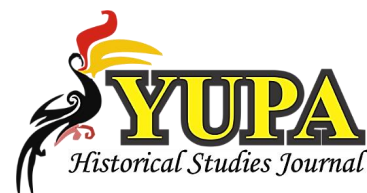


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The Pahlawan Kerja Train Monument Pekanbaru Correlates With Indonesian History Learning Materials In Grade XI In High School

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Abstract This article aims to correlate historical heritage objects in Pekanbaru, namely The Pahlawan Kerja Train Monument related to Indonesian history learning materials in grade XI high school. The method used in this study is a qualitative method of observing, interviewing, and studying documentation. This research used the analysis technique of the Miles and Huberman model, that is: Data Collection; Data Reduction; Data Display; and Conclusions. The results of this study found the fact that Monumen Kereta Api Pahlawan Kerja was built to honor the victims of the romusha atrocities during the Japanese occupation. The construction of the railroad with the Muaro Sijunjung-Pekanbaru route has claimed the lives of 300,000 people. Some relics can still be seen to this day are locomotives and train carriages along with a train track that still maintains its authenticity. This historical object deserves to be a source of learning because it meets the eight ideal criteria to be achieved in history learning.

Keywords: Monument, Learning, History, Romusha

Abstrak Artikel ini bertujuan untuk mengkorelasikan benda peninggalan sejarah yang ada di Pekanbaru yaitu Monumen Kereta Api Pahlawan Kerja terkait dengan materi pembelajaran sejarah Indonesia di kelas XI SMA. Metode yang digunakan dalam penelitian ini adalah metode kualitatif dengan observasi, wawancara, dan studi dokumentasi. Penelitian ini menggunakan teknik analisis model Miles dan Huberman yaitu: Pengumpulan Data; Pengurangan Data; Tampilan Data; dan Kesimpulan. Hasil penelitian ini menemukan fakta bahwa Monumen Kereta Api Pahlawan Kerja dibangun untuk menghormati para korban kekejaman romusha pada masa pendudukan Jepang. Pembangunan rel kereta api dengan jalur Muaro Sijunjung-Pekanbaru telah merenggut nyawa 300.000 jiwa. Beberapa peninggalan yang masih bisa dilihat hingga saat ini adalah lokomotif dan gerbong kereta beserta rel kereta yang masih terjaga keasliannya. Benda sejarah ini layak dijadikan sumber belajar karena memenuhi delapan kriteria ideal yang ingin dicapai dalam pembelajaran sejarah.

Kata kunci : Tugu, Pembelajaran, Sejarah, Romusha



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INTRODUCTION

History is the link between the present and the past. The relationship between space and time will never be separated from the journey of mankind as a creature that continues to move forward. History also brings humanity to always learn from what has passed to improve in the future. This is in line with the words of the Dutch historian, Willem Bilderdijk, who said "in het heden ligt het verleden, in het nu watkomen zal". In the present there is a past, in the present, there is a future (Swantoro, 2016). Giambattista Vico, an Italian historian put forward the theory of "Spiral Recycling" which is one of his theories that states that humans move in a motion of progress which is characterized by three phases, namely theological, heroic, and humanistic. (Supardan, 2009). These three phases mark the characteristics of humans who are moving towards progress starting from the theological phase, namely the phase where humans search for their identity and something called the search for the truth about life. The next phase is the heroic phase, which is the phase when humans begin to fight for their lives with or without regard to their rights and obligations as homo socius. In this phase, humans tend to become homo economicus and produce a trait called homo homini lupus. In this phase, humans move to determine the next step in their life. At the end, when all the ideals are achieved, there will be a humanistic phase where humans have gained peace and become more friendly human beings than before.

However, as revealed by Giambattista Vico, the plot will repeat itself in the future. What will happen in the future will not be the same as what has happened in the past, but will be close to what has been in the past. This can be evidenced by the presence of colonialism which began in the 16th century until it reached its peak in the 19th century and ended in the mid-20th century. Colonialism itself has shown its signs through various past events, such as the heyday of the Macedonian Empire with Alexander the Great, the Empire of Ancient Rome under Emperor Trajan, and the Byzantine Empire under Constantine the Great (Djaja, 2012). Indonesia as a sovereign country at this time is inseparable from colonialism in the past. 6 countries in the world have made Indonesia a colony, namely Portugal, Spain, the Netherlands (during the VOC and the Kingdom of the Netherlands), England, France (when Napoleon conquered the Netherlands), and Japan (during World War 2) (Ricklefs, 2022). These colonialism activities left traces in the form of relics that are now used as monuments, and museums, or have been converted into different places, thus eliminating traces of their history (Surbakti, 2008).

Pekanbaru as a trading port that has been established since the 18th century comes from a Pekan (which also means the market) that is passed by the Siak River named Senapelan. Traders from Minangkabau at that time made Senapelan a place for the distribution of produce from the Minangkabau interior to international shipping lanes in Malacca. (Ghalib, 1980).

Pekanbaru became the seat of government of the Siak Kingdom when the 4th Sultan of Siak, Sultan Alamudin Syah moved the center of the kingdom from Mempura to Senapelan in 1784. Pekanbaru's existence as a trading port continued to last until the next period. In the end, Japan in the Greater Asia campaign participated in launching its invasion of the Dutch East Indies and succeeded in controlling it in 1942 just at the time when the Dutch surrendered unconditionally in the Kalijati Agreement on March 9, 1942 (Yusuf et al., 2004). Since then, Pekanbaru has functioned as a city to distribute natural products such as coal from West Sumatra and petroleum from various regions in Riau to other parts of Japan through the Malacca Strait.

The arrival of the Japanese also brought changes starting from the system of governance and economy in Pekanbaru at that time. One of the changes that have caught the attention of historians is the construction of a railroad connecting Muaro Sijunjung to Pekanbaru (Yusuf et al., 2004). However, after the Japanese occupation or during Indonesia's independence, there was no longer any railway activity in Pekanbaru because the railway line built by Japan was never actually realized due to a lack of resources and Japan's defeat in the Pacific which caused huge losses on the Japanese side (Yusuf et al., 2004).

The story of the struggle of the Indonesian people during the Japanese occupation has been recorded by various historians from local to national levels. The storyline of the struggle was written and categorized into the history of Indonesian colonialism and became learning material for students at school. Gledler (1994) Gledler argues that learning is a process of people acquiring various skills, abilities, and attitudes. For society, learning plays an important role in transmitting culture in the form of a body of knowledge to new generations. This allows for discoveries and discoveries that build on previous developments.

History lessons include: (1) the values of heroism, exemplary, pioneering spirit, patriotism, nationalism, and fortitude that underlie the process of character building and personality of students; (2) Contains the treasures of national civilization, including Indonesian civilization. (3) Sensitivity to unity, brotherhood, and solidarity to become a unifier of the nation facing the threat of destruction. (4) Contains moral teachings and wisdom to help you overcome the multifaceted crises of everyday life. (5) teach and foster a responsible attitude that maintains balance and environmental sustainability (Zahro, Sumardi, & Marjono, 2017).

History learning in schools in its development not only focused on what happened on the island of Java as the center of Indonesia's national struggle but also paid attention to what happened in the regions as part of national history. However, this is still a problem because of the lack of discussion of local history materials or local events in Indonesian history learning (Wijaya & Syukur, 2020). The lack of discussion of local history materials in learning Indonesian history in schools is inseparable from the lack of local historical historiography that tells of events related to national history. Local history in the context of the history learning process is

very necessary to raise awareness of national history and educate students to care for and understand the values of historical events in the surrounding environment (Fikri, 2019).

However, history itself is often considered a subject that is less liked by students. Various reasons were given. Generally, this is due to history teaching materials related to the many numbers of dates, years, event names, place names, and figures that are uninteresting for students. Besides that, learning history is boring and it is associated with a history teacher who is less professional in teaching history. Many teachers deliver material in textbooks, without variation, monotony, and lack of humor, and still use boring lecture methods. History learning becomes rigid and meaningless. This could be due to the not maximal use of learning media such as using maps, photos, temple replicas, and others. In addition, the history teacher gives difficult questions and quizzes (Fikri, 2019). This can be proven by research conducted by Fikri et al. (2021) which shows the low activeness of students in the learning process in the classroom so that no interaction should occur between students and students.

The lack of local historiography that tells the stories and events of the struggle during the Japanese colonial period does not mean that local history cannot be used as contextual learning in explaining events in Indonesian history. The problem of the lack of local historiography and the low interest in learning history in students can be overcome by providing information through historical relics found in areas that are in accordance with history learning materials to provide a real picture and depiction of real events for students in understanding Indonesian history (Orza, 2019).

According to Zuhdi (Zuhdi, 2007), the historical narrative of the historical heritage is carried out through oral history or oral history, where no historiography explains it but some people have been appointed to tell the story of the historical heritage or historical object. This activity is known as a historical tour, which is a program of exploring the past by visiting historical places such as the graves of prominent figures, places of exile, communities, and centers of economic activity as well as museums as well as historical monuments.

One of the relics of the Japanese occupation in Pekanbaru which still survives to this day is a German-made locomotive that is now known as the Pahlawan Kerja Train Monument. At this time, the monument has become a historical object as evidence of the construction of the Muaro Sijunjung-Pekanbaru railway. This object can be used as a means of learning Indonesian history during the Japanese occupation and can be a real picture of events that occurred during the Japanese occupation of Indonesia, especially Pekanbaru.

History learning can be supported by using historical heritage objects that exist in the environment around students (Azmi, 2018). As an effort to increase student response and interest in history learning (Marfuah, *et al*, 2020). Developing a pattern of historical learning that relates to the environmental situation, of course, requires media as an intermediary in

learning. With a learning model like this, it can present a sense of concern and interest to awaken the local identity (regional) of students, to study more deeply about what has existed in the past frame in their area (Far-Far, 2020).

Through this research, the researcher aims to make the Pahlawan Kerja Train Monument as a historical learning tool for Indonesian history material for high school grade XI, especially material that explains the Japanese Occupation Period in Indonesia. The choice of the Pahlawan Kerja Train Monument as a historical object in the Indonesian History grade XI material in Pekanbaru is because this historical object is the only evidence of the Romusha incident that occurred in Pekanbaru, but it is still minimally known to students even though it is near one of the main roads in Pekanbaru, which is Jl. Khaharuddin Nasution. The link between local history and national history will open up students' imaginary views and images about the events that occurred so that students are expected to be able to understand the learning material and achieve the learning goals desired by the curriculum.

METHOD

The method used in this research is a qualitative research method with a historical approach. According to Bogdan and Taylor, qualitative methodology is defined as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behaviors (Isjoni, 2010). According to them, this approach is directed at the background and the individual holistically (whole) and should not isolate individuals or organizations into variables or hypotheses, but should view them as part of a whole. Kirk and Miller also define qualitative research as a certain tradition in social science that is fundamentally dependent on humans in their own area and relates to these people in their language and their terminology (Isjoni, 2010).

Moleong (2017) argues that qualitative research is research that aims to interpret phenomena about everything experienced by research subjects as a whole and described in words. Research data is obtained through various methods, such as observation, interviews, and also documentation studies so that it will produce detailed research results. Observations were made at the Pahlawan Kerja Train Monument in Pekanbaru. Then to get further and in-depth information about the historical object to be studied, the researchers interviewed a historical object guide who was officially appointed by the Dinas Kebudayaan dan Pariwisata Kota Pekanbaru named Febri. Furthermore, the researchers conducted a documentation study related to this monument, both research that interviewed key informants who had been conducted by other researchers and literature sources that discussed this monument as well as discussions of historical objects related to history learning materials in high school.

This research takes place at the Pahlawan Kerja Train Monument which is located on Jl. Kaharuddin Nasution, Kelurahan Simpang Tiga, Kecamatan Bukit Raya, Kota Pekanbaru. The research location is also in the Soeman HS Regional Library. and the Tenas Effendi Regional Library to find sources of literature that support this research. The time of research was carried out over two days, namely on 17 and 19 September 2022.

The data analysis technique used is the analysis technique of the Miles and Huberman model. First, Data Collection. Researchers collected various data obtained from field observations, interviews, and documentation related to the Pahlawan Kerja Train Monument and correlate the historical heritage objects to historical materials in high school. Second, Data Reduction. Researchers sort the various information obtained so that the information that will be presented later is related to the research topic. Third, Data Display. The display of the data is done in a chronological-narrative way because it discusses the history and its relation to historical material in high school. Lastly, Conclusion. The researcher was finally able to draw conclusions and achieve the desired research objectives, namely linking the Pahlawan Kerja Train Monument with Indonesian History material in grade XI SMA.

RESULT AND DISCUSSION

Based on observations, the Pahlawan Kerja Train Monument is a complex consisting of two monuments and was first inaugurated on August 17, 1958, by the Governor of Riau at that time, Sutan Mohammad Amin or better known as SM. Amin, in memory of those who died as a result of forced labor (romusha) in the construction of the Muaro Sijunjung-Pekanbaru railway during the Japanese occupation, circa 1943-1945. This monument consists of a memorial that was built on the bones of the victims of romusha who can no longer be identified.

Initially, the construction of the memorial was only in the form of a circular building with a flagpole in the middle. On the body of the building, the date of inauguration (17 August 1958) and the words "Sabaja Yuda Gatra Buwana" are written, which when translated means "only part of the victim's body remains from the war" because during dredging the land around the Simpang Tiga area was used for stockpiling Simpang Tiga Airport found bones and many skulls that could not be identified anymore. The pile of bones and human skulls was finally buried together and a building was made on it that read "Pahlawan Kerdja".

On November 10, 1978, governor H.R. Soebrantas Siswanto did the restoration by replacing the flagpole with a stone monument taken from the Kampar River stone. The monument is inscribed with words that reveal that under the stone are buried the victims of romusha who are not recognized by anyone but are still remembered for their services. The original building was maintained and still maintained its authenticity as a marker that the building had undergone two constructions.

Furthermore, there are several graves of people who were still alive until Indonesia's independence and were survivors of romusha workers. As a tribute to these people, the government at that time buried them in the Pahlawan Kerja Train Monument complex.

The biggest monument in this complex is a locomotive and a carriage along with the train tracks. Information from Febri, a tour guide for the Pahlawan Kerja Train Monument who was sent directly to the Dinas Kebudayaan dan Pariwisata Kota Pekanbaru, said the locomotive was a German-made locomotive owned by the Dutch before the arrival of the Japanese. Initially, this locomotive will be used to tow carriages transporting coal from Muaro Sijunjung and other agricultural products to Pekanbaru which ends up on the banks of the Siak River. Furthermore, from Pekanbaru, the produce is brought to Dumai across the Siak River using small to medium-sized ships. Dumai port which is an ocean port can be entered by large and small ships crossing the Malacca Strait as an international trade route.

At the main entrance of the monument, we can clearly see an iron sign with a description of the construction of the Muaro Sijunjung-Pekanbaru railway line. This is in accordance with what was revealed by Abdullah (2002): *"Forced labor (Romusha) for the construction of the Muarasijunjung-Pekanbaru railroad in 1943-1945 with a length of 220 KM has claimed at least 285,000 lives. The number of victims is equivalent to the number of sleepers built, if not more. It is estimated that every 1 KM killed as many as 1270 people. The Muarasijunjung-Pekanbaru railway line is now gone. There is only a pile of rock enshrined as a monument to the Romusha victims in Simpang Tiga village, Pekanbaru. Likewise, this tragedy remains a monument of proof of the Japanese army's war crimes because apart from the many fatalities it took, it is also recorded in the history of the construction of the shortest-lived railroad."*

The forced labor (Romusha) of the construction of the Muarasijunjung-Pekanbaru railway in 1943-1945 along the 220 KM has claimed the lives of at least 285,000 people. The number of victims is equivalent to the number of railway sleepers built, even more. It is estimated that every 1 KM kills as many as 1270 people. The Muarasijunjung-Pekanbaru railway now has no trace. There is only a pile of stone enshrined as a monument to the victims of Romusha in Simpang Tiga village, Pekanbaru. Nevertheless, the tragedy remains a monument to prove the war crimes of the Japanese army because, in addition to the many fatalities it has taken, it is also recorded in the history of the construction of the train with the shortest lifespan.

The train monument is placed higher than the stone memorial for the victims of Romusha, with a building size of ±15 meters x 3 meters x 1.8 meters. On the walls of the building, there are carvings that describe the conditions that occurred at the time of the romusha. The ±15 meter long wall depicts workers who cut down kulim trees to be used as railroad tracks to the Japanese watching and torturing the workers. The romusha worker has been described as skinny to the point that it looks like a bone covered in only skin.

Riyanty, et.al (2016) explained that at the end of 1942, young Indonesians were mobilized to volunteer under various inducements. If it doesn't work in a subtle way as promised to receive one month's military training and become security volunteers in their villages and be given salaries and uniforms, the Japanese soldiers will use coercion and even kidnap the young men and take them to forced labor locations construction of railroads for volunteers.



Figure 1: The current state of the Hero Railway Monument.
Source: Personal documentation (19/9/2022).

Furthermore, Abdullah (2002) explained that the cause of a large number of fatalities in the construction of the Muara Sijunjung-Pekanbaru railroad was due to several factors, namely: 1) The condition of the area where the train was built tends to be humid and in the middle of the forest and many dengue fever mosquitoes. which causes workers to fall ill and die; 2) Poor conditions of workers with 12 hours of non-stop rest time (even plus 2 hours at night) with minimal food supply causing workers to die of hunger and exhaustion. This is exacerbated by the physical violence they receive during their work; 3) The workers who try to escape, can't really escape because of the location in the wild and most of them don't know where to go so they get lost and die of hunger or being eaten by wild animals.

Most of the Romusha workers are workers brought from outside Riau, the majority are workers from Java. This is because the population in Riau in 1942-1945 averaged ± 10 people/km². This is certainly difficult for Japan if it only employs the Riau population. If a resident from Lubuk Ambacang is employed to Pekanbaru, it will require all male residents between the ages of 16-45 years and that is still not sufficient. Therefore, Japan overcame it by

bringing Javanese people to work in the construction of the Muaro Sijunjung-Pekanbaru railway (Yusuf et al., 2004).

After that, many romusha victims were lying on the ground and by the Japanese, were buried together in inappropriate conditions and far from "humanizing humans". The exact number of romusha is unknown because the Japanese had burned documents during the Japanese occupation of the Dutch East Indies during their defeat to the Allies on 15 August 1945. According to Abdullah (2002), it is estimated that all romusha are approximately 400,000 people consisting of 300,000 from Java, 95,000 from Sumatra, and another 5,000 from various regions in Indonesia. Oliver (2017) and Spero et al. (2014) also explained that there were British and Dutch prisoners of war who worked as romusha workers on the construction of railroads in Pekanbaru during the Japanese occupation.

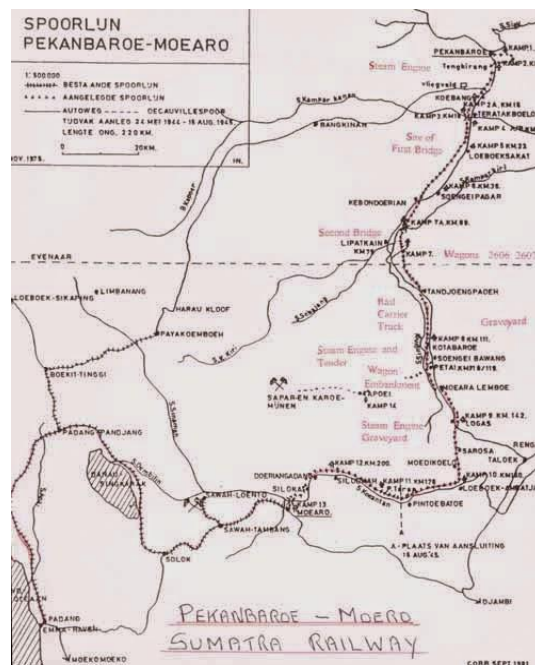


Figure 2: Map of the Trans Sumatra Train route from Muaro Sijunjung to Pekanbaru. Source: "The Sumatra Railroad" by Henk Hovinga.

This is what was caused when dredging the ground to fill the Simpang Tiga airport, many bones and skulls were found that were buried and could no longer be recognized. The bones were finally collected and buried in a stone monument made by the Governor of Riau SM. Amin in 1958 and was restored by the Governor of Riau HR. Soebrantas in 1978 (interview with Febri, September 19, 2022). Furthermore, on the wall parallel to the front of the locomotive, there is an engraved map that explains the route of the rail construction in sufficient detail. The rail starts from Muaro Sijunjung, which is a coal mining location that will be used by the Japanese for the Greater East Asia War. The route continued to an area traversed by steep hills

until finally ending in Pekanbaru, precisely on the outskirts of the Siak River, where the ships carrying Japanese war logistics were anchored.

Finally, the object that is the center of attention in this monument is a locomotive that can be saved and restored as evidence of the history of the construction of the Muaro Sijunjung-Pekanbaru railroad in 1943-1945. Febri explained, the locomotive was initially found on the banks of the Siak River in an abandoned condition. There is also a railroad track that has been built around it, but the rail iron has been stripped down and only a small part can be saved and made part of this railway monument. "When it was first discovered, this locomotive was abandoned. The rail has been dismantled, perhaps by the local community to turn it into scrap metal. Fortunately, this locomotive was safe and efforts were made to protect this historical object by the government, so we still see this locomotive to this day as evidence of a romusha for the construction of the Muaro Sijunjung-Pekanbaru railway," said Febri in an interview on 19 September 2022.



Figure 3: Stone Monument of the Tomb of Working Heroes and Locomotive C3322. Source: Personal documentation (19/9/2022)

The locomotive with code C3322 is a Dutch locomotive produced by Esslingen, Germany. The code C33 on this steam-powered locomotive is the type of locomotive that is commonly used to pull coal wagons in the lowlands. Several locomotives of the same type were found in Ombilin or now known as Sawahlunto. Operating since 1892, this locomotive, which was originally located in West Sumatra, was moved to Pekanbaru in the plan to build a railroad from Muara Sijunjung-Pekanbaru in 1927 which was never implemented (but was realized by Japan). There are only 3 units of the C3322 locomotive left (including C3322) of the 23 units produced in the 1891-1904 period, namely the C3318 which is on display at the Transportation Museum

at TMII Jakarta, and the C3325 which is on display in Padang, West Sumatra (Prayogo, Sapto, & Radityo, 2017).

The stories contained in one of the historical monuments in Pekanbaru can be used as a means for learning history at the high school level (SMA) in grade XI (eleven) with material on Indonesian history during the Japanese occupation. Correlating national history learning with something that also happened in the area where students live in one of the efforts to increase students' curiosity so that they can achieve the goals of learning history itself.

As written by Kamarga & Yani (2012), there are 8 (eight) things that are ideal learning objectives in history learning, namely: 1) understanding the past in the present context; 2) arousing interest in a meaningful past; 3) helping understand the identity of themselves, their families, communities and nations; 4) helping to understand the roots of culture and their interrelationships with various aspects of real life; 5) provide knowledge and understanding of countries and cultures of other nations in various parts of the world; 6) practice inquiry and problem-solving; 7) introduce the scientific thinking patterns of historical scientists, and; 8) preparing students to take higher education.

The Pahlawan Kerja Train Monument which has been described meets the criteria to meet the ideal learning objectives in history learning. In the monument complex, students can see not only train carriages, but the graves of the victims, and the carvings on the walls of the railway monuments become a real picture that can be felt by students how the struggle for independence in Pekanbaru during the Japanese occupation period. The victims of Romusha are not only from one group, but all Indonesian people feel the pain so it becomes a source of enthusiasm to maintain the independence that has been won with bloodshed and sacrifice.

Through the Pahlawan Kerja Train Monument, learning history at the high school level in Pekanbaru on the material of Indonesian history during the Japanese occupation in grade XI at the high school level can be explained in real terms because it is accompanied by real evidence in the form of a locomotive used to transport crops during the Japanese occupation and a monument stones and graves to commemorate and honor victims of Romsusha's forced labor.

CONCLUSION

Learning Indonesian history that is correlated to local history and the relics that exist in an area makes students better understand and interpret the history lessons given. One example is the correlation of the Monument to the Heroes of the Railways in Pekanbaru City as part of the Indonesian History material during the Japanese occupation in 1942-1945. Especially for high school students in Pekanbaru, this historical monument must be preserved and remembered as part of the past of the people of Pekanbaru.

Historical lessons that span a long time have made this monument a part of the nation's collective memory because in the case of forced labor for the construction of the Muaro Sijunjung-Pekanbaru railway, not only Riau people were victims, but also from various circles of ethnicity, and religion. This monument is also a collective memory of the nation that the struggle for an independent Indonesia is not a struggle that is only limited to the word "MERDEKA!", but that the lives of the Indonesian people have been shed in the pain of becoming a colonized nation and their freedom and life were taken away.

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