

Contextual-Based Learning Strategies: Integration of Local Banten History in History Learning at SMAN1 Rangkasbitung

Nur'aeni Marta¹, Diki Tri Apriansyah Putra², Putri Ananda Saka³

¹Universitas Negeri Jakarta, Jakarta, Indonesia

²Universitas Negeri Jakarta, Jakarta, Indonesia

³Universitas Negeri Jakarta, Jakarta, Indonesia



ABSTRACT

Keywords:

Local History of Banten
History Learning
Contextual Learning

In this era of information openness, the identity and nationalism of a nation can be threatened. For this reason, history learning that relies solely on textbooks must be abandoned, because it provides minimal information and does not provide a meaningful learning experience. History education that relies solely on textbooks only teaches general/national material, which may be less relevant to the environment and experiences of students, even though the purpose of history education is to shape the character of the nation, which has a spirit of nationalism and patriotism. On the other hand, there are many local events that have local wisdom and are related to national events whose impact is felt directly by students. For example, the local history of Banten, where evidence still exists, can be used as more interesting teaching resource because students can feel a direct connection that enables historical that links historical understanding and awareness. This is part of a contextual history learning strategy. History learning that links historical material with the environment and other relevant material so that history learning can be more creative, innovative, and effective in achieving learning objectives.

INTRODUCTION

In the era of globalization and digital openness, students are increasingly exposed to diverse cultural influences that may weaken their sense of identity and nationalism. The younger generation tends to consume information rapidly through digital media. This is in line with data from Good Stats, which states that 63% of Gen Z's total activities involve scrolling through social media to fill their free time (Sugiarti, 2025). This activity is more dominant than any other activity. This shows the intensity of receiving information from the global internet, often detached from local cultural and historical values. In this context, history learning that only emphasizes textbook-based national narratives becomes less meaningful (López Rodríguez, 2020), as it fails to connect directly with students' immediate environment. Local history, which is rich in cultural values and direct historical evidence, remains underutilized in classroom practices, even though it has the potential to strengthen character formation, patriotism, and historical awareness.

Previous studies on history education reveal three dominant patterns. First, studies focusing on textbook-centered approaches, which tend to prioritize national narratives while overlooking local contexts (Grever & van der Vlies, 2017; Sakki, 2025; Voss & Silfies, 1996). Second, studies that emphasize character education through history learning, highlighting how historical materials can be linked to nationalism and patriotism (Jaskułowski et al., 2018; Jaskulowski & Surmiak, 2017; Sarkar, 2022). Third, studies on contextual-based learning models, which show that integrating local wisdom into classroom practices makes learning more relevant, engaging, and effective (Leton et

al., 2025; Pratama et al., 2017; Salmia et al., 2024). However, research that specifically integrates local history developed in the community into contextual-based learning at the high school level is still limited.

Preliminary research findings indicate that approximately 80% of students have limited knowledge of national heroes who played significant roles in resisting Dutch colonialism. Furthermore, many students are unfamiliar with the historical figures after whom the streets surrounding their schools are named. This condition reflects a low level of understanding of local history, despite the fact that the Province of Banten holds a crucial place in Indonesia's historical development. The history of Banten encompasses several important periods, ranging from the prehistoric era, the Hindu-Buddhist period, and the Islamic era, to the Dutch colonial period, which immortalized in Multatuli's *Max Havelaar*, and the era of the national revolution.

This study aims to explore the integration of local Banten history into history learning through contextual-based learning strategies at SMAN 1 Rangkasbitung. The research is guided by the following questions: (1) Why is contextual-based history learning seen as important in improving the quality of history learning? (2) How are contextual-based learning strategies implemented to integrate local history into history education? (3) What impact does the integration of local Banten history have on students' historical awareness, nationalism, and learning motivation? The answers to these three questions will comprehensively explain how aspects of local history contribute to building contextual history learning.

This study argues that integrating local Banten history through contextual-based learning strategies can significantly enhance students' historical understanding and strengthen their sense of identity. Banten has a wealth of local heritage and historical events that can be used as concrete learning resources to make historical narratives more relevant to students. By connecting local experiences with broader national history, students not only gain factual knowledge but also develop a deeper awareness of their cultural roots, critical thinking skills, love for their homeland, and patriotism. Thus, contextual-based learning provides a promising path to make history learning more meaningful, innovative, and in line with the goals of character education. And students' everyday experiences to construct meaningful understanding (Tari & Rosana, 2019). This daily life can be personal, social, or environmental life that is close to students. This contextual connection encourages students to interpret knowledge through situations that feel relevant to their own lives. Prior studies consistently demonstrate that such contextual engagement enhances both higher-order thinking and comprehension (Hidayat & Syahidin, 2019; Widiastuti, 2017). In addition, the goal of CBL is for students to not only master the material cognitively, but also to develop problem-solving skills and be able to apply them in real life (Yuberti et al., 2019).

This method is even known to be more effective than conventional learning methods (Bahtaji, 2021; Wen & Katt, 2019). However, as Mkimbili et al. (2017) note, CBL implementation often faces contextual limitations – an issue particularly relevant in regions like Banten, where localized historical resources are not yet fully utilized in school curricula. In history learning, which today is not only about memorization but also encourages critical and analytical thinking skills, CBL plays a very important role.

This approach accommodates critical-analytical thinking skills in solving contextual problems (Sanjaya, 2021). Furthermore, history subject matter consists of past events that are relevant to current conditions (Van Straaten et al., 2016). Historical events themselves have already occurred, but their impact can still be felt today. Therefore, history should be taught contextually, connecting past events with the present context (van Straaten et al., 2019), so that students gain learning experiences that are meaningful to their real lives. In this regard, integrating local Banten history into contextual-based learning offers a strategic way to make historical study more relevant and engaging for students.

RESEARCH METHOD

This development research uses the R&D (Research and Development) method. Setyosari states that R&D research is a systematic study to design, develop, and evaluate programs, processes, and learning outcomes that must meet the criteria of internal consistency and effectiveness (Setyosari, 2016). Meanwhile, according to Borg and Gall, as cited by Setyosari, there are two main objectives to be achieved in development research, namely developing products and testing the effectiveness of products in achieving objectives. In other words, research is used to produce certain product and test their effectiveness.

The development of local history as a learning resource in history lessons on the war against colonialism and imperialism through a contextual learning model using the ADDIE (Analysis, Design, Development, Implementation, Evaluation) approach. The research procedure for the ADDIE approach can be illustrated in the following diagram:



The steps in developing the ADDIE Model approach begin with conducting a needs analysis, divided into an analysis of the characteristics and needs of students and the educational environment. The results of this analysis are then used to develop a product design, which involves determining the relevant material and local history, the form of posters, and determining relevant images and videos/films related to the material. After that, the Product Design is developed by conducting FGD (Focus Group

Discussion) and product assessment, covering content/material and product design by experts in their respective fields, outside the research team (11) (Suparman, 2002), then implemented and evaluated. Product evaluation is intended to assess the effectiveness, weaknesses, and strengths of the developed product. Subsequently, based on the evaluation results, revisions are made.

Procedural steps for developing hyperlink posters include:

1. Analyze learning needs and objectives
2. Develop a flow chart; determine relevant local materials and history
3. Developing the product design; designing the hyperlink poster
4. Sorting and integrating images, videos/films in accordance with the lesson material and learning objectives
5. Product feasibility assessment by experts and group discussions
6. Product testing
7. Revisions
8. Implementation
9. Evaluation; assessing the effectiveness of the product, its strengths and weaknesses.

Data collection techniques were carried out through observation, questionnaires, interviews, and documentation. The data collection procedure was carried out through preliminary research and formative evaluation, namely one-to-one expert, one-to-one student, small group, and field trial. The data analysis technique in this study used data triangulation. Meanwhile, the research data obtained from the questionnaire was analyzed using percentage frequency. The questionnaire instrument referred to indicators of innovation, creativity, effectiveness, efficiency, and enjoyment.

The questionnaire was distributed in grade XI as the class used for product testing. The testing was conducted in three classes, namely two social studies classes and one science class, each with 36 students, for a total of 108 respondents. The questionnaire was closed-ended, meaning that respondents only had to check "Yes" or "No." The results of the questionnaire were calculated as percentages using a formula. The results were analyzed using descriptive qualitative methods.

$$X \times 100\% = \frac{P}{N}$$

Explanation

X = respondent volume

N = total number of respondents

P = percentage

RESULTS AND DISCUSSION

1. The Urgency of Contextual-Based History Learning for Students of SMAN 1 Rangkasbitung Banten

History education at SMAN 1 Rangkasbitung was initially conducted using a textbook-based learning scheme that emphasized textbooks as the main source of learning. Both teachers and students relied solely on the contents of textbooks as a source of learning and generally did not utilize other elements such as archives, documents, artifacts, or even oral traditions as sources of learning. This learning model

was top-down in nature, whereby the knowledge sourced from history books was final knowledge that students simply had to accept without further exploration. This model also does not stimulate students to think critically about history. Students are only directed to remember historical events and figures based on what is written in textbooks. As a result, the evaluation orientation is also limited to measuring the ability to remember the contents of the book and does not accommodate students to think analytically and critically.

Textbook-based learning is also considered boring, burdensome, and irrelevant to students' daily lives. One-way and monotonous delivery of material is considered boring because it positions students as passive subjects who are not involved in the learning process (Kleiman & Association, 1977). They only focus on listening and paying attention without further exploration of the material, which is considered standard, and the variety of learning methods is usually limited (Russell & Pellegrino, 2008). In addition, this type of learning also requires students to memorize historical facts chronologically, forcing them to remember historical material without any contextual analysis to facilitate understanding. Moreover, the material taught is generally irrelevant to students' daily lives. Most of the material in history books is general in nature, meaning that it only covers historical phenomena or events on a national or global scale, while local historical aspects are neglected. Students feel that history learning is something that is far from their real experiences and is not very enjoyable. Ultimately, this affects how learning takes place and has an impact on student achievement and learning outcomes.

In line with several important points criticized from the textbook learning above, this study captures that contextual-based history learning is necessary. Utilizing local history is known to improve the quality of learning and address students' tendency to feel bored (Magro et al., 2014). Local history that is familiar to students is an important aspect that needs to be integrated into teaching materials and learning. Through attention to and involvement with local history, students can feel an emotional connection to historical events, understand the cultural identity of their environment, and see the relevance of history in their daily lives (Junaidi, 2018). Moreover, there are many local events that contain local wisdom and are related to national events whose impact is felt directly by students. For example, the local history of Banten, where evidence still exists, can be used as a more interesting learning resource because students can feel a direct connection that facilitates historical understanding and awareness. This is part of a contextual history learning strategy. History learning connects historical material with the environment and other relevant material so that history learning can be more creative, innovative, and effective in achieving learning objectives.

The following are the results of observations and questionnaires conducted on students, which show their interest in contextual history learning (Table 1) and the urgency of learning about local heroes (Figure 1).

Table 1. Results of observations of students regarding the need for contextual history learning

No	Aspect	Data
1	Local history	Students are more interested when history lessons cover the history of Banten, especially that related to Rangkasbitung.
2	Recent events	Students are more enthusiastic when historical events are linked to their everyday realities.
3	Local figures	Students appear more inspired when they learn about local figures who are connected to their regional identity (Rangkasbitung).

Source: data obtained from observation results, 2025



Figure 1. The Urgency of Learning About Local Historical Figures According to Students' Perspectives

The data in Table 1 above shows the results of observations of students. It is known that students have a greater interest in history learning models that relate to the local context or contexts that are close to their daily lives. Materials that highlight local history, particularly Banten and Rangkasbitung, are considered more relevant because they are able to build emotional closeness and a sense of belonging to history. These local figures represent the students' regional identity and are able to build students' enthusiasm in strengthening their cultural identity. This data is relevant to the questionnaire results shown in Figure 1, where 54% of students agreed, 44% strongly agreed, and only 2% were unsure that knowing the figures of Banten's fighters was important. This percentage shows that almost all students recognize the historical value of local figures.

2. Implementation of Contextual-Based Learning Strategies in Integrating Local History

Based on the explanation of the urgency of developing a history learning model that emphasizes contextualization through the use of local history, this study then formulated a relevant module. The module is in digital form, or known as an e-module, which is used as teaching material based on local history. The presence of this e-module is expected to facilitate students in understanding historical events that are close to their environment, so that learning is not only rote memorization, but also fosters critical, reflective, and contextual thinking skills. In addition, this e-module is designed to support 21st-century learning by utilizing digital technology, making it more

interactive, flexible, and in line with the characteristics of the current generation. The stages of implementing the e-module can be seen in the following chart:



Figure 2 above shows the stages of the process of developing a contextual-based e-module for history learning. The implementation stages of the e-module can be classified into three main activities. First, the diagnostic assessment stage, which involves analyzing the needs and characteristics of students through observation, monitoring, and question-and-answer tests. The initial diagnostic results showed that students at SMAN 1 Rangkasbitung were unfamiliar with the local heroes in their area. This was evident when the teacher asked who K.H. Nawawi was, after whom a street not far from the school was named, and the students did not know or recognize him at all. Another case was found when the teacher asked about the names of the Saidjah Adinda Library and the Multatuli Museum, located in the Rangkasbitung town square, Lebak Regency. The students were completely unable to explain aspects of local history that were close to them. Almost none of the questions asked by the teacher were answered by the students, indicating a very low level of understanding of local history, even though local figures provide identity and values of struggle in defending the sovereignty of their region and country.

The second stage involves planning and design. The initial data obtained from identifying students' knowledge of local history is then recorded and mapped, identified, and developed into a local history-based e-module. Once the e-module has been developed, it is implemented. At this third stage, the teacher's ability to apply learning strategies and methods is crucial to the successful implementation of the module in the learning process. In addition, the teacher's teaching style and the use of facilities and infrastructure in the vicinity of the educational unit also play an important role. When implementing the e-module, the teacher wore traditional Badui batik clothing as a representation of local culture and to attract the students' attention. Before starting the class, the teacher asked the students about the batik he was wearing, and the students responded positively. They knew exactly what the batik was, and then the lesson began. The contextual e-module-based learning was carried out by displaying the e-module, which was the result of the development of essential and contextual (eventual) material. The material not only explained the figures of the fighters in the textbook, but also included local figures from the Banten region, such as Sultan Ageng Tirtayasa, K.H Nawawi, and others.

3. The Impact of Integrating Banten Local History into History Learning: The Success of the Module

This section presents the results of a survey conducted among students on the implementation of history learning modules that emphasize contextualization, namely the use of local history as part of learning. The survey data shows that the module can increase students' interest in learning, facilitate their understanding of historical material because it is related to their surroundings, and encourage the growth of identity awareness and pride in regional history. In addition, students also consider that this approach makes the learning process more relevant to their majors and is considered more meaningful than conventional methods, which tend to be textbook-based. Details of the survey results can be seen in the following table.

Table 2. Results of student responses to the contextual history learning module questionnaire

No	Component	Description	Survey Percentage (Agree)
1	Up-to-date material	The module provides a fresh and different learning experience from the material that students usually receive.	82%
2	Attractive design and appearance	The color design and appearance of the E-Module are attractive. This aesthetic factor has proven to play a major role in supporting student engagement in digital learning.	87%
3	Easy to understand	The content is easy to understand. This means that the language and presentation style are appropriate for the comprehension level of high school students.	94%
4	Interactive	The interactive features provided work well in encouraging student engagement.	80%
5	Relevance to the subject	The content of the module is considered relevant to the students' majors.	66%
6	Inspiration for historical works	The module helps foster students' creativity.	80%

Source: data processed from

questionnaire survey results, 2025

The results of a survey on the implementation of contextual history learning modules showed positive responses from students. Most students assessed that these modules contained new material that provided a different learning experience from conventional learning, with an approval rating of 82%. Aesthetics also played an important role, as evidenced by 87% of students who said that the design and appearance of the e-modules were attractive and supported their engagement in digital learning. In terms of content, the majority of students, 94%, found the material easy to understand because it was presented in a way that was appropriate for the level of understanding of high school students. In addition, 80% of students rated the interactive features in the

module as effective in increasing learning participation, while 66% of students emphasized the relevance of the content to their majors. Equally important, 80% of students admitted that this module inspired them to produce more creative historical works. These findings indicate that contextual modules not only enrich the learning experience but also increase students' motivation, engagement, and creativity in studying history.

The findings of this survey show that a contextual approach to history learning can address a classic problem in history education, namely the tendency to focus on factual memorization, which often distances students from the substantive meaning of past events. From a constructivist perspective, the learning experience offered by this module provides space for students to construct knowledge through active engagement and interaction with material that is relevant to their context. This is in line with Vygotsky's idea of the importance of scaffolding, whereby material is structured according to students' level of understanding, enabling the creation of an optimal zone of proximal development (Nordlof, 2014; Sanders & Welk, 2005). Furthermore, the module's success in sparking student creativity shows that history learning can move beyond its informative function toward a transformative function, namely encouraging critical awareness and the ability to produce new representations of history. Transformative learning, more than just assimilating knowledge, develops critical thinking (Mezirow, 1997). Thus, the implementation of this module not only strengthens the cognitive dimension but also fosters the affective and creative aspects that are essential in shaping historical literacy in the 21st century.

CONCLUSION

Research on Contextual-Based Learning Strategies through the Integration of Local Banten History in History Learning at SMAN 1 Rangkasbitung revealed that the implementation of contextual-based history learning modules has a significant positive impact on students' learning experiences. These modules not only facilitate better understanding of historical material and enhance engagement in the learning process, but also foster motivation and stimulate students' creativity in constructing more meaningful historical knowledge. Students discovered that history learning is not merely about rote memorization or passive absorption of facts, but can be experienced as an engaging and relevant exploration connected to everyday life.

However, this study also has certain limitations. The research primarily focused on students' perceptions to explore their immediate learning experiences, which limits the evaluation of long-term impacts such as knowledge retention, academic performance, or behavioral indicators of patriotism and critical thinking. In addition, the study was conducted within a single school setting and over a relatively short implementation period, so the findings may not fully represent broader educational contexts. Furthermore, triangulation involving teachers or experts was not extensively applied, which may have restricted the depth of interpretation. Therefore, future research could expand the study by incorporating multi-perspective data sources, longer observation periods, and comparisons across different regions or learning models to gain a more

comprehensive understanding of how contextual-based approaches strengthen historical literacy in a sustainable and transformative way.

ACKNOWLEDGEMENTS

The authors would like to express their gratitude to the Rector of Jakarta State University, the Research and Community Service Institute of Jakarta State University, and the Dean of the Faculty of Social and Legal Sciences, Jakarta State University.

REFERENCES

- Aliyah, S., Pranoto, R. A., Agustin, E. R., & Trisetiyoko, D. (2025). PERAN SEJARAH DALAM PEMBENTUKAN KARAKTER DAN IDENTITAS BANGSA. *Pedagogi: Jurnal Ilmiah Pendidikan*, 11(1), 64–74. <https://doi.org/10.47662/pedagogi.v11i1.952>
- Asmara, Y. (2019). Pembelajaran Sejarah Menjadi Bermakna dengan Pendekatan Kontektual. *Kaganga: Jurnal Pendidikan Sejarah Dan Riset Sosial-Humaniora*, 2(2), 105–120. <https://doi.org/10.31539/kaganga.v2i2.940>
- Bahtaji, M. A. A. (2021). Improving transfer of learning through designed context-based instructional materials. *European Journal of Science and Mathematics Education*. <https://doi.org/10.30935/scimath/9436>
- Béliveau, J., & Corriveau, A.-M. (2021). The Learning History Methodology: An Infrastructure for Collective Reflection to Support Organizational Change and Learning. *Electronic Journal of Business Research Methods*, 19(2), pp71-83. <https://doi.org/10.34190/ejbrm.19.2.2510>
- Grever, M., & van der Vlies, T. (2017). Why national narratives are perpetuated: A literature review on new insights from history textbook research. *London Review of Education*, 15(2). <https://doi.org/10.18546/LRE.15.2.11>
- Hasmar, A. H. (2020). PROBLEMATIKA PEMBELAJARAN SEJARAH KEBUDAYAAN ISLAM DI MADRASAH. *Jurnal MUDARRISUNA: Media Kajian Pendidikan Agama Islam*, 10(1), 15. <https://doi.org/10.22373/jm.v10i1.6789>
- Hatmono, P. D., S., L. A., Akhyar, M., & Djono, D. (2023). MULTICULTURAL EDUCATIONAL VALUES IN LEARNING HISTORY. *Science, Engineering, Education, and Development Studies (SEEDS): Conference Series*, 6(2). <https://doi.org/10.20961/seeds.v6i2.72410>
- Hayati, R. P., Sumantri, P., & Arif, T. (2024). APPLICATION OF A CONTEXTUAL APPROACH IN HISTORY LEARNING TO ENCOURAGE STUDENTS' CRITICAL THINKING AT SMA NEGERI 1 MEDAN. *Puteri Hijau : Jurnal Pendidikan Sejarah*, 9(2), 318. <https://doi.org/10.24114/ph.v9i2.57320>
- Hidayat, T., & Syahidin, S. (2019). INOVASI PEMBELAJARAN PENDIDIKAN AGAMA ISLAM MELALUI MODEL CONTEXTUAL TEACHING AND LEARNING DALAM MENINGKATKAN TARAF BERFIKIR PESERTA DIDIK. *Jurnal Pendidikan Agama Islam*, 16(2), 115–136. <https://doi.org/10.14421/jpai.2019.162-01>
- Jaskułowski, K., Majewski, P., & Surmiak, A. (2018). Teaching the nation: history and nationalism in Polish school history education. *British Journal of Sociology of Education*, 39(1), 77–91. <https://doi.org/10.1080/01425692.2017.1304205>
- Junaidi, J. K. (2018). Pendekatan Konstruktivisme Dalam Pembelajaran Sejarah Lokal.

- Bakaba : Jurnal Sejarah, Kebudayaan Dan Kependidikan*, 7(1), 1–8.
<https://doi.org/10.22202/bakaba.2018.v7i1.3431>
- Kleiman, S., & Association, A. M. (1977). The Teaching of History in Secondary Schools. *The History Teacher*, 10(3), 485. <https://doi.org/10.2307/491881>
- Lee, B. N. (2023). EXPLORING THE RELATIONSHIP BETWEEN HISTORY LEARNING AND THINKING SKILLS: A SYNTHESIS OF RESEARCH. *Muallim Journal of Social Science and Humanities*, 18–30. <https://doi.org/10.33306/mjssh/233>
- Leton, S. I., Lakapu, M., Dosinaeng, W. B. N., & Fitriani, N. (2025). Integrating local wisdoms for improving students' mathematical literacy: The promising context in learning whole numbers. *Infinity Journal*, 14(2), 369–392. <https://doi.org/10.22460/infinity.v14i2.p369-392>
- López Rodríguez, C. (2020). Las narrativas nacionales en la enseñanza y el aprendizaje de la historia: Una revisión sobre los libros de texto y las narrativas de los estudiantes. *Panta Rei.*, 14(2), 149–166. <https://doi.org/10.6018/pantarei.445731>
- Maggioni, L., & Fox, E. (2020). Learning in History. In *Oxford Research Encyclopedia of Education*. Oxford University Press. <https://doi.org/10.1093/acrefore/9780190264093.013.957>
- Magro, G., De Carvalho, J. R., & Marcelino, M. J. (2014). Improving history learning through cultural heritage, local history and technology. *Proceedings of the 10th International Conference on Mobile Learning 2014, ML 2014*.
- Mezirow, J. (1997). Transformative Learning: Theory to Practice. *New Directions for Adult and Continuing Education*, 1997(74), 5–12. <https://doi.org/10.1002/ace.7401>
- Mkimbili, S. T., Tiplic, D., & Ødegaard, M. (2017). The Role Played by Contextual Challenges in Practising Inquiry-based Science Teaching in Tanzania Secondary Schools. *African Journal of Research in Mathematics, Science and Technology Education*, 21(2), 211–221. <https://doi.org/10.1080/18117295.2017.1333752>
- Nordlof, J. (2014). Vygotsky, Scaffolding, and the Role of Theory in Writing Center Work. *Writing Center Journal*, 34(1). <https://doi.org/10.7771/2832-9414.1785>
- Pratama, Y., Sariyatun, S., & Joebagio, H. (2017). The development of Means-Ends Analysis and Value Clarification Technique Integration Model to explore the local Wisdom in Historical Learning. *Journal of Education and Learning (EduLearn)*, 11(2), 179–187. <https://doi.org/10.11591/edulearn.v11i2.5752>
- Rosy Talin. (2013). Students' preferences in learning history. *Global Advanced Research Journal of Arts and Humanities*.
- Russell, W. B., & Pellegrino, A. (2008). Constructing Meaning from Historical Content: A Research Study. *The Journal of Social Studies Research*, 32(2), 3–15. <https://doi.org/10.1177/235227982008032002001>
- Sakki, I. (2025). Collective memory and history textbooks. *Current Opinion in Psychology*, 65, 102073. <https://doi.org/10.1016/j.copsyc.2025.102073>
- Salmia, Nursalam, & Bancong, H. (2024). Effectiveness of Local Wisdom-Based Independent Curriculum Teaching Modules in Improving Learning Outcomes Indonesia. *Journal of Ecohumanism*, 3(6), 1719–1726. <https://doi.org/10.62754/joe.v3i6.4131>
- Sanders, D., & Welk, D. S. (2005). Strategies to Scaffold Student Learning. *Nurse*

- Educator*, 30(5), 203–207. <https://doi.org/10.1097/00006223-200509000-00007>
- Sanjaya, P. A. (2021). Konstruksi Pembelajaran Sejarah Kontekstual Melalui Pendekatan Regresif Model Problem Based Learning. *Candra Sangkala*, 3(1), 1–10. <https://doi.org/10.23887/jcs.v3i1.33918>
- Sarkar, T. (2022). History as Patriotism: Lessons from India. *Journal of Genocide Research*, 24(2), 171–181. <https://doi.org/10.1080/14623528.2021.1998998>
- Setyosari, P. (2016). Metode Penelitian Pendidikan & Pengembangan. In *Metode Penelitian Pendidikan & Pengembangan*.
- Sugiarti, U. (2025). Mayoritas Generasi Z Menghabiskan Waktu Luang dengan Media Sosial. Goodstats.Id. <https://goodstats.id/article/mayoritas-generasi-z-menghabiskan-waktu-luang-dengan-media-sosial-KT9NM>
- Tari, D. K., & Rosana, D. (2019). Contextual Teaching and Learning to Develop Critical Thinking and Practical Skills. *Journal of Physics: Conference Series*, 1233(1), 012102. <https://doi.org/10.1088/1742-6596/1233/1/012102>
- Ulusoy, F. M., & Onen, A. S. (2014). A Research on the Generative Learning Model Supported by Context-Based Learning. *EURASIA Journal of Mathematics, Science and Technology Education*, 10(6). <https://doi.org/10.12973/eurasia.2014.1215a>
- Van Straaten, D., Wilschut, A., & Oostdam, R. (2016). Making history relevant to students by connecting past, present and future: a framework for research. *Journal of Curriculum Studies*, 48(4), 479–502. <https://doi.org/10.1080/00220272.2015.1089938>
- Voss, J. F., & Silfies, L. N. (1996). Learning From History Text: The Interaction of Knowledge and Comprehension Skill with Text Structure. *Cognition and Instruction*, 14(1), 45–68. https://doi.org/10.1207/s1532690xci1401_2
- Wen, S.-F., & Katt, B. (2019). Toward a Context-Based Approach for Software Security Learning. *Journal of Applied Security Research*, 14(3), 288–307. <https://doi.org/10.1080/19361610.2019.1585704>
- Widiastuti, E. H. (2017). PEMANFAATAN LINGKUNGAN SEBAGAI SUMBER PEMBELAJARAN MATA PELAJARAN IPS. *Satya Widya*, 33(1), 29. <https://doi.org/10.24246/j.sw.2017.v33.i1.p29-36>
- Yuberti, Y., Latifah, S., Anugrah, A., Saregar, A., Misbah, M., & Jermsttiparsert, K. (2019). Approaching Problem-Solving Skills of Momentum and Impulse Phenomena Using Context and Problem-Based Learning. *European Journal of Educational Research*, volume-8-2(volume8-issue4.html), 1217–1227. <https://doi.org/10.12973/eu-jer.8.4.1217>