

Needs Analysis of Enrekang Local-History-Based Digital Media in Ipas (Integrated Science and Social Studies) Learning at The Elementary School Level

Mohammad Natsir^{1*}, Syawal², Ismaya³, Mawaddatul Maykam⁴

^{1,2,3}Universitas Muhammadiyah Enrekang

⁴STKIP Andi Mattappa Pangkep

Email corresponding author: 'ypmnnatsirmohammad@gmail.com

Abstract

Local history integration in Environmental and Social Sciences (IPAS) learning at elementary schools remains limited, particularly in 3T (frontier, outermost, disadvantaged) areas such as SDN Kecil Buntu Kaiyang, Enrekang Regency. This study aimed to analyze the needs for local-history-based digital media in IPAS learning, viewed from the needs of students, teachers, the curriculum, and the characteristics of content and media design. A descriptive qualitative approach with a need-assessment design was employed. Data were collected through classroom observation, semi-structured interviews with three homeroom teachers, the school principal, 26 students of grades IV–VI, and two community/cultural figures, a focus group discussion (FGD) with the homeroom teachers, a supporting student-interest questionnaire, and curriculum document analysis. Data were analyzed descriptively through data reduction, categorization, and source-and-technique triangulation. The results show that IPAS learning has followed the Merdeka Curriculum, but local-history content remains largely undocumented and under-integrated, constrained by limited local media, digital materials, and the school's 3T geographic conditions. Teachers, the principal, students, and community figures agreed on the strong need for contextual, interactive digital media rooted in Massenrempulu history, local kingdoms, adat traditions, and local historical figures, prioritizing video, animation, illustrated stories, digital maps, and interactive quizzes that remain usable under limited connectivity. The findings provide an empirical basis for developing a local-history-based digital media blueprint for IPAS learning in 3T elementary schools.

Keywords: Digital Media; Local History, IPAS Learning, Need Analysis, 3T Elementary School

1. Introduction

The Merdeka Curriculum introduces the Integrated Science and Social Studies (IPAS) subject, which merges natural science and social science content to provide more holistic and contextual learning for elementary school students in grades IV–VI (Rahmawati, Wening, Sukadari, & Rizbudiani, 2023). Within the scope of social learning, understanding local history is essential for building cultural identity, patriotism, and student character from an early age (Ata, Tobing, & Avianty, 2024; Januardi & Superman, 2024). However, preliminary observations at several elementary schools in Enrekang Regency indicate that students' interest in historical material within IPAS remains low; students tend to regard historical content as boring, abstract, and irrelevant to their daily lives (Natsir, Ismaya, & Syawal, 2024).

This condition is even more pronounced in schools located in 3T areas (frontier, outermost, and disadvantaged regions), one of which is SDN Kecil Buntu Kaiyang in Enrekang Regency. This school has limited student digital facilities and unstable internet access, even though Enrekang Regency holds a wealth of local history and culture with strong potential as a learning resource, such as the history of Massenrempulu, local kingdoms, the Ma'jaga customary tradition, and various local historical figures (Natsir, 2012; Ismaya, Musdalifah, Firdiani, Busa, Natsir, Irsan, Lubis, & Mawar, 2025). Unfortunately, this local-history content has not yet been optimally integrated into IPAS learning due to limited learning resources, instructional media, and delivery methods that remain conventional (Rispan, 2020; Siregar, Maulida, & Herliani, 2025).

On the other hand, digital technology offers considerable opportunity to transform history learning into something more interactive, visual, and engaging for students as digital natives (Miguel-Revilla, Calle-Carracedo, & Sánchez-

Agustí, 2021; Santhi, Pujiati, & Rohman, 2024). Digital media such as interactive videos, animation, and educational games have been shown to significantly improve student interest and learning outcomes (Ge'e & Dahlan, 2025; Natsir, Chabir Galib, & Syawal, 2025). However, developing digital media without a prior in-depth needs analysis risks producing a product that does not match students' characteristics or the actual conditions of 3T schools (Nurlaela & Prasetyo, 2023; Herlisti & Ningsih, 2025). Research on the needs for local-history-based digital media within IPAS learning remains very limited, particularly within the context of 3T schools in South Sulawesi (Subair, 2025).

Based on the description above, the research problem of this study is formulated as follows: what are the needs for Enrekang local-history-based digital media in IPAS learning at SDN Kecil Buntu Kaiyang, viewed from (1) student and teacher needs, (2) local-history content relevant to the IPAS Learning Outcomes (Capaian Pembelajaran/CP), and (3) the design characteristics of digital media suited to the conditions of a 3T school. This study aims to comprehensively analyze these needs as an empirical basis for developing contextual local-history digital learning media, in line with the national education digitalization agenda and the achievement of Sustainable Development Goal 4 on Quality Education (United Nations, 2015; Sabarudin & Purwadi, 2023).

2. Literature Review

2.1 The Merdeka Curriculum and IPAS Learning

The Merdeka Curriculum integrates Natural Science and Social Science content into a single IPAS subject to provide a more holistic and contextual learning experience for elementary school students in grades IV–VI. Rahmawati, Wening, Sukadari, and Rizbudiani (2023) show that implementing the Merdeka Curriculum in IPAS at the elementary level requires teachers to design more student-centered learning and to connect the material to real-life contexts, including the socio-cultural context surrounding students. This requirement opens space for integrating local content, including regional history, as part of achieving contextual IPAS competencies.

2.2 Local History as a Source of Character and Identity Education

A number of recent studies affirm the strategic role of local history in character education. Ata, Tobing, and Avianty (2024) found that history education plays an important role in preserving students' local identity and culture while fostering patriotism. In a similar vein, Januardi and Superman (2024) designed a history-learning model grounded in tradition and local history that has been shown to bridge national historical content with local wisdom in each region. Rispan (2020) further notes that transmitting local wisdom values through history learning effectively builds student character, particularly when such values are drawn from community traditions close to students' daily lives. Together, these studies reinforce the argument that local history—including the history of Massenrempulu in Enrekang—holds substantial potential as meaningful IPAS content.

2.3 Digital Media and the Effectiveness of History Learning

Digital transformation in history learning has been widely examined in recent literature. Miguel-Revilla, Calle-Carracedo, and Sánchez-Agustí (2021) demonstrate that a digital learning environment can significantly foster secondary school students' engagement and historical understanding. At the elementary level, Ge'e and Dahlan (2025) found that Educaplay-based interactive media improved fifth-grade students' science learning outcomes, while Kanade, Hasanzadeh, Pitts, Esmaeili, and Duffy (2024) showed that game-based learning outperforms conventional methods in fostering long-term knowledge retention. Santhi, Pujiati, and Rohman (2024), through a meta-analysis, further confirm that digitally packaged storytelling skills contribute to strengthening students' critical thinking. Within the local Enrekang context, Natsir, Chabir Galib, and Syawal (2025) affirm that strengthening local history contributes to university students' social literacy, suggesting similar relevance if applied from the elementary level through appropriate digital media.

2.4 Needs Analysis in Instructional Media Development

The development of effective instructional media should ideally be preceded by a systematic needs analysis. Nurlaela and Prasetyo (2023) emphasize that need assessment is a crucial stage for ensuring that technology-based instructional media genuinely match users' characteristics and the context of implementation. Maraharani and Susanti (2025) conducted a needs analysis for developing Canva-assisted educational game media in IPAS and found that both elementary school teachers and students strongly need interactive yet simple-to-use visual media. Nevertheless, Herlisti and Ningsih (2025) reveal that limited time and digital competence remain the main obstacles preventing elementary school teachers from independently developing IPS/IPAS instructional media, making research-based needs analysis

increasingly important. Hartati, Assidiq, and Saleha (2025) reinforce this finding by showing that applying well-targeted, needs-based learning methods can significantly improve social studies learning achievement.

2.5 Challenges and Opportunities of Educational Digitalization in 3T Areas

Educational digitalization in 3T areas (frontier, outermost, and disadvantaged regions) faces distinct challenges compared to urban areas. Panda, Dash, Kaswan, and Chaudhary (2025) caution that the digital-technology access gap remains a significant issue even though students generally show high interest in and openness to digital technology. Firmansyah and Atmaja (2025) and Fatmawati (2025) agree that transforming history learning in the digital era must take school infrastructure readiness into account, so that media innovation does not remain merely conceptual. Several studies offer technical solutions relevant to contexts of limited facilities, such as Resky, Saputra, and Razilu (2025), who developed Android-based history learning media, and Yuniar, Widodo, Majid, and Sodikin (2025), who designed an Android-based history hunt game as an interactive history learning medium for elementary schools. Siregar, Maulida, and Herliani (2025) likewise offer a simple alternative medium in the form of a "history box" to address time constraints in classroom history teaching. Meanwhile, Subair (2025), through an ethnopedagogical study of South Sulawesi, affirms the importance of contextual local-history-value learning for students in that region.

Specifically within the Enrekang context, Ismaya, Musdalifah, Firdiani, Busa, Natsir, Irsan, Lubis, and Mawar (2025) have documented local content and cultural literature of Enrekang Regency as a database that can be leveraged for media development, while Ismaya, Galib, Paramita, Nurdin, Pajarianto, Sumiati, Elihami, Ismail, Maykam, and Syawal (2025) demonstrate that AI-based thematic instructional media can improve students' literacy and numeracy skills. Galib, Ismaya, Natsir, Saleha, Masnur, and Syawal (2024) further reinforce the finding that digital-technology-based learning positively affects student motivation and learning outcomes.

Based on the literature reviewed above, research on the Merdeka Curriculum, local history, digital media, and instructional needs analysis has largely been examined separately. However, studies that specifically integrate these four aspects—namely, a needs analysis of local-history-based digital media for IPAS learning within the context of elementary schools in 3T areas—remain very limited. This study is positioned to fill that gap by presenting empirical data from SDN Kecil Buntu Kaiyang, Enrekang Regency.

3. Research Method and Materials

This study employed a descriptive qualitative approach with a need-assessment design. The research subjects consisted of 26 students in grades IV–VI (grade IV: 7 students, grade V: 8 students, grade VI: 11 students), three homeroom teachers, one school principal, and two local community/cultural figures from Enrekang. The study was conducted at SDN Kecil Buntu Kaiyang, Enrekang Regency, which was purposively selected based on its implementation of the Merdeka Curriculum, limited digital facilities, and willingness to participate as a representative 3T school.

Data were collected through classroom observation of IPAS learning, semi-structured interviews with teachers, the school principal, students, and community figures, a Focus Group Discussion (FGD) with the homeroom teachers, a supporting student-interest questionnaire, and documentary study of the IPAS Learning Outcomes and local historical sources. Data collection was carried out progressively until data saturation was reached (Nurlaela & Prasetyo, 2023).

Data were analyzed descriptively and qualitatively through data reduction, presentation of data in thematic narratives and needs matrices, and conclusion drawing based on emerging patterns and tendencies in the findings. Data credibility was maintained through source and technique triangulation, as well as peer discussion to strengthen the validity of the interpretation.

4. Results and Discussion

4.1 Teacher/Homeroom Teacher Needs for Digital Media

All three homeroom teachers (grades IV, V, and VI) stated that IPAS learning has followed the Merdeka Curriculum and is activity-oriented, but that the integration of local history remains suboptimal because dedicated local-history media are not yet available.

Table 1. Condition of IPAS Learning at SDN Kecil Buntu Kaiyang

Aspect	Condition
Implementation of the Merdeka Curriculum	Already in place
Activity-based learning	Already implemented
Integration of local history	Not yet optimal
Dedicated local-history media	Not yet available

Source: Interview and observation data, 2026.

All homeroom teachers (100%) reported the limited availability of local media and digital materials as the main constraint, while 66.7% cited limited time to create media and 33.3% cited limited media-design skills. This finding is consistent with Herlisti and Ningsih (2025), who found that limited time and digital competence hinder elementary school teachers from independently developing IPS/IPAS instructional media.

Homeroom teachers stated that the media they need should: (a) contain stories of Enrekang history; (b) use images and video; (c) provide interactive quizzes; and (d) align with the IPAS Learning Outcomes. The most desired features were local-history videos and illustrated stories (very high priority), followed by digital maps of Enrekang and interactive quizzes (high priority), and educational games (moderate priority).

4.2 Principal's Support

The principal of SDN Kecil Buntu Kaiyang stated that the school supports digital learning innovation, despite being located in a 3T area with limited facilities. Teacher laptops and LCD projectors are already available, and school internet access exists but with a limited signal, while student devices remain very limited. School policy gives teachers room to innovate and permits the use of technology, with an emphasis that digital media must be developed in accordance with the local context and the school's geographic conditions.

4.3 Student Needs and Preferences

Based on interviews and the learning-interest questionnaire administered to 26 students in grades IV–VI, the majority of students (22 of 26) stated that they enjoy IPAS, particularly experimental activities, stories, images, and videos. Regarding knowledge of local history, most students (19) reported knowing only a little about the history of Enrekang, with such knowledge generally obtained from family, community stories, and social media rather than from formal learning resources at school.

Table 2. Students' Digital Media Preferences

Media	Level of Interest
Historical video	Very high
Animation	Very high
Educational games	High
Illustrated stories	High
Long text	Low

Source: Student learning-interest questionnaire, 2026

These findings reinforce those of Ge'e and Dahlan (2025) as well as Kanade, Hasanzadeh, Pitts, Esmaeili, and Duffy (2024), who found that visual and interactive media such as video, animation, and educational games are more effective in fostering knowledge retention than long text, particularly among elementary school students.

Table 3. Recapitulation of the Student Learning-Interest Questionnaire (n = 26)

Dimension	Mean
Interest in IPAS	3.40
Interest in local history	3.55

Dimension	Mean
Preference for digital media	3.72
Learning motivation	3.66

Source: *Student learning-interest questionnaire*, 2026.

The overall mean of 3.58 on a 1–4 scale falls within the very-high category, indicating that students at this 3T school show substantial openness and motivation toward local-history-based digital media, no different from students in more accessible urban schools (Panda, Dash, Kaswan, & Chaudhary, 2025).

4.4 Local-History Content from Community Figures

Two community/cultural figures identified six categories of local-history content relevant for digitization, comprising the history of Massenrempulu, local Enrekang kingdoms, the Ma'jaga tradition, traditional houses, traditional arts, and local figures of struggle. The values that should be passed on through such media include mutual cooperation, courage, leadership, environmental stewardship, and cultural respect. Both informants emphasized the importance of digital documentation, given that the current young generation is more closely connected to technology than to traditional oral sources.

4.5 FGD Results and Curriculum Mapping

The FGD with the three homeroom teachers identified three main problems: (1) local-history material is not yet available; (2) textbooks have not explored the Enrekang context; and (3) existing instructional media remain generic and difficult to access due to the school's geographic conditions. Curriculum-document mapping shows that the IPAS Learning Outcomes related to regional culture, local history, environment, and social culture can be directly linked to local content such as Enrekang traditions, the history of Massenrempulu, local wisdom in environmental stewardship, and community customs.

Table 4. Priority Media Needs According to FGD Results

Priority	Need
1	Valid local-history content
2	Video and animation
3	Interactive quizzes
4	Digital historical maps
5	Illustrated stories

Source: *FGD results with homeroom teachers*, 2026.

Overall, these findings confirm that the gap between the potential of Enrekang's local history and the availability of digital instructional media is not merely technical, but is also shaped by the geographic conditions of the 3T school, which limit access to facilities and connectivity. In line with Firmansyah and Atmaja (2025) and Fatmawati (2025), the transformation of history learning in the digital era must take school infrastructure readiness into account so that the media developed can genuinely be implemented rather than remaining conceptually innovative only. Accordingly, local-history digital media for SDN Kecil Buntu Kaiyang need to be designed to remain functional under conditions of limited devices and internet signal, for example through formats that can be downloaded and used offline (Resky, Saputra, & Razilu, 2025; Yuniar, Widodo, Majid, & Sodikin, 2025).

4.6 Implications for Digital Media Development

The needs identified above carry several practical implications for the subsequent development of local-history digital media. First, in terms of content, the media should contain history units that have been validated by community figures (Massenrempulu, local kingdoms, the Ma'jaga tradition, traditional houses, traditional arts, and local figures of struggle) and mapped directly onto the IPAS Learning Outcomes, so that teachers do not need to manually readjust the material (Maraharani & Susanti, 2025). Second, in terms of media form, students' and teachers' priority for video, animation, illustrated stories, digital maps, and interactive quizzes indicates the need for lightweight multimedia formats that can be packaged into short modules rather than a single, heavy application (Hartati, Assidiq, & Saleha, 2025).

Third, and most distinctive to the 3T context, the limited devices and internet signal at SDN Kecil Buntu Kaiyang require media designs that remain functional offline or semi-online, for example capable of being downloaded once and run without a continuous connection (Yuniar, Widodo, Majid, & Sodikin, 2025). Without accounting for this aspect, even the most creative media risks going unused in the field. Fourth, the homeroom teachers' involvement in the FGD highlights the importance of engaging teachers from the design stage onward, not merely as end users, so that the resulting media genuinely reduces the burden of preparing local-history teaching materials that teachers have long found demanding (Herlisti & Ningsih, 2025). Fifth, students' very high level of interest in local history and digital media (mean of 3.58 on a 1–4 scale) provides a strong initial foundation, but this needs to be sustained through gradual trials to ensure that the initial enthusiasm genuinely translates into lasting change in students' understanding of and attitude toward regional history, rather than a fleeting attraction to a new media format (Kanade, Hasanzadeh, Pitts, Esmaeili, & Duffy, 2024).

5. Conclusion

This study concludes that IPAS learning at SDN Kecil Buntu Kaiyang has been conducted in line with the Merdeka Curriculum, but that the integration of local history remains very limited due to the absence of dedicated media and the geographic conditions of the 3T school. Teachers, the principal, students, and community figures consistently expressed a need for contextual, interactive digital media grounded in Enrekang's local culture, prioritizing historical videos, illustrated stories, digital maps, and interactive quizzes that remain usable under conditions of limited facilities and internet signal. The priority content identified includes the history of Massenrempulu, local figures, customs, cultural sites, and local wisdom values aligned with the IPAS Learning Outcomes. The results of this needs analysis recommend the development of an Enrekang local-history digital media blueprint as a follow-up study, accompanied by validation testing by media experts and educational technology experts prior to implementation in other 3T schools in Enrekang Regency.

Acknowledgements

The authors would like to express their sincere gratitude to the Directorate of Research and Community Service (Direktorat Penelitian dan Pengabdian kepada Masyarakat), Ministry of Higher Education, Science, and Technology (Kemdiktisaintek) of the Republic of Indonesia, for the research funding support that made this study possible. The authors would also like to thank the Elementary School Teacher Education Study Program, Universitas Muhammadiyah Enrekang, for the academic support and facilities provided during this research. Thanks are also extended to SDN Kecil Buntu Kaiyang for the permission, support, and cooperation extended throughout the research process, as well as to all homeroom teachers, the school principal, students, and community/cultural figures who participated as informants.

References

- Ata, A. R., Tobing, S., & Avianty, D. (2024). Peran pendidikan sejarah dalam mempertahankan identitas dan budaya lokal pada siswa. *Maharsi: Jurnal Pendidikan Sejarah dan Sosiologi*, 6(2), 118–129. <https://doi.org/10.33503/maharsi.v6i3.473>
- Camelia, I. A., Fitriana, E. N., & Adhimas, Y. B. (2023). Implementasi roadmap penelitian dan PKM program studi. *JDMP (Jurnal Dinamika Manajemen Pendidikan)*, 8(1), 1–10.
- Fatmawati, I. (2025). Transformasi pembelajaran sejarah dengan deep learning berbasis digital untuk gen Z. *Revorma: Jurnal Pendidikan dan Pemikiran*, 5(1), 25–39. <https://doi.org/10.62825/revorma.v5i1.140>
- Firmansyah, H., & Atmaja, T. S. (2025). Transformation of history learning methods in the digital era: Challenges and opportunities in schools. *Indonesian Journal of Educational Development (IJED)*, 6(1), 264–277. <https://doi.org/10.59672/ijed.v6i1.4791>
- Galib, A. A. C., Ismaya, Natsir, M., Saleha, S., Masnur, & Syawal, S. (2024). Pengaruh pembelajaran berbasis teknologi digital terhadap motivasi dan hasil belajar siswa (Laporan Penelitian). Universitas Muhammadiyah Enrekang.

- Ge'e, R. S., & Dahlan, Z. (2025). Pengaruh media interaktif educaplay terhadap hasil belajar IPA peserta didik kelas V Sekolah Dasar. *Cetta: Jurnal Ilmu Pendidikan*, 8(2), 339–349. <https://doi.org/10.37329/cetta.v8i2.4184>
- Hartati, H., Assidiq, I., & Saleha, S. (2025). Upaya meningkatkan prestasi belajar ilmu pengetahuan sosial melalui metode pembelajaran Beyond Center and Circle Time (BCCT) pada siswa kelas V UPT SDN 13 Pinrang. *Cokroaminoto Journal of Primary Education*, 8(2), 541–552. <https://doi.org/10.30605/cjpe.8.2.2025.5667>
- Herlisti, R. D., & Ningsih, T. (2025). Strategi guru dalam pengembangan media pembelajaran IPS di SD/MI. *Jurnal Ilmiah Pendidikan Dasar (JIPDAS)*, 5(2), 1725–1733.
- Ismaya, I., Galib, A. A. C., Paramita, A. J., Nurdin, N., Pajariantio, H., Sumiati, S., Elihami, E., Ismail, Maykam, M., & Syawal, S. (2025). Application of artificial intelligence-based teaching media in thematic lessons to enhance students' literacy numeracy skills. *Kongzhi yu Juece/Control and Decision*, 40(6), 3155–3167.
- Ismaya, I., Musdalifah, M., Firdiani, D., Busa, Y., Natsir, M., Irsan, I., Lubis, A. S., & Mawar, M. (2025). Literatur konten lokal dan kebudayaan Kabupaten Enrekang. *Jurnal Pengabdian*, 3(1), 27–32.
- Januardi, A., & Superman. (2024). Rancangan model pembelajaran sejarah berbasis nilai tradisi dan sejarah lokal. *EDUKATIF: Jurnal Ilmu Pendidikan*, 6(1), 1003–1018. <https://doi.org/10.31004/edukatif.v6i1.6369>
- Kanade, S. G., Hasanzadeh, S., Pitts, B., Esmaeili, B., & Duffy, V. G. (2024). Evaluating the effectiveness of game-based learning for long-term knowledge retention. *Proceedings of the Human Factors and Ergonomics Society Annual Meeting*, 68(1), 805–810. <https://doi.org/10.1177/10711813241260392>
- Maraharani, S. D., & Susanti, L. R. (2025). Analisis kebutuhan pengembangan media game edukasi berbantuan canva pada mata pelajaran IPAS untuk sekolah dasar. *SOCIAL: Jurnal Inovasi Pendidikan IPS*, 5(1), 275–283.
- Miguel-Revilla, D., Calle-Carracedo, M., & Sánchez-Agustí, M. (2021). Fostering engagement and historical understanding with a digital learning environment in secondary education. *E-Learning and Digital Media*, 18(4), 344–360. <https://doi.org/10.1177/2042753020957452>
- Natsir, M. (2012). *Sejarah Massenrempulu*. Jakarta: Yayasan Pendidikan.
- Natsir, M., Chabir Galib, A., & Syawal, S. (2025). Peran sejarah lokal dalam meningkatkan literasi sosial mahasiswa Universitas Muhammadiyah Enrekang. *Maktabatun*, 5(1), 65–70.
- Natsir, M., Ismaya, & Syawal, S. (2024). Analisis minat belajar siswa terhadap materi sejarah dalam pembelajaran IPAS di Sekolah Dasar Kabupaten Enrekang (Laporan Penelitian). Universitas Muhammadiyah Enrekang.
- Nurlaela, S., & Prasetyo, A. (2023). Need assessment untuk pengembangan media pembelajaran berbasis teknologi. *Jurnal Inovasi Pendidikan*, 13(1), 78–92.
- Panda, G., Dash, M. K., Kaswan, M. S., & Chaudhary, R. (2025). Exploring the impact of digital technology in Indian higher education: A comprehensive analysis. *The TQM Journal*. <https://doi.org/10.1108/TQM-02-2024-0093>
- Rahmawati, D. Y., Wening, A. P., Sukadari, S., & Rizbudiani, A. D. (2023). Implementasi kurikulum merdeka pada mata pelajaran IPAS Sekolah Dasar. *Jurnal Basicedu*, 7(5), 2873–2879. <https://doi.org/10.31004/basicedu.v7i5.5766>
- Resky, M., Saputra, H. N., & Razilu, Z. (2025). Pengembangan media pembelajaran berbasis Android pada mata pelajaran Sejarah Kebudayaan Islam. *Jurnal Teknologi Pembelajaran Indonesia*, 15(2), 110–127.
- Rispan, R. (2020). Pewarisan nilai-nilai kearifan lokal kalosara dalam pembelajaran sejarah untuk membangun karakter siswa. *HISTORIA: Jurnal Program Studi Pendidikan Sejarah*, 8(1), 57–68. <https://doi.org/10.24127/hj.v8i1.2254>
- Sabarudin, D., & Purwadi, P. (2023). Ideologi kebangsaan, identitas politik, dan ekonomi calon presiden Prabowo Subianto dalam program Asta Cita 2024–2029. *Jurnal Komunikasi dan Politik*, 1(1), 30–43.
- Santhi, D., Pujiati, H., & Rohman, S. (2024). Meta analysis the effect of critical thinking skills towards students' storytelling skills. *Didaktika: Jurnal Kependidikan*, 13, 5657–5666.
- Siregar, R. N., Maulida, N., & Herliani, H. (2025). Penggunaan kotak histori sebagai alternatif pembelajaran sejarah di tengah keterbatasan waktu pada kelas IV SD Islam Sabilal Muhtadin Banjarmasin. *Jurnal Cahaya Edukasi*, 3(2), 114–120. <https://doi.org/10.63863/jce.v3i2.82>

- Subair, A. (2025). Etnopedagogi Sulawesi Selatan: Pembelajaran nilai sejarah lokal. *J-CEKI: Jurnal Cendekia Ilmiah*, 1255–1265.
- United Nations. (2015). Transforming our world: The 2030 agenda for sustainable development. New York: UN. <https://sdgs.un.org/2030agenda>
- Yuniar, R., Widodo, S., Majid, N. W., & Sodikin, R. A. (2025). Perancangan game history hunt sebagai media pembelajaran sejarah interaktif di sekolah dasar berbasis android. *JoMMiT: Jurnal Multi Media dan IT*, 9(1), 1–12. <https://doi.org/10.46961/jommit.v9i1.1526>