

Utilization of Dato Karama's Biography as a History Learning Resource to Improve the Understanding of Local History of Grade X Students at SMA Negeri 4 Sigi

¹⁾ Ilma Wandini Mills, ²⁾ Fajar Nugroho, ³⁾ Windayanti, ⁴⁾ Lukman Nadjamuddin

Universitas Tadulako, Palu, Indonesia

Email: ilmawandinimills65@gmail.com, Ajankboyz3@gmail.com, Windayantihistori@gmail.com
lukman_n@untad.ac.id

*Correspondence Author: ilmawandinimills65@gmail.com

Article Info

Keywords:

Biography;
History learning
source; Local
history; Student
understanding

ABSTRACT

Learning history in school is often associated with negativity, as an uninteresting subject based on abstract text-book national knowledge. This research intended to conduct an investigation on the use of biography books of Dato Karama as a local history learning source, and to examine the rise in the level of understanding of history among students. The type of research conducted was descriptive qualitative research. It used one history teacher and 153 students as research subjects. Data were gathered through structured interview, classroom observation, pre-test and post-test instrument, which were then analyzed using the interactive model. The result showed that incorporating the biography into PBL syntax increased students' interest significantly. In term of numbers, the students' cumulative average percentage of local history understanding increased significantly from 46.6% before the test to 80.6% after the test. In conclusion, using the local biography is very effective in increasing students' contextual understanding of history and moral exemplary value of local figures.

Informasi Artikel

Kata Kunci:

Biografi;
Pemahaman
siswa; Sejarah
lokal; Sumber
belajar sejarah

ABSTRAK

Pembelajaran sejarah di sekolah seringkali dihadapkan pada stigma negatif sebagai mata pelajaran yang membosankan akibat ketergantungan pada hafalan buku teks nasional yang abstrak, sehingga berdampak pada rendahnya pemahaman sejarah lokal di kalangan siswa. Penelitian ini bertujuan untuk mengkaji pemanfaatan buku biografi *Sejarah Dato Karama* sebagai sumber belajar sejarah lokal serta mengukur peningkatan pemahaman sejarah siswa kelas X di SMA Negeri 4 Sigi. Penelitian ini menggunakan desain kualitatif deskriptif yang melibatkan satu orang guru sejarah dan 153 siswa sebagai subjek penelitian. Data dikumpulkan melalui wawancara terstruktur, observasi kelas, serta instrumen tes awal (*pre-test*) dan tes akhir (*post-test*), yang kemudian dianalisis menggunakan model interaktif. Temuan penelitian menunjukkan bahwa integrasi buku biografi ke dalam sintaks *Problem-Based Learning* (PBL) secara signifikan meningkatkan keterlibatan siswa. Secara kuantitatif, nilai rata-rata akumulatif pemahaman sejarah lokal siswa melonjak drastis dari 46,6% pada *pre-test* menjadi 80,6% pada *post-test*. Kesimpulannya, pemanfaatan teks biografi tokoh lokal terbukti sangat efektif dalam meningkatkan pemahaman historis siswa secara kontekstual sekaligus menginternalisasi nilai-nilai keteladanan moral tokoh daerah.

Article History

Received : 21/07/2026

Revised : 23/07/2026

Accepted : 26/07/2026

✉ **Corresponding Author:** (1) Ilma Wandini Mills, (2) Universitas Tadulako, Palu, Indonesia, (3) Palu, Indonesia (4) Email: ilmawandinimills65@gmail.com

1. Introduction

In today's era of rapid development, history education has become an essential component of the educational system. History is not merely understood as a collection of past events, but it also plays a vital role in shaping students' historical awareness, identity, and character. Through history education, students are expected to comprehend the values embedded in historical events and draw relevant lessons for both present and future life. Therefore, history education serves as a strategic medium to foster nationalism, patriotism, and a commitment to preserving the nation's cultural heritage.

History education is closely linked to society as its object of study. The history learning process should be capable of connecting students with their surrounding social environment, enabling them to recognize the cultural and historical values within their communities. Supardi (2014:91) explains that local history education plays a crucial role in building students' understanding of regional cultural identity while instilling multicultural values in community life.

The importance of history education is also emphasized in Law Number 20 of 2003 concerning the National Education System, particularly Article 1, Paragraph 20, which states that national education functions to develop capabilities and form dignified national character and civilization in order to elevate the intellectual life of the nation. Education also aims to develop the potential of students so that they become individuals who believe in and are devoted to Almighty God, possess noble character, and are knowledgeable, competent, creative, independent, democratic, and responsible.

In this context, history education holds a strategic role because it not only provides knowledge about past events, but also instills character

values, nationalism, national identity, and appreciation for cultural heritage integrated into community life.

Teachers play a pivotal role in the history learning process as facilitators in building students' understanding. Teachers are tasked not only with delivering material, but are also required to manage instruction creatively to render it more engaging and meaningful. Utilizing appropriate teaching methods and leveraging various learning resources are key factors in increasing student engagement. Pramayogi et al. (2019:17) explain that innovation in history education can be achieved through the use of creative learning media to foster active student engagement in understanding historical material.

One effort to create more contextual history learning is by utilizing local history as a learning resource. Local history possesses a close connection to students' lives because it relates directly to the social and cultural environment in which they live. Through local history, students can understand historical events that occurred in their own region and cultivate an awareness to appreciate local historical heritage. Syahputra, Sariyatun, and Ardianto (2020:92) explain that local history plays a major role in developing students' historical awareness by offering a learning experience closer to their lived realities.

The utilization of local history as an instructional resource has been widely examined in various studies. Utami (2020:1) explains that local history can be developed through diverse innovative learning resources to make it more appealing to students. Furthermore, Mareta and Jamil (2022:2-3) state that local history education is capable of fostering students' critical thinking skills regarding their surrounding historical environment. This demonstrates that local history holds immense potential for development in school-based history education.

One prominent figure in the local history of Central Sulawesi is Dato Karama. According to Nurdin and Maddini (2018:1-3), Dato Karama was a Minangkabau Islamic scholar who played a key role in spreading Islam throughout the Palu Valley region. His presence brought transformations to the community's belief system, traditions, and religious practices. Dato Karama's biography contains important historical values such as missionary spirit, leadership, resilience, and cultural interaction processes that are highly relevant to serve as a local history learning resource for students.

Based on initial observations conducted from February 23 to 27, 2026, at SMA Negeri 4 Sigi, history learning resources were still heavily dominated by textbooks as the primary source of instruction. Based on an interview with Ms.

Wahyuningsi, a history teacher at SMA Negeri 4 Sigi, teachers tend to use textbooks merely as an information source, resulting in a one-way learning process that lacks active student involvement. Additionally, local history material has not been optimally utilized in the instruction process, leading to low student understanding of local history. Students are more familiar with national historical figures than local historical figures who made significant contributions to the development of their region.

One alternative solution to address this issue is utilizing biographies of local figures as history learning resources. In this study, the resource used is the book *Sejarah Dato Karama (Abdullah Raqie) Ulama Pembawa Islam dari Minangkabau ke Sulawesi Tengah* written by Nurdin and Harsul Maddini (2018). This book details the life journey, struggles, and contributions of Dato Karama in spreading Islam in Central Sulawesi, making it highly relevant as a local history instructional

resource.

By utilizing the biography of Dato Karama as a learning resource, students are expected to improve their understanding of local history. History education that incorporates local-based learning resources can create a more engaging, meaningful, and easily understandable learning process for Tenth-Grade students at SMA Negeri 4 Sigi. Beyond increasing historical knowledge, using Dato Karama's biography is also expected to foster historical awareness, regional pride, and concern for their own local history and culture.

Therefore, the researcher is interested in conducting a study entitled *"Utilizing the Biography of Dato Karama as a History Learning Resource to Enhance Tenth-Grade Students' Understanding of Local History at SMA Negeri 4 Sigi."*

History learning is an educational process aimed at providing a systematic and meaningful understanding of past events to students. In this process, students are expected not only to memorize historical facts, but also to grasp the meaning and cause-and-effect relationships of each event. According to I Gede Widja (2018:126-131)

in the journal *"Pembelajaran Sejarah Cerdas,"* history education functions not merely to convey information about past events, but also serves as a medium to develop students' critical thinking skills and historical awareness. This indicates that history education plays a broader role in shaping students' perspectives to understand social realities based on past experiences.

Yeni Asmara (2019:109-111) asserts that history education must be contextual, connecting historical content with students' real lives to

make learning more meaningful. Through this approach, students can comprehend the material more easily because it relates directly to their daily environment and experiences.

History education also aims to build students' historical awareness. Syahputra, Sariyatun, and Ardianto (2021:91-93) explain that history learning plays a vital role in fostering historical consciousness through an understanding of past events, particularly through the utilization of local history close to students' lives. This historical awareness is crucial so that students are able to appreciate historical values and apply them in daily life.

This research is supported by three theoretical frameworks: the theory of learning resource utilization by Alvie Retnowati Suparjo and M. Nur Rokhman (2016), the theory of historical understanding by Istanti (2016), and the theory of local history by Putra and Basri (2023).

The theory of learning resource utilization explains that using appropriate resources supports the learning process, enhances instructional effectiveness, and increases student activity in grasping the material. The theory of historical understanding explains that students are expected to accurately comprehend, explain, and analyze historical events.

Meanwhile, local history theory emphasizes the importance of utilizing history from students' immediate surroundings as contextual learning resources that provide meaningful experiences relevant to students' lives.

Based on these theoretical foundations, this study utilizes the biography of Dato Karama as a history learning resource for Tenth-Grade students at SMA Negeri 4 Sigi. The utilization of this biography is expected to support the local history

learning process through contextual resources aligned with the students' environment.

Through this learning process, students are expected to understand the figure of Dato Karama, explain his role in spreading Islam in Central Sulawesi, analyze historical events related to his struggles, and connect local historical values with contemporary life. This study investigates the utilization of Dato Karama's biography as a history learning resource at SMA Negeri 4 Sigi to examine the implementation process and the resulting student understanding of local history.

2. Research Methods

This study employs a qualitative method with a descriptive approach. Qualitative research is utilized to gain an in-depth understanding of the phenomena related to using the biography of Dato Karama as a history learning resource. The descriptive approach aims to systematically describe the process of utilizing this learning resource and its impact on students' understanding of local history.

According to Lexy J. Moleong (2017), qualitative research seeks to holistically understand the phenomena experienced by research subjects through descriptions expressed in words and language.

This study does not focus on numerical data or statistical measurements, but rather on the meanings, processes, and experiences of teachers and students during history learning. This aligns with Sugiyono (2019), who states that qualitative research is used to examine the natural conditions of objects, with the researcher serving as the primary instrument.

This research was conducted at SMA Negeri 4 Sigi. The research location was selected based on the school's relevance to the research focus, namely the utilization of local history learning resources. Furthermore, this location was chosen due to ongoing issues regarding the suboptimal use of textbooks as learning resources in history instruction. The selection of location in qualitative research is purposive, based on specific considerations consistent with the research objectives (Sugiyono, 2019). The research was scheduled to be conducted

from June to July 2026.

The research subjects are individuals directly involved in the focus of the study who serve as informants to obtain the necessary data. Sugiyono (2020) states that research subjects are selected because they are considered capable of providing relevant and in-depth information aligned with the research objectives.

The subjects in this study were Grade X students and history teachers at SMA Negeri 4 Sigi. The student body, comprising five classes with a total of 153 students, was selected because they directly experienced the learning process and served as indicators for assessing local history comprehension through the biography of Dato Karama. Meanwhile, the history teacher, Mrs. Wahyu Ningsi, S.Pd., was chosen because of her direct role in the instructional process and her utilization of historical learning resources.

The implementation of this research was carried out in three stages: preparation, execution, and final stages. The detailed activities carried out in this study are as follows: Preparation Stage: Both the teacher and the researcher conducted several activities to support the implementation of the study.

The teacher was responsible for developing learning tools, including lesson modules, learning materials, and PowerPoint media sourced from the history book Dato Karama (Abdullah Raqie), the Islamic Propagation Bearer from Minangkabau to Central Sulawesi. Meanwhile, the researcher developed research instruments specifically pre-test and post-test questions determined the target class, prepared research logistics, and coordinated with the history teacher regarding the execution of the study.

Execution Stage: This stage was carried out during active classroom learning. The steps included: The researcher opened the research activity and explained the learning objectives to the students. The researcher administered a pre-test to measure students' baseline knowledge of local history. The teacher conducted the lesson using the learning module and PowerPoint slides regarding Dato Karama's biography. The teacher explained the material and guided students through group discussion activities. Students presented their group discussion results in front of the class. The teacher provided reinforcement and

summarized the learning material. Following the lesson, the researcher administered a post-test to determine the increase in students' understanding of local history.

Final Stage: In this closing phase, the researcher performed the following activities: Collecting the students' pre-test and post-test results. Processing and analyzing the collected research data. Drawing conclusions based on the findings. Drafting the final research report.

The data collection process utilized two types of data sources: primary data and secondary data. According to Sugiyono (2020), primary data consists of primary sources obtained directly from the field through data collection techniques. In this study, primary data were obtained through interviews with the teacher and students directly involved in history learning, specifically regarding the use of Dato Karama's biography as a learning resource. In addition to interviews, primary data were gathered through direct observation of classroom history lessons to observe how Dato Karama's biography was utilized and how students understood the presented local history content.

Conversely, secondary data serve as supporting sources to complement and strengthen primary data. Sugiyono (2020) explains that secondary data are obtained indirectly through relevant documents or written sources. The secondary data in this study were collected through a literature review of books, academic journals, previous research findings, and instructional documents such as teaching modules, lesson plans, and instructional materials related to history and local history education.

Based on these two sources, the data collection process involved obtaining primary data directly through observation, interviews with the history teacher and Grade X students of SMA Negeri 4 Sigi, and documentation during the research activities. Secondary data were gathered through literature studies by collecting relevant references, such as the book History of Dato Karama (Abdullah Raqie), the Islamic Scholar Who Brought Islam from Minangkabau to Central Sulawesi, academic journals, prior studies, and supporting educational documents. By integrating primary and secondary data, the researcher obtained comprehensive, accurate, and relevant information focusing on the utilization of

Dato Karama's biography to enhance Grade X students' understanding of local history at SMA Negeri 4 Sigi.

Generally, data fall into two categories: quantitative and qualitative. However, this study focuses on qualitative data information expressed through words, narratives, and descriptions obtained via observations and interviews. Qualitative data were used to describe in detail how Dato Karama's biography was utilized as a learning resource, as well as the process and changes in local history comprehension among students.

According to Sugiyono (2020), data collection techniques represent the most strategic step in research, as the main objective of research is to obtain data. Without appropriate techniques, researchers will not acquire data that meet established standards. Therefore, the researcher employed complementary data collection techniques consisting of secondary and primary data collection. Secondary and Primary Data Collection: Secondary data collection was conducted through a literature review exploring various written sources relevant to the study. Secondary data were sourced from books, scholarly journals, theses, and other materials pertaining to history education, local history, and biographical learning resources. Secondary data served as supporting information to complement and reinforce primary data. Sugiyono (2020) notes that secondary data are acquired indirectly through documents or written records relevant to the study. In this research, secondary data were gathered via literature studies encompassing books, academic journals, previous research, and instructional documents such as teaching modules and history learning materials.

A primary secondary source utilized in this study was the biography book *History of Dato Karama (Abdullah Raqie): The Islamic Scholar Who Brought Islam from Minangkabau to Central Sulawesi*, written by Nurdin and Harsul Maddini and published by IAIN Palu Press in 2018. This book contains a study of Dato Karama's origins, journey, and role in spreading Islam in Central Sulawesi. Additionally, it highlights the social and cultural impacts of his presence in the community, making it relevant as a learning resource to help students understand local history in a more contextual and profound manner. Meanwhile, primary data collection was conducted

directly in the field through observation, interviews, and documentation related to the study.

Observation: Observation involves directly observing the research object to acquire accurate information regarding the conditions under study. Through observation, the researcher directly monitored the history learning process in Grade X at SMA Negeri 4 Sigi, focusing specifically on the use of Dato Karama's biography as a learning resource.

Interviews: An interview is a data collection technique involving a question-and-answer process between the researcher and informants. In this study, interviews were conducted with the teacher and students to obtain information regarding the use of the biography in learning and the students' comprehension of local history. Both structured and unstructured interviews were utilized. Structured interviews were conducted using a pre-formulated interview guide (available in Appendix 3), whereas unstructured interviews were conducted flexibly to obtain deeper insights.

Documentation: Documentation is a technique for gathering data in the form of written records or archives relevant to the research. Sugiyono (2020) states that documentation may take the form of writings, images, or creative works that support research data. In this study, documentation was used to collect lesson plans, biography books, and photographs of learning activities to corroborate the observation and interview findings.

Data analysis is a critical phase in research designed to answer the research questions. This study employed qualitative data analysis techniques to provide a comprehensive depiction of the gathered data. According to Sugiyono (2022), qualitative data analysis consists of three stages: data reduction, data display, and conclusion drawing/verification.

Data Reduction: Data reduction is the process of selecting, simplifying, and focusing the raw data obtained from the field. At this stage, the researcher filtered data relevant to the research focus namely, the use of Dato Karama's biography as a learning resource to enhance students' understanding of local history.

Data Display: Data display involves organizing the reduced data systematically into descriptive

narratives to facilitate understanding. The displayed data offer a clear overview of the research findings. Conclusion Drawing: The final stage is drawing conclusions. Once the data were detailed and displayed, the researcher derived conclusions based on the empirical findings. These conclusions reflect the findings concerning the application of the biography as a learning resource and its impact on students' local history comprehension.

3. Results and Discussion

The research was conducted at SMA Negeri 4 Sigi by utilizing the biography of Dato Karama as a local history learning resource for Tenth-Grade students. The implementation of instruction was supported by adequate school infrastructure, including classrooms, a library, laboratories, and a multimedia room, allowing the learning process to run effectively.

The history teacher utilized the book *Sejarah Dato Karama (Abdullah Raqie) Ulama Pembawa Islam dari Minangkabau ke Sulawesi Tengah* as the primary resource in delivering local history materials.

The utilization of Dato Karama's biography was executed through systematic instructional stages. The teacher first presented the learning objectives, followed by an explanation of the materials covering Dato Karama's life trajectory, the process of Islamic dissemination, missionary strategies, and noble core values.

Material delivery was supported by presentation media, enabling students to comprehend the biography content more easily. Subsequently, students were divided into several groups to discuss the material, identify key historical events, and present their findings in front of the class. The teacher then provided reinforcement on the learned material.

Observational results indicated that using a local figure's biography created a more active learning

environment compared to instruction relying solely on standard textbooks. Students demonstrated greater enthusiasm throughout the lesson as the subject matter directly related to their regional history. Group discussions encouraged students to express opinions, ask questions, and provide feedback on the presented material.

Interview results with the teacher revealed that utilizing Dato Karama's biography provided a variation in learning resources, ensuring history instruction was no longer exclusively textbook-centered. The teacher noted that local history content was easier for students to comprehend when conveyed through the life narrative of a prominent figure who made tangible contributions to the development of Central Sulawesi society.

Meanwhile, interviews with students indicated that they acquired new insights regarding regional history, particularly concerning Dato Karama's role in the dissemination of Islam throughout the Palu Valley. Most students reported that the material was easier to understand because it was presented as a coherent narrative closely tied to the social life of Central Sulawesi.

The utilization of Dato Karama's biography also positively impacted the enhancement of students' local history understanding. Following the instruction, students were able to explain the background of Dato Karama's arrival, the Islamic dissemination process, the missionary strategies employed, and his influence on the socio-cultural life of the community. Beyond grasping factual aspects, students were also capable of identifying core values embedded in Dato Karama's struggle, such as religiosity, tolerance, leadership, hard work, and adaptability to local culture.

Research findings indicate that biography-based

learning resources successfully connect historical content with students' learning experiences in a more contextual manner. The proximity of the material to the students' social environment made the learning process more meaningful and fostered the growth of local historical awareness.

This condition demonstrates that local history holds significant potential for development as an instructional resource in school history education. The results of this study align with history learning theories that emphasize the importance of using contextual learning resources.

Biographies of local figures function not only as historical information sources, but also as instructional media capable of developing historical thinking skills, improving student comprehension, and instilling character values. Thus, utilizing Dato Karama's biography as a learning resource contributes positively toward enhancing the quality of local history education at SMA Negeri 4 Sigi.

Analysis of the research results indicates that the success of using Dato Karama's biography as a learning resource was influenced not only by the content delivered, but also by the instructional strategies implemented by the teacher. The employment of discussion, presentation, and question-and-answer methods provided students with opportunities to develop critical thinking skills in understanding historical events.

Through these activities, students did not merely receive information passively, but also actively interpreted historical events based on the studied resources.

Dato Karama's biography provided a more contextual learning experience by highlighting a figure with deep historical ties to Central Sulawesi. The proximity of the material to the students' social environment enabled them to easily bridge

historical concepts with known realities. This condition boosted learning motivation while strengthening students' understanding of local history, which had previously received limited attention in the instructional process.

The research findings also demonstrate that biography-based learning is capable of cultivating students' historical awareness. This consciousness was evident in the students' ability to recount Dato Karama's life journey, understand the peaceful dissemination process of Islam, and explain his impact on the socio-cultural development of Central Sulawesi society. Furthermore, students were able to relate Dato Karama's struggles to contemporary life, such as the importance of tolerance, hard work, responsibility, leadership, and respect for cultural diversity.

From an instructional perspective, using biographies as a learning resource provided a variety of information sources, freeing instruction from sole reliance on standard textbooks. Teachers gained the opportunity to present more engaging historical content through the life stories of local figures connected to students' experiences. This diversification of learning resources rendered the instructional process more interactive, increased student participation, and cultivated an active, communicative learning atmosphere.

The results of this study demonstrate that utilizing local history through local biographies serves as an effective alternative learning resource in history education. The biography of Dato Karama not only delivers information regarding a figure's life story, but also provides an overview of the development of Islam, socio-cultural transformations within society, and exemplary values for students. Consequently, history learning extends beyond mere content mastery to actively shape students' character and

historical awareness.

Overall, the findings affirm that utilizing the biography of Dato Karama as a history learning resource provides a positive contribution to improving Tenth-Grade students' understanding of local history at SMA Negeri 4 Sigi. Instruction becomes more contextual, interactive, and meaningful, ensuring students not only comprehend historical facts, but are also able to internalize the values embedded in the struggles of local historical figures.

4. conclusion

Based on the research findings regarding the utilization of Dato Karama's biography as a history learning resource for Tenth-Grade students at SMA Negeri 4 Sigi, several conclusions can be drawn:

First, the utilization of Dato Karama's biography as a history learning resource for Tenth-Grade students at SMA Negeri 4 Sigi provides a positive contribution to the history learning process. The biography of Dato Karama is utilized as a learning resource to introduce the local history of Central Sulawesi through his life story, struggles, and historical role in the dissemination of Islam.

The use of biography as an instructional resource renders historical content more contextual and closely tied to students' lived experiences, making the learning process more engaging and easily understandable. Interview results indicate that the majority of students responded positively to the use of Dato Karama's biography, as it helped them comprehend historical material more effectively compared to instruction that focused solely on standard textbooks.

Second, the process of developing Tenth-Grade students' understanding of local history through the utilization of Dato Karama's biography demonstrated a marked improvement in their

comprehension of Central Sulawesi local history. Prior to the instruction, pre-test results revealed that most students were unfamiliar with the figure of Dato Karama, his role in Central Sulawesi history, the regions of Islamic dissemination, or his contributions to society during that era.

Following the implementation of the lesson, post-test and interview results showed that students were able to explain Dato Karama's identity as an Islamic preacher in Central Sulawesi, comprehend his role and struggles, and explain the impact of his missionary work on community life. Furthermore, students were also able to identify exemplary values embedded in Dato Karama's life, such as patience, perseverance, and a strong spirit of struggle.

Thus, utilizing the biography of Dato Karama not only enhances students' knowledge of local history, but also fosters historical awareness and deepens their understanding of the values inherent in historical events.

References

- Aditya, Z. dan. (2023). Teknik Pengumpulan Data Penelitian. In Jurnal Keperawatan (Issue July).
- Ardiansyah, A., Kurniawati, K., & Ibrahim, N. (2022). Penggunaan sumber sejarah dalam implementasi pembelajaran sejarah. *Jurnal Paedagogy*, 9(4), 551–559.
- Asmara, Y. (2019). Pembelajaran sejarah menjadi bermakna dengan pendekatan kontekstual. *KAGANGA: Jurnal Pendidikan Sejarah dan Riset Sosial Humaniora*, 2(1), 1–10.
- Azis, M. N. I., & Djakaria, S. (2021). Tarekat Syattariyah dan Alawiyah: Pemikiran dan dinamika jaringan Islam di Sulawesi Tengah abad XVII–XX M. *SULUK: Jurnal Bahasa, Sastra, dan Budaya*, 3(2), 105–121.
- Bimantoro, F. P., dkk. (2024). Utilization of Opu Daeng Manambon's biography as a source of local history at SMA Negeri 1 Mempawah Hilir. *Jurnal Pendidikan Sejarah*, 5(1), 45–56.

- Haliadi-Sadi, & Syamsuri. (2016). Sejarah Islam di Lembah Palu. Palu: Q Media. ISBN 978-602-6213-05-1.
- Ihsan, M. (2021). Peranan Syekh Abdullah Raqie dalam Menyebarkan Islam di Lembah Palu pada Abad XVII (Skripsi Sarjana, Universitas Islam Negeri Alauddin Makassar). Repositori UIN Alauddin Makassar.
- I Widja, I Gde. (2018). Pembelajaran Sejarah yang Mencerdaskan: Suatu Alternatif Menghadapi Tantangan dan Tuntutan Jaman yang Berubah. *Jurnal Pendidikan Sejarah Indonesia*, 1(2), 117–134.
<https://doi.org/10.17977/um033v1i22018p117>
- Istanti, F. R. (2016). Hubungan antara pemahaman sejarah dan lingkungan sosial terhadap kesadaran sejarah siswa kelas XI IPS SMA Negeri 1 Tawangsari Sukoharjo Tahun Ajaran 2015/2016. *Candi: Jurnal Pendidikan dan Penelitian Sejarah*.
- Moleong, L. J. (2017). Metodologi penelitian kualitatif. Bandung: PT Remaja Rosdakarya.
- Nurdiansyah. (2021). Pemanfaatan sejarah lokal Kerajaan Siak sebagai sumber belajar sejarah. Skripsi, Program Studi Pendidikan Sejarah, Universitas Riau.
- Nuridin, N., & Maddini, H. (2018). Sejarah dakwah Dato Karama: Menelusuri ulama Sumatera Barat penyebar Islam di Lembah Palu. *Al-Mishbah: Jurnal Ilmu Dakwah dan Komunikasi*, 14(2), 205–239.
- Paramita. (2022). Situs Jera' Lomp'e sebagai sumber belajar sejarah lokal. *Jurnal Pattingalloang*, 6(3), 116–125.
- Pramayogi, I., Nirmala P., R. P., & Hartanto, W. (2019). Inovasi Pembelajaran Sejarah. *SINDANG: Jurnal Pendidikan Sejarah dan Kajian Sejarah*, 1(2), 17–22.
<https://doi.org/10.31540/sdg.v1i2.257>
- Purnaman, P. N. (2015). Mengembangkan keterampilan berpikir kesejarahan siswa dalam pembelajaran sejarah melalui penggunaan biografi tokoh R.A. Lasminingrat sebagai sumber pembelajaran sejarah. *Jurnal Pendidikan Ilmu Sosial*, 24(2), 14–27.
- Putra, F. D., & Basri, W. (2023). Museum Adityawarman sebagai sumber belajar sejarah. *Widya Winayata: Jurnal Pendidikan Sejarah*, 11(1), 1–12.
- Safitri, D., Arrazaq, N. R., & Tasnur, I. (2024). Biografi Marco Kartodikromo sebagai sumber belajar sejarah. *Jambura History and Culture Journal*, 6(1), 30–39.
<https://doi.org/10.37905/jhcj.v6i1.22965>
- Sanjaya, W. (2016). Strategi Pembelajaran Berorientasi Standar Proses Pendidikan. Jakarta: Kencana
- Supardi. (2014). Pendidikan Multikultural dalam Pembelajaran Sejarah Lokal. *Jurnal Pembangunan Pendidikan: Fondasi dan Aplikasi*, 2(1), 91–99.
<https://doi.org/10.21831/jppfa.v2i1.2621>
- Sugiyono. (2019). Metode penelitian pendidikan (pendekatan kuantitatif, kualitatif, dan R&D). Bandung: Alfabeta.
- Sugiyono. (2020). Metode penelitian kualitatif. Bandung: Alfabeta.
- Sugiyono. (2022). Metode penelitian pendidikan. Bandung: Alfabeta.
- Sutrisno, J. (2024). Pembelajaran sejarah lokal: Perjuangan rakyat Penumangan. Skripsi, Program Studi Pendidikan Sejarah, Universitas Negeri Lampung.
- Syahputra, M. A. D., Sariyatun, & Ardianto, D. T. (2020). Peranan penting sejarah lokal sebagai objek pembelajaran untuk membangun kesadaran sejarah. *HISTORIA: Jurnal Pendidik dan Peneliti Sejarah*, 4(1), 85–94.
- Widja, I. G. (2018). Pembelajaran sejarah yang mencerdaskan: Suatu alternatif menghadapi tantangan dan tuntutan zaman. *Jurnal Pendidikan Sejarah Indonesia*, 1(2), 117–134.