition, the use of historical sites is not just learning and seeing historical sites without any results or goals desired by the teacher. Every learning carried out by the teacher always has goals and results that the students want to achieve. Where learning history directly can make students understand and know the evidence and not floating in their minds, then direct interaction can make students interested in exploring information in depth about historical sites, including students who do not understand history learning if it is delivered only as a theory so that by visiting historical sites directly students can easily understand it.

With the presence of the local historical site Saoraja Sawitto, students are active and happy to learn so that it can facilitate the teaching and learning process, especially in

history subjects. This can also be used to introduce historical sites in Pinrang Regency, namely Saoraja Sawitto as a learning center for local and foreign tourists so that they can both maintain and learn directly about history. Both teachers and students also feel happy that they are no longer bored with history lessons that are just theories in class but can directly see and study history and broaden our historical insights including the histories around us.

Supporting and Inhibiting Factors of the Local Site of the Saoraja Sawitto Traditional House as a Source of Learning History

The use of historical sites as learning resources is important because historical sites are one of the learning resources that can provide a more concrete picture of an event to students. However, sometimes history learning is often considered only as a sequence of events. This happens because the learning methods used by educators are not varied enough so students cannot understand the nature behind historical events.

So, it takes creative ideas from educators who are following the applicable curriculum. This makes a history teacher who can tell stories about events that must be known by his students will become a highly anticipated educator. The history that is told will be spiced. This delicious spice is what will make the historical story a beautiful series of sequences that will be recognized and learned from. This is because in history lessons, there are important values that are useful in determining a person's understanding and mindset. Some important values in studying history include that with history, we can have a picture and knowledge of the life processes that occurred in the past.

However, behind the use of the local site of the Saoraja Sawitto traditional house as a source of historical learning, there are driving and inhibiting factors in applying the site as a source of historical learning for students.

a. Driving Factors

1) The Interconnected Saoraja Sawitto Learning Program and Site

The development of the Merdeka curriculum regarding history learning is also required to adjust to the potential and environment around students or contextually to achieve the goal of developing student competencies. One of the local historical sites in Pinrang Regency can be used as a source of history learning that can develop this potential to the maximum.

The use of historical sites as learning resources is expected to indirectly improve the quality of history learning. The availability of sites and the existence of a supporting

curriculum increasingly increase the importance of the use of historical sites in learning. According to one of the students, the use of historical sites, in addition to being able to help students gain a more real understanding and picture of the material that is following the site, will also be able to increase historical insight and cultural insight for students. (Patiung, 2022).

2) Attention and Support from Family, Residents and Government

There is cooperation between the family and the local government so that the Saoraja Sawitto site can still exist until now. That way, when attention to the sustainability of the Saoraja Sawitto site is increasingly being paid attention to and its utilization is maximized, this will also encourage the effectiveness of the utilization of these sites which will also result in greater concern from the government, related educational institutions and local residents, because they feel that they increasingly need these sites both as tourist attractions and as a medium for learning history.

3) Strategic Location

The Saoraja Sawitto site is located in a very strategic location because it is located in the centre of the Pinrang district, making it very easy for students to reach it, so this site is very supportive of contextual history learning.

4) Enthusiasm of the students

In the teaching and learning process, when lessons only take place in the classroom, it only makes the class seem boring. Especially in history subjects that discuss stories of the past. Of course, it is not very effective if the learning process only takes place in the classroom. So, to attract students' interest in history subjects, teachers must invite them to visit historical sites around their school.

The environment around students contains various historical events that can help educators to develop students' understanding of the past. Generally, students will be more interested in history lessons if they relate to real situations around them, so that students can describe a past event as in history lessons. Real conditions around students can be used by educators as a way to describe or convey a historical event (Isjoni, 2007).

b. Inhibiting Factors

1) Lack of Literature

On the other hand, there are major problems faced in developing research and writing of local history in Indonesia, namely the limited sources, it is difficult to expect the availability of diverse historical sources, and even the tendency is that the types of

written sources and archives are rare. In general, local sources that are often found are oral in the form of local traditions or stories that are passed down from generation to generation, in some cases if you are lucky, you can find those that have been written.

Most of the available sources are oral sources, both oral tradition and oral history, therefore in developing local history in Indonesia, most of the information is based on oral sources, in the form of memories that are still stored in the minds of the people/communities concerned. So, it can be said that local history is closely related to oral history and oral tradition because the objects of study are mainly events in a limited environment or a certain locality (Widja, 1991).

2) Time Limitation

Another thing that is an obstacle in implementing learning by utilizing historical sites as learning resources is the limited time in the allocation of history learning. According to the regulations stated in the content standards, history learning gets a very minimal portion of hours to be used in developing teaching quality. With limited lesson time like this, it makes the implementation of learning with Utilizing historical sites is also limited, because the time allocated is usually used by teachers to teach quite a lot of subject matter.

As a result, teachers are less interested in implementing learning by utilizing existing historical sites. History is one of the subjects that has quite a lot of material so that it requires a lot of time allocation to be able to achieve the competencies that are the learning objectives. As a result, many history teachers complain about the limited time in teaching hours to catch up on the material contained in the basic competencies. This also has an impact on the lack of time to develop history learning, including one of which is learning by utilizing historical sites.

CONCLUSION

History learning that utilizes local history can enrich knowledge and shape students' identities. However, to be able to use local history as a source that supports the learning process, appropriate models, methods, and strategies are needed and must pay attention to the relevance of local historical sources and the materials taught.

With the presence of the local historical site Saoraja Sawitto, students are active and happy to learn so that it can facilitate the teaching and learning process, especially in history subjects. This can also be used to introduce historical sites in Pinrang Regency,

namely Saoraja Sawitto as a learning center for local and foreign tourists so that they can both maintain and learn directly about history. Both teachers and students also feel happy that they are no longer bored with history lessons that are just theories in class but can directly see and study history and broaden our historical insights including the histories around us.

There are several driving factors for the implementation of the Saoraja Sawitto traditional house as a medium for learning history, namely the learning program and the Saoraja Sawitto site are interrelated, there is attention and support from families, residents and the government, a strategic location and the enthusiasm of students make history lessons fun. The inhibiting factors for the implementation of traditional houses are the lack of literature sources and time constraints when visiting the traditional house.

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