



## Description of Historical Awareness of Class XII Social Sciences Students in High School

Putriyatul Hikmah <sup>1</sup>

<sup>1</sup> History Education Study Program, PGRI West Sumatra Teacher Training and Education College, Padang, Indonesia

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### ABSTRACT

**Purpose of the study:** This research aims to find out which indicators of historical awareness are still low for class XII Social Sciences students and the causes of these low indicators of historical awareness.

**Methodology:** This research is included in descriptive research where data is collected to explain solutions to current problems based on data. The research location is at State High School 1 Pariangan, Pariangan District, Tanah Datar Regency. The objects of this research were 60 students of class XII Social Sciences State High School 1 Pariangan. Data collection was carried out through distributing questionnaires. Data analysis techniques use percentage analysis, frequency distribution, data centering using the mean, median and mode formula, and data variation analysis using the standard deviation formula.

**Main Findings:** Based on the analysis obtained, it shows that in general the picture of historical awareness of class XII Social Sciences students is in the very high category, namely 88.33%. However, not all class XII Social Sciences students meet the very high category. If you look at the percentage of each indicator, students' historical awareness is already high. If you look at the seventeen items, thirteen items are high, there are four items that are not high enough, namely past experience items that are believed to be able to solve the problems faced.

**Novelty/Originality of this study:** This research provides insight into students' historical awareness, shows contributions to the understanding of specific issues at the high school level, and offers directions for further improvements in history learning. Although students' general level of historical awareness is high, there are still areas that need further attention and improvement. This can be a basis for designing interventions or educational programs that focus more on indicators that are still low.

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### Corresponding Author:

Putriyatul Hikmah,

History Education Study Program, PGRI West Sumatra Teacher Training and Education College, Jl. Gunung Pangilun, Padang, West Sumatra, 25111, Indonesia

Email: [putriputri\\_imah@gmail.com](mailto:putriputri_imah@gmail.com)

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## 1. INTRODUCTION

Education is an absolute necessity in human life. Through education, humans will have knowledge, values and attitudes in actions to participate in supporting the growth and development of the nation and state [1]-[3]. Apart from that, education has a very strategic role, namely preparing the young generation who have empowerment, high emotional intelligence and master strong skills in facing globalization [4]-[6]. Education plays an important role in brightening the nation's life in order to improve the quality of human resources. Through education, humans can develop their potential optimally, so that they can give hope for a better life. Considering

the importance of education for all of us, the government has established a National education program. National Education aims to improve the quality of Indonesian people to create human development [7]-[9].

Education can be obtained through formal, non-formal and informal educational institutions ranging from primary education to tertiary education. Senior High School is a form of formal education unit as stated in the national education system law, which is secondary education that prepares students to be able to compete in global competition. Students must be able to undertake learning activities that are good enough to obtain quality graduates. History is one of the subjects taught to students in high school [10]-[12]. History is taught in science program classes and social studies program classes. Learning history at school has the aim of enabling students to develop a sense of nationalism and critical thinking. History learning certainly cannot be separated from the interaction of teachers and students. History learning can be delivered objectively so that students can understand the wisdom of studying history. The intended learning objectives can be achieved by the presence of motivating factors or interest in each student who is studying [13]-[15]. The existence of interest in students who study, they can focus their attention on the field of study they are studying and can also foster historical awareness in students.

Historical awareness is a psychological condition that shows the level of appreciation for the meaning and essence of history in the present and for the future, realizing the basic basis for the functioning of the meaning of history in the educational process [16]-[18]. Historical awareness is needed so that students can discover the importance of their nation's history for the development of their lives in the future. Indicators of historical awareness are understanding the meaning and essence of history for the present and the future; know oneself and one's people; cultivating history for the development of national culture; and preserving the nation's historical heritage. To foster historical awareness in students, this can be done through learning history related to past events, attitudes and behavior [19]-[21].

Awareness is closely related to a person's interest in an object, which is a factor in a person's feelings and non-intellectual psychological factors, and influences students' enthusiasm for learning [22]-[24]. The low level of students' historical awareness is also influenced by students' conditions and behavior. With the emergence of historical awareness, students are expected to be able to appreciate and appreciate the noble values, culture, services of heroes and historical heritage, which is important for students to be able to protect and preserve these heritage. In the current era of globalization, history learning is often ignored by society and as a result, many young people do not know and appreciate the history of their own nation and even tend to prefer things from other countries. The younger generation often forgets that history is the basis for developing national identity, which is one of the main assets in building a nation, now and in the future. Historical awareness, which is an urgent need for the Indonesian nation in its development, cannot be separated from an understanding of the history of the Indonesian nation itself. Through understanding history, a form of awareness will emerge that history shapes life in the present and also determines life in the future [25]-[27].

This research will examine students' historical awareness at the high school level. This research is in line with previous research which states that it is important to build students' historical awareness [28], [29]. The novelty of this research is that it provides insight into students' historical awareness, shows a contribution to the understanding of specific issues at the secondary school level, and offers directions for further improvement in history learning. This research is important because students' historical awareness at the high school level plays an important role in forming national identity and critical understanding of past events that influence the present and future. In addition, this research is important as a basis for identifying effective learning methods in increasing historical awareness, so that it can produce a younger generation that is more informed and actively participates in society.

Based on observations, students' level of historical awareness is influenced by several factors and one of the most important factors is students' lack of understanding of history. It is hoped that after students understand history, students can take lessons from various historical events which can then become a guide for life in the future. The historical awareness of students at State High School 1 Pariangan, Pariangan District, Tanah Datar Regency is still lacking, this can be seen during the flag ceremony which is held every Monday, apparently there are still students who are late for the ceremony. Based on data that the author obtained from the picket office at State High School 1 Pariangan, Pariangan District, Tanah Datar Regency, there are always students who are late for Monday's ceremony. The students who are often late are mostly class XI Social Sciences students. Judging from the existing data, the students who were late were all class XI Social Sciences and the students in class XI Social Sciences also showed that students' historical awareness was still lacking, for example there were still classes that did not have photos of heroes and national symbols. Initially the author made observations in class XI Social Sciences. Due to the transition of the school year, the author conducted research by distributing questionnaires to class XII Social Sciences.

If we realize the close relationship between history and education, there is no guarantee that the basic meaning of history can be realized to support the educational process. National history has a very fundamental function in creating national awareness which in turn strengthens national solidarity. In this regard, national history lessons have a very strategic function for national education. Based on the background of the problem above, the

author wants to see further how much historical awareness the students of class XII Social Sciences State High School 1 Pariangan, Pariangan District, Tanah Datar Regency.

## 2. RESEARCH METHOD

### 2.1. Types of research

In accordance with problem Which researched, so study This is study descriptive quantitative. Study quantitative is something process discover knowledge using data in the form of numbers as a tool find information about what we want to know. According to Darmawan [30] Study descriptive, that is study Which try to explain solutions to existing problems based on data finished data Which serve analyzing data And interpret. The research location is State High School 1 Pariangan, Pariangan District, Tanah Datar Regency.

### 2.2 Population and Sample

Arikunto [31] states that population is the wholeresearch subject. The population of this study were all students of class XII Social Science State High School 1 Pariangan, Pariangan District, Tanah Datar Regency, totaling 153 people. The author conducted research in the class XII Social Science because it corresponds to the problem at the time of observation. Arikunto [31] states that sample is part or representative of the population taken as a data source and can be represent population. For know amount sample, so writer use formula Taro Yamane:

$$n = \frac{N}{N \cdot d^2 + 1} \dots\dots\dots (1)$$

Where :

- n = Number of Samples
- N = Number of population
- d<sup>2</sup> = set precision (10%)

The sampling technique usedis *proportional stratified random sampling* namely sampling from members population in a way random [32].

### 2.3 Research Variables and Indicators

Historical awareness is a psychological condition that shows levelsappreciation of the meaning and essence of history for the present and for the future in the future, realizing the basic basis for the functioning of historical meaning in process education. Awareness history in study This can seen from indicator-indicator as follows:

- a. Embrace it meaning And essence history for period now And period Whichwill come;
- b. Know self Alone And his people;
- c. Civilize history for coaching culture nation; And
- d. Guard legacy history nation.

### 2.4 Types of Data, Data Sources, Data Collection Techniques

In study This consists from two that is primary data and secondary data. Primary data is data obtained from research respondents straight through questionnaire Which has prepared. Student fill in questionnaire about historical awareness given by means of a checklist. Secondary data is data obtained indirectly from respondents study. Data secondary obtained from system business For looking at the number of class XII Social Science students at State High School 1 Pariangan, Pariangan District, Tanah Datar Regency, history school, facility school,as well as the school's vision and mission.

The primary data source is obtained from respondents who have filled it out questionnaire which are given. Data secondary in can from employee system business school in the form of the number of students in class XII Social Science, school history, facilities and infrastructure as well vision and mission school.

The data collection techniques used were questionnaires and documentation. According to Sugiyono [32] questionnaire (questionnaire) is technique collection data Which done with method give set question or statement written to respondents For he answered. Variation type instrument study is questionnaire,checklist, or tick list, interview guide, guidelines observation [31]. In study This, writer spread questionnaire to student, questionnaire used For collect data on historical awareness. Students give checklists in one of the questionnaire statements. Arikunto [31] mentions that the documentation comes from from the word document which means written items, documentation is a method where researchers use documents Which relevant For support results study.

Instrument study is something tool Which used measurephenomenon natural nor social Which observed. As for form instrument Primary data collection is by using a questionnaire. The questionnaire used in study This arranged with measurement with scale likert. The preparation of the questionnaire was carried out based on the Likert scale For state agreement respondents to statement Which given. According to Siregar [33] scale likert is

scale Which can used to measure a person's attitudes, opinions and perceptions about something object or phenomenon certain. Scale likert own two form statement, that is: positive statement and negative.

## 2.5 Data Analysis Techniques

The data analysis used is percentage, frequency distribution, concentration data, And analysis variance. For see tendency amount student Which own historical awareness using the formula as follows:

$$P = \frac{f}{N} \times 100\% \dots \dots \dots (2)$$

Where :

- P = Percentage of results obtained
- F = Frequency for which the percentage is being sought
- N = Number of students
- 100% = Fixed percentage number

To calculate the level of achievement of students' historical awareness analyzed using the TCR (Respondent Achievement Rate) formula as follows:

$$TCR = \frac{\text{skor capai}}{\text{skor ideal}} \times 100\% \dots \dots \dots (3)$$

With the following assessment criteria:

- 81% - 100% = Very High
- 61% - 80% = High
- 41% - 60% = Fair
- 21% - 40% = Low
- 0% - 20% = Very Low

For see tendency score student on awareness history with using the formula mean, median, and mode. Mean or average is results for from a number score with a large number of respondents. So the average score is a value the middle of the frequency distribution of the scores. Median is score Which share distribution frequency become 2 (two) equal parts big. Mode is score Which have frequency the most in a group of score distributors. Internal mean formula book Siregar [33] this is:

$$\bar{x} = \frac{\sum x}{N} \dots \dots \dots (4)$$

- $\bar{x}$  = the average searching for
- $\sum x$  = amount all over score
- N = Lots score/respondent

To find out students' tendencies in each aspect. For see data whole indicator awareness history student then depicted in the form of graphs and tables. Data variations is mark Which show level variation group data or size standard deviation from mark flat- he said. analysis of data variations to determine whether the data is homogeneous or heterogeneous using the standard deviation formula in the book Siregar [33] as following :

$$SD = \sqrt{\frac{\sum (x-x)^2}{n}} \dots \dots \dots (5)$$

## 3. RESULTS AND DISCUSSION

### 3.1 Overview General Awareness History Student

Research data was obtained through questionnaires distributed to students class XII Social Science. The questionnaire was distributed to 60 respondents. The questionnaire consists of from variable awareness history. Writer do processing data manually, then in this section the data obtained is presented in field. From results processing data Which has done, found information that description awareness history student class XII Social Sciences in State High School 1 Pariangan is more dominant in the very high category. For more explained, can be seen at following table:

Table 1. Percentage of General Description of Historical Awareness of Class XII Social Science Students

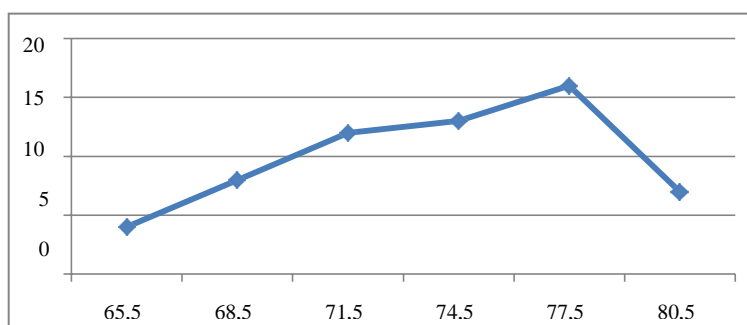
No	Criteria evaluation	N	Percentage (%)
1	Very High	53	88.33%
2	High	7	11.67%
	Amount	60	100%

With thereby can concluded that in a way general awareness The history of class XII Social Science students at State High School 1 Pariangan is very high. Based on questionnaire distributed to 60 respondents obtained the highest score of 82 and the lowest score is 65. To determine the number of classes, the formula  $K = 1 + \frac{3.3}{\log N}$ . Mark N is amount respondents as much 60 student so that obtained amount class as many as 6 classes interval, and length class 3. On the other hand, it turns out that the general distribution of data is on historical awareness class XII Social Science students are not good, because the highest frequency is not in class intervals middle. For more clear Look in the table following.

Table 2. General Frequency Distribution Description of History Awareness of Class XII Social Science Students

No	Class Intervals	Frequency
1	82-80	7
2	79-77	16
3	76-74	13
4	73-71	12
5	70-68	8
6	67-65	4
	Amount	60

For further information, you can see the distribution of the data in the graph below below:



Graph 1. General Frequency Distribution Description of Historical Awareness in Class XII Social Science

General focus analysis for classroom students' historical awareness XII Social Science at State High School 1 Pariangan, this analysis was carried out by the author to see tendency score student by using mean formula, median and mode. Based on analysis centering data in a way general about description of historical awareness of class XII Social Science students at State High School 1 Pariangan, Pariangan District, Tanah Datar Regency, results of data centralization analysis what you get is not good. Likewise regarding students' historical awareness Good, Because number score mean more tall from median. Analysis Which that is good if mark mean more tall from mark median. For more he explainedtake note table as follows.

Table 3. General Data Concentration, Description of Historical Awareness of Class XII Social Science Students

No	Centering data	Mark
1	Mean	74.26
2	Median	74
3	Mode	77

Final, done analysis variation data in a way general For knowing whether the data is homogeneous or heterogeneous using the formula standard deviation as follows:

$$SD = \sqrt{\frac{\sum(x-x)^2}{n}} = \sqrt{\frac{1099,46}{60}} = \sqrt{18,32} = 4.28$$

Based on the results of the variation analysis above, the data sought is nature homogeneous (No varies) Because results analysis the numbers small. Based on analysis previous in a way general awareness history students are already very high when seen in the fields of percentage and analysisvariation Already tall. However, not enough tall if seen on field spread data and data centralization.

### 3.2 Description of Students' Historical Awareness Based on Indicators

After conducting a general analysis of students' historical awareness it's high. However, there are still a number of children who still not yet own awareness history Which tall. For That done analysis per indicator. Results of calculating the percentage of indicators on the awareness variable History can be seen in the table below.

Table 4. Percentage of General Description of Historical Awareness of Class XII Social Science Students Per Indicator

No	Indicator	Criteria evaluation					Amount (%)
		ST(%)	Q(%)	C(%)	R(%)	SR(%)	
1	Understanding the meaning and essence of history for the present and the future	78.33	21.67	0	0	0	100
2	Get to know yourself and your nation	58.33	40	1.67	0	0	100
3	Cultivating history for the development of national culture	55	41.67	3.33	0	0	100
4	Maintaining the nation's historical heritage	91.66	6.67	1.67	0	0	100

Based on the table above, it can be understood the indicators of Historical awareness is very high among students. If seen Based on the percentage category it can be classified into very tall, tall, Enough, low And very low. On category very high, the highest percentage gain lies in the maintenance indicator national historical heritage amounting to 91.66%, and the lowest in the indicator cultivating history for the development of national culture by 55%. Matter it is understandable that historical awareness of class XII Social Science students in State High School 1 Pariangan for indicator preserving heritage history nation already very high.

In the high category, the highest percentage obtained was in the indicator of cultivating history for the development of national culture at 41.67% and the lowest was in the indicator for preserving historical heritage at 6.67%. It can be understood that students' historical awareness of the indicators of cultivating history for the development of national culture is already high. In the sufficient category, the highest percentage gain lies in the indicator of cultivating history for the development of national culture at 3.33% and the lowest is 1.67% which lies in the indicator of knowing oneself and one's nation and the indicator of preserving the nation's historical heritage.

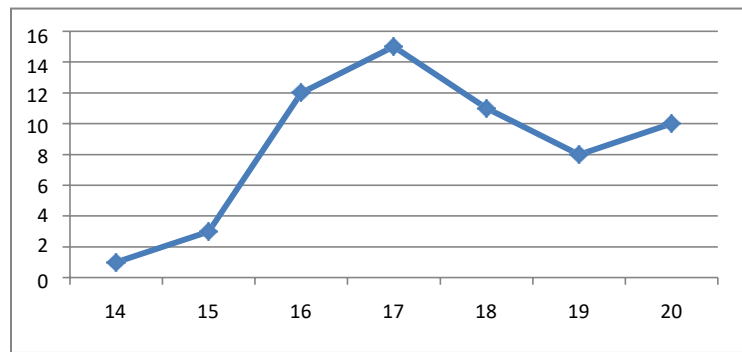
Based on the table and explanation above, it can be understood which indicators of historical awareness are very high. After analyzing each indicator, there is still a lack of students' historical awareness, this is caused by several items. To find items that cause the indicators to be not high, the author conducted a percentage analysis per item. Based on the results of data analysis, the percentage for indicators of understanding the meaning and essence of history for the present and future is still not very high, this is mostly due to past experience items being believed to be able to solve the problems faced. This is due to students' lack of understanding of history.

The indicator of knowing yourself is still not high enough, this is mostly due to the item I believe that historical experience is what shapes national identity. The indicator of cultivating history for the development of national culture is still not high enough, this is because through history the development of culture itself can be realized. In the indicator of preserving the nation's historical heritage, students' historical awareness is very high, but not all students have it very high. This is mostly due to the fact that if I find historical relics that I don't know the owner of, then I will report them to the authorities. For more details, pay attention to the percentage table per item below.

Table 5. Percentage Per Item of Historical Awareness

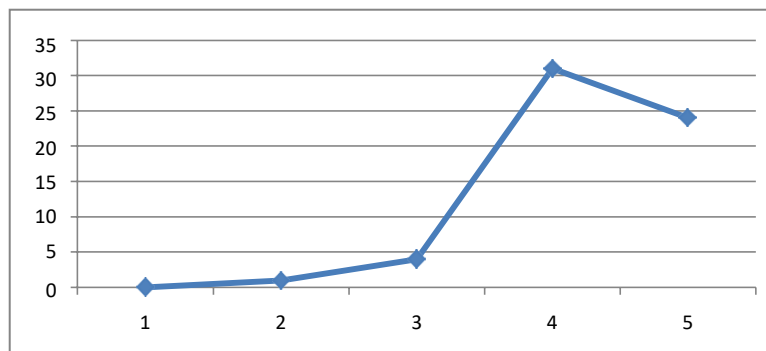
No	Items	Criteria Assessment					Amount (%)
		ST(%)	Q(%)	C(%)	R(%)	SR(%)	
1	Experience periodpast believed can solve those problems faced	40	51.67	6.67	1.66	0	100
2	Through history I can realize the values of the past to face the present	51.67	40	8.33	0	0	100
3	History is believed to be able to build ideas about the consequences of what is done in the present and the future	41.67	45	11.67	1.66	0	100
4	The past reminds me that I will take action in the future	66.67	26.67	6.66	0	0	100
5	I believe history can teach me about what I have done	35	50	11.67	3.33	0	100
6	I realize that history tells about the experiences of a group in the past	36.67	53.33	8.33	1.67	0	100
7	I believe it is historical experience that shapes national identity	23.33	53.34	20	3.33	0	100
8	I respect my friends' opinions and listen to them carefully	45	45	5	5	0	100
9	It is believed that history is not just about expanding knowledge	43.33	35	10	11.67	0	100
10	I realize that history can direct me to appreciate cultural values	50	43.33	6.67	0	0	100
11	Through history, the development of culture itself can be realized	23.33	55	16.67	5	0	100
12	Through history I realized that the nation was created through the historical process	50	36.67	13.33	0	0	100
13	If I find historical relics that I don't know the owner of, I will report them to the authorities	61.67	25	10	3.33	0	100
14	If I visit a historical heritage site I will not damage historical objects	76.67	20	3.33	0	0	100
15	I will not change the shape/color of historical objects	71.67	25	3.33	0	0	100
16	I will not buy and sell historical relics	68.34	28.33	3.33	0	0	100
17	If I see a friend scribbling on historical relics, I will reprimand him	65	33.33	0	0	1.67	100

Next, calculate the distribution of data for each indicator to determine student tendencies in each indicator. Based on the results of the analysis, the research results show that the distribution of data on indicators of understanding the meaning and essence of history for the present and future is good, this is because the highest frequency is in the middle score. However, students' historical awareness of this indicator is not yet good. To see more clearly, look at the graph below.



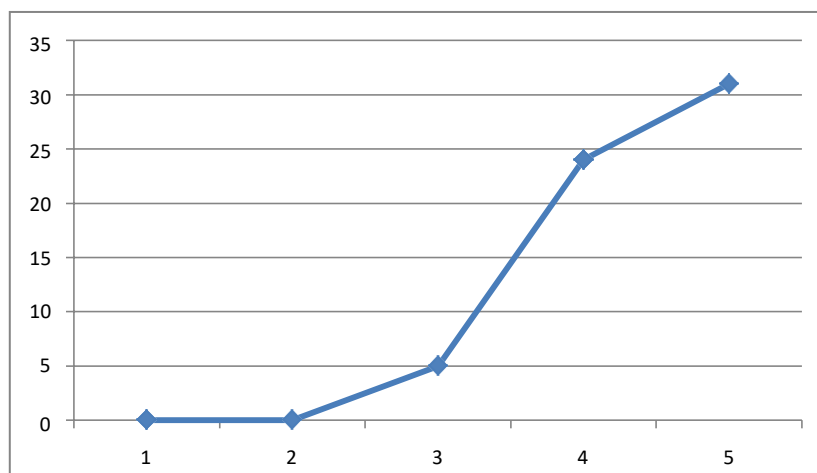
Graph 2. Frequency Distribution of Understanding the Meaning and Essence of History for the Present and the Future

After seeing the distribution of data on the indicators for understanding the meaning and essence of history for the present and future, then analyzing the distribution of data for each item on the indicator to see the student's tendency score for each item. In the past experience item, it is believed that it can solve the problems faced, the data distribution is not good because the highest frequency is not in the middle. However, students' historical awareness on this item is not very good.



Graph 3. Historical awareness in statements about past experiences is believed to be able to solve the problems faced

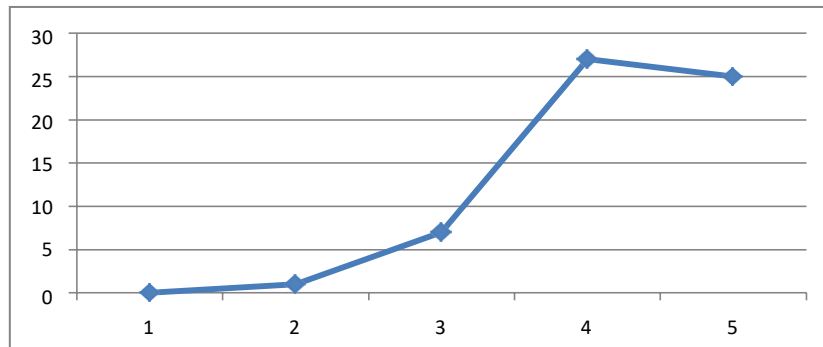
In the item through history I can realize the values of the past to face the present, the data distribution is not good. This is because the highest frequency is not in the middle of the data score. It can be seen that the highest frequency is at score 5, which means it is at the very top. However, students' historical awareness for the statement that through history I can realize the values of the past to face the present is very good. This proves that after students learn history during school, students understand that history has an influence on facing the present and the future.



Graph 4. Historical Awareness in the statement: Through history I can realize the values of the past to face the present

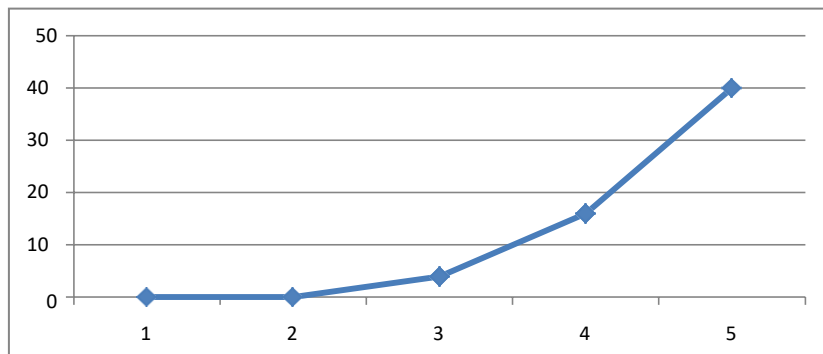


Historical items are believed to be able to build ideas about the consequences of what is done in the present and in the future. The results of the data distribution analysis are not good, this is because the highest frequency is not in the middle data score. It can be seen that the highest frequency is located at score 4 which means agree in the second column. It can be concluded that students' historical awareness of historical statements is believed to be able to build ideas about the consequences of what is done in the present and the future is good.



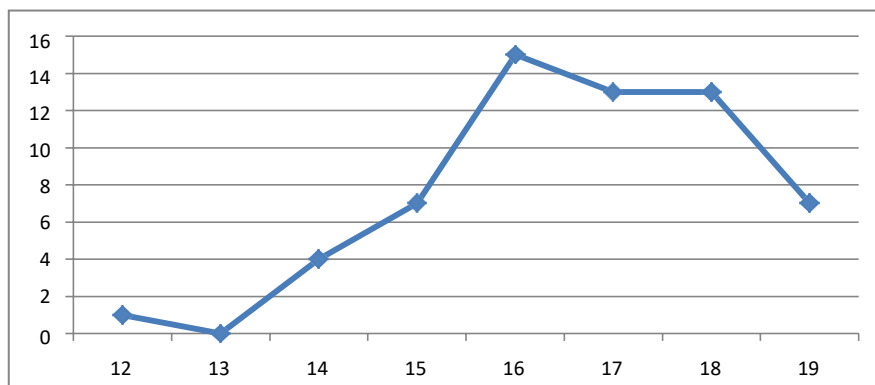
Graph 5. Historical Awareness in the Statement: History is believed to be able to build ideas about the consequences of what is done in the present and the future

Based on the results of the data distribution analysis on past items, it reminded me that if I was going to take an action in the future, it would not be good. This is because the highest frequency is not located in the middle data score. It can be seen that the highest frequency is at a score of 5 which means strongly agree. It can be concluded that students' historical awareness of past statements reminding me that they will take action in the future is very good. This can be seen from the frequency of students choosing a score of 5 (strongly agree) which exceeds half of the 60 students in class XII Social Science. It can be concluded that students' awareness of past experiences greatly influences whether students will take action in the future.



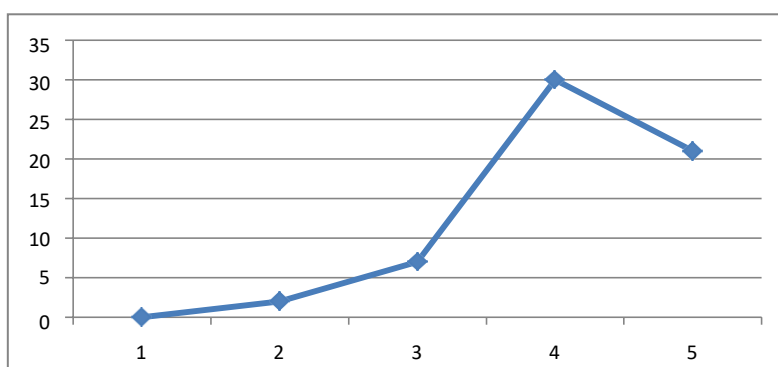
Graph 6. Historical Awareness in the Statement: The Past Reminds Me That I Will Take Action in the Future

Next, analyze the distribution of data for indicators of knowing yourself and your nation well. This is because the highest frequency is located in the middle data score. However, students' historical awareness of the self-knowledge indicator is still not good.



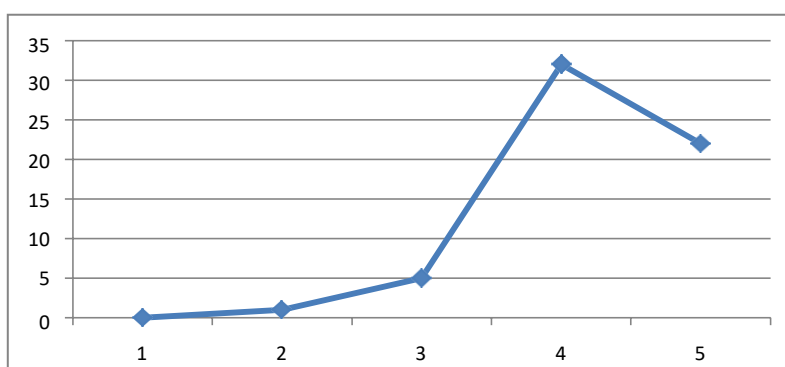
Graph 7. Frequency Distribution of Know Yourself and Your Nation Indicators

After analyzing the distribution of data on the indicators of knowing oneself and one's nation, the author then carried out data analysis processing per item. Based on the results of the data processing on the items, I believe history can teach me about what I have done, the data distribution is not good, this is because the highest frequency is not located in the middle data score. However, students' historical awareness of this item is good.



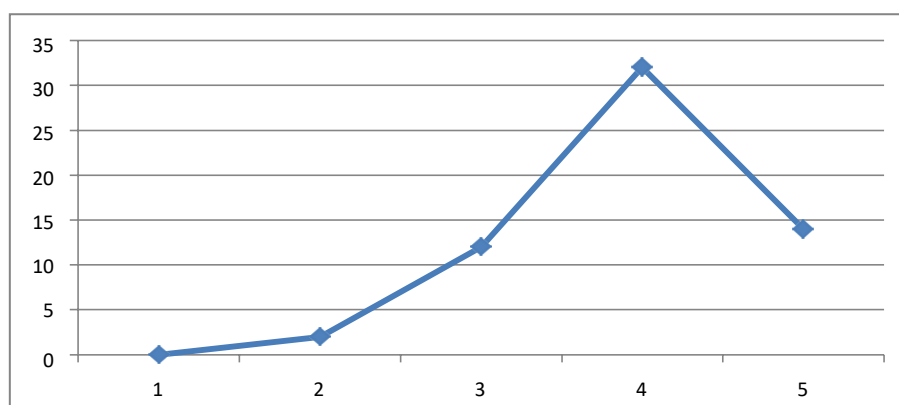
Graph 8. Historical Awareness in the Statement: I Believe History Can Teach Us About What I Have Done

Based on the processed results of the data distribution on the items, I realized that the history of what I had done was not good. This is because the highest frequency is not located in the middle data score. Meanwhile, a good distribution is if the highest frequency is located in the middle data score. Based on data analysis, it can be concluded that students' historical awareness in the item I am aware of history telling about what I have done is good.



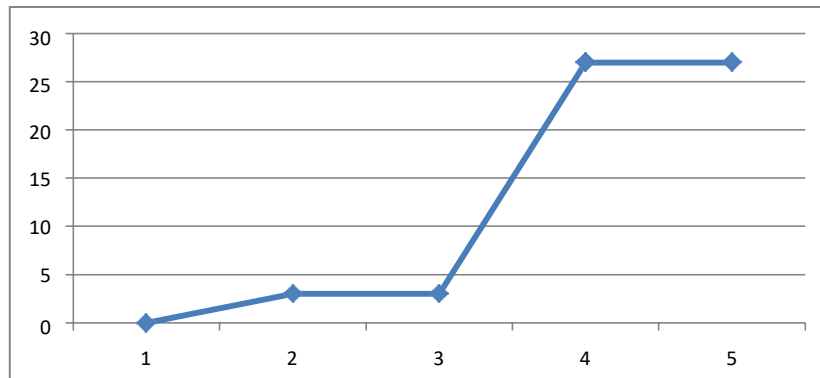
Graph 9. Historical Awareness In the statement: I am aware that history tells about the experiences of a group in the past

Based on the results of the data distribution analysis on the items, I believe that historical experience is what shapes national identity. The data distribution is not good, because the highest frequency is not in the middle data score. However, students' historical awareness in the item I believe is historical experience that forms national identity is not good.



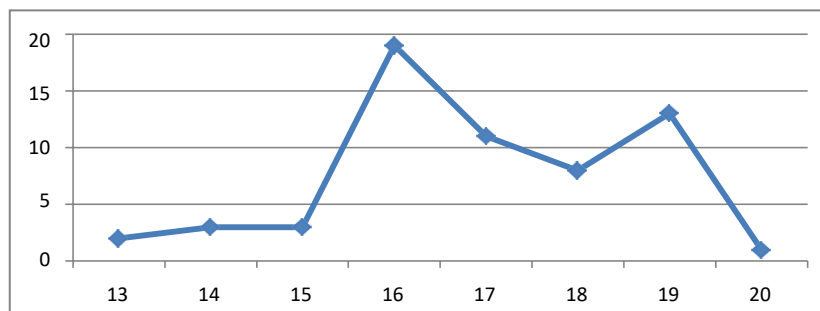
Graph 10. Historical Awareness in the Statement: I Believe It is Historical Experience That Forms National Identity

Based on the results of the data distribution analysis on the items, I respect my friends' opinions and listen to them carefully. The data distribution is not good. This is because the highest frequency is not located in the middle interval. However, students' historical awareness of the item. I respect my friends' opinions and listening to them carefully is good.



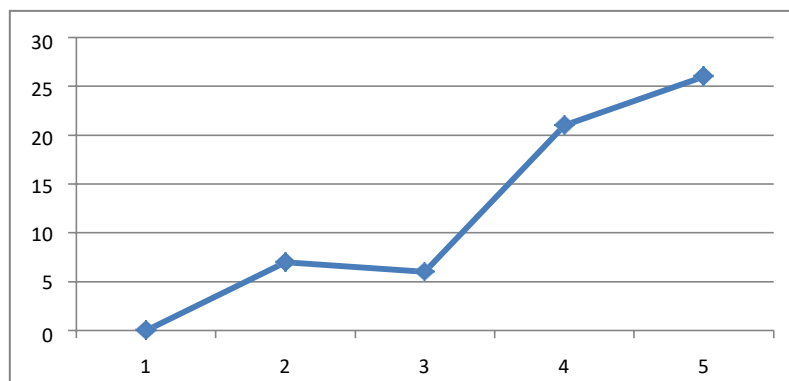
Graph 11. Historical Awareness of the Statement: I respect my friends' opinions and listen to them carefully

Furthermore, the data processing for indicators of cultivating history for fostering national culture has good data distribution, because the highest frequency is in the middle interval. It can be concluded that the indicator of cultivating history for fostering national culture, students' historical awareness is still not good.



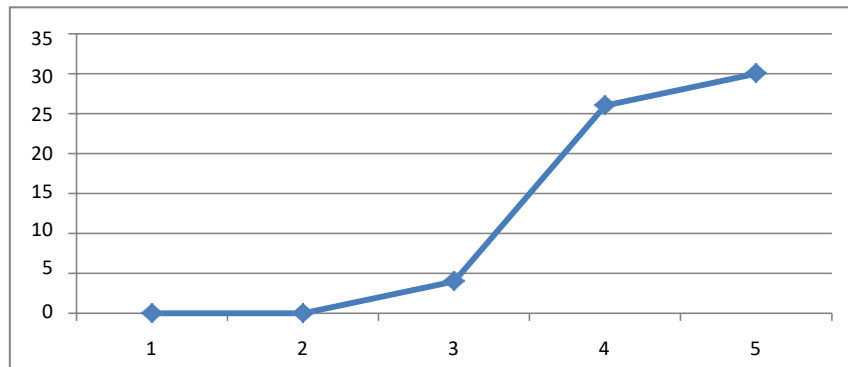
Graph 12. Frequency Distribution of Indicators for Cultivating History for the Development of National Culture

After analyzing the data distribution on indicators of civilizing history for fostering national culture, the author then processed the data distribution per item. Based on the results of the analysis of historical items, it is believed that it is not just expanding knowledge that the data distribution is not good, because the highest frequency is not located in the middle interval. However, it is believed that students' historical awareness of historical items is not just expanding their already very good knowledge.



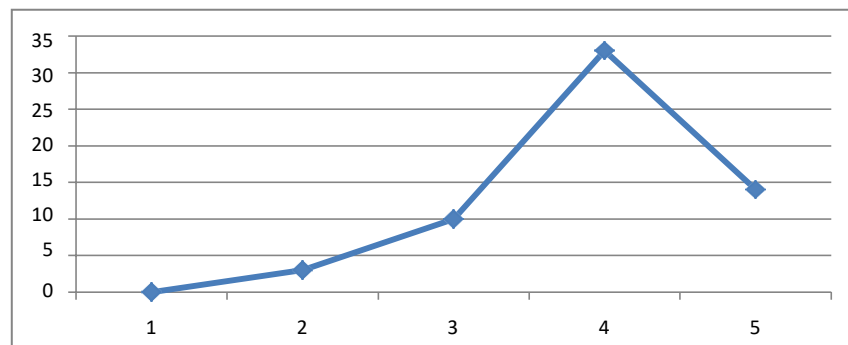
Graph 13. Historical Awareness in the Statement: History is Believed to Not Just Expand Knowledge

Based on the results of the analysis of data distribution on historical items, it was realized that it could direct me to appreciate cultural values, the data distribution was not good, because the highest frequency was not located in the middle interval. However, students' historical awareness of historical items can lead me to appreciate cultural values which is very good.



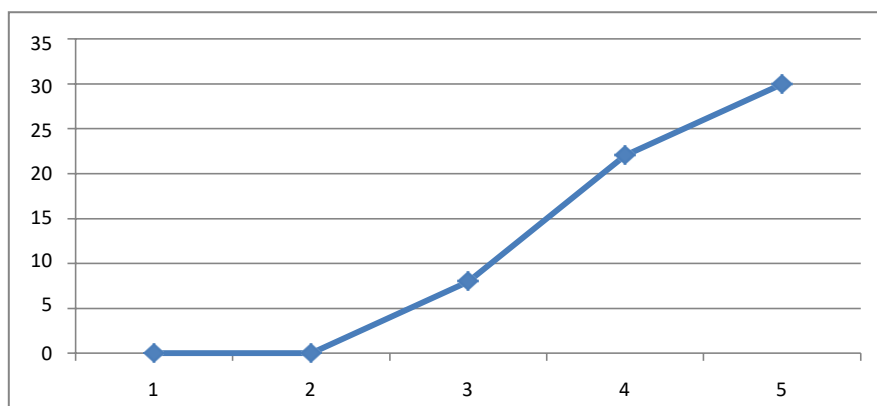
Graph 14. Historical Awareness in the Statement: Being Aware of History Can Lead Me to Appreciating Cultural Values

Based on the results of the analysis of the distribution of data on items through history, it can be realized that the development of culture itself has a poor distribution of data, because the highest frequency is not located in the middle interval. However, students' historical awareness of items through history can be realized that cultural development itself is not good.



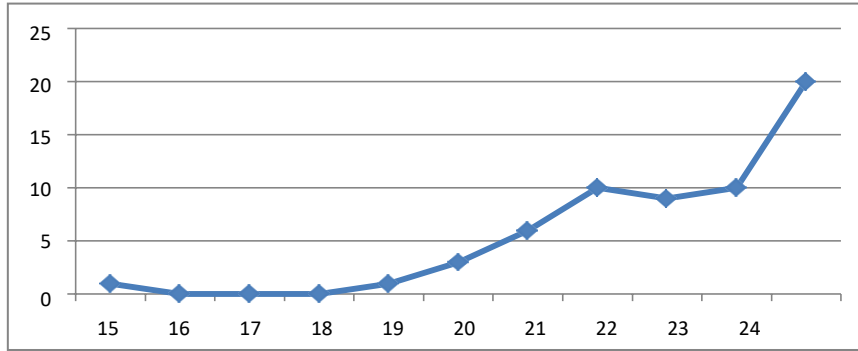
Graph 15. Historical Awareness in the Statement: Through History we can realize the development of culture itself

Based on the analysis of items through history, I realized that the nation was created through a historical process, the data distribution was not good, because the highest frequency was not located in the middle interval. However, students' historical awareness of the item through history, I realized that the nation was created through the historical process, was very good.



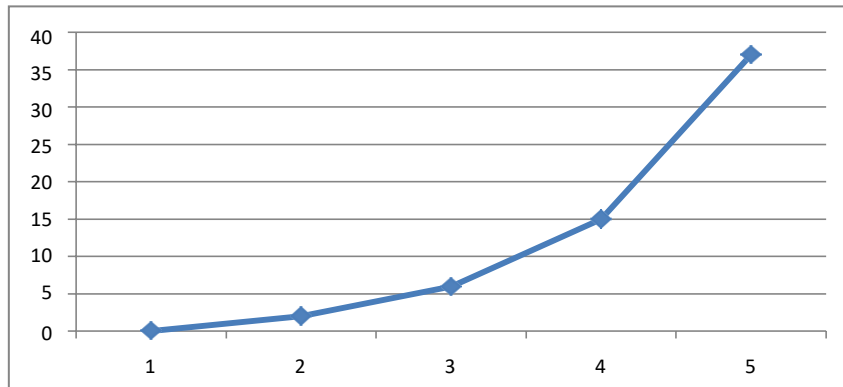
Graph 16. Historical Awareness in the statement: Through history I realize that the nation came into being through the historical process

Next, process the data distribution for indicators of preserving historical heritage. Based on the analysis results, the data distribution is not good, because the highest frequency is not located in the middle interval. However, students' historical awareness of the indicators of preserving historical heritage is very good.



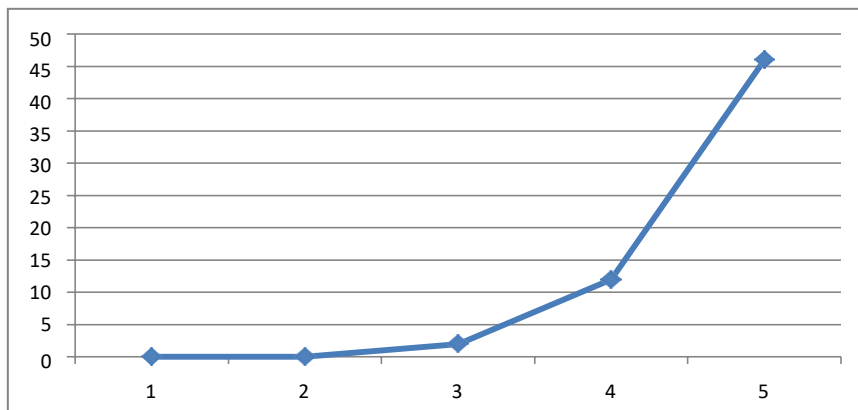
Graph 17. Frequency Distribution of Indicators for Preserving Historical Heritage

Next, the distribution of data per item was analyzed. From the results of the data processing, the data distribution on items is obtained. If I find historical heritage objects that I don't know the owner of, then I will report them to the authorities as not being good. This is caused by the highest frequency not being located in the middle interval. However, students' historical awareness of this item is good.



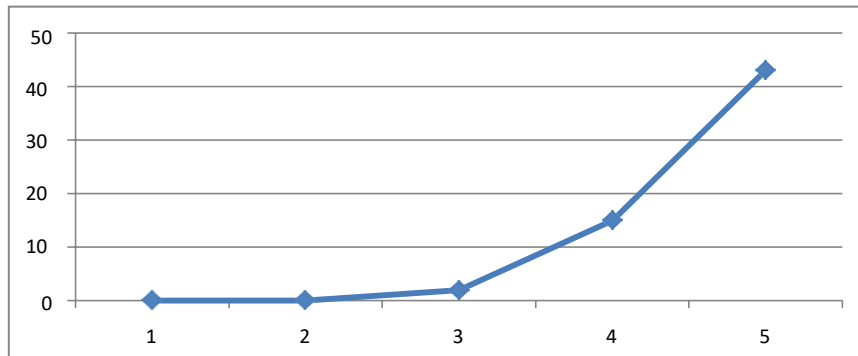
Graph 18. Historical Awareness in the Statement: If I Find Historical Relics of Which I Do Not Know the Owner Then I Will Report It to the Authorities

Based on the data analysis on the item, if I visit a historical heritage site, I will not damage historical heritage objects. The data distribution is not good, this is because the highest frequency is located at the top score. Meanwhile, good data distribution is if the highest frequency is in the middle interval. However, students' historical awareness on this item is very good.



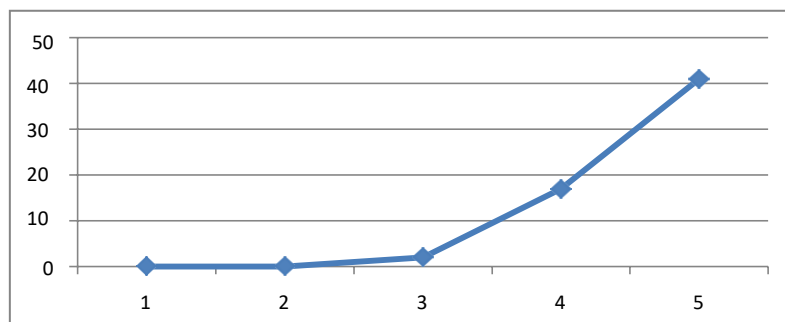
Graph 19. Historical Awareness in the Statement: If I Visit a Historical Heritage Site I Will Not Damage Historical Heritage Objects

Based on the analysis of the data distribution on the items, I will not change the shape/color of historical heritage objects. The data distribution is not good, this is because the highest frequency is not located in the middle interval. However, students' historical awareness of this item is very good.



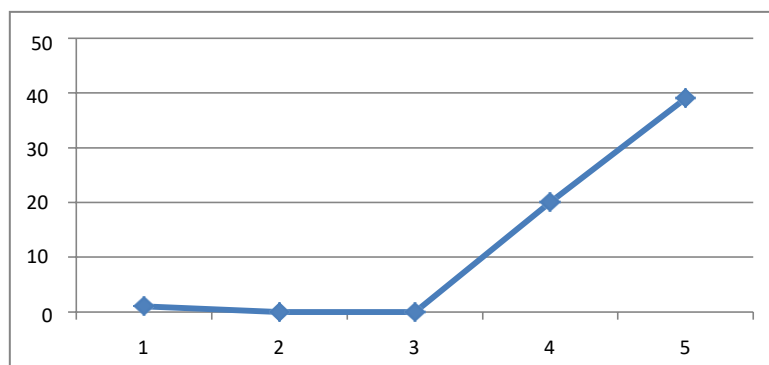
Graph 20. Historical Awareness of the Statement: I Will Not Change the Shape/Color of Historical Relics

Based on the analysis of the distribution of data on items, I will not buy and sell historical relics, the distribution is not good, this is because the highest frequency is not located in the middle interval. However, students' historical awareness of this indicator is very good.



Graph 21. Historical Awareness of the Statement: I Will Not Buy and Sell Historical Relics

Based on the results of the analysis of data distribution on items, if I see a friend scribbling on historical relics, I will reprimand him that the data distribution is not good, this is because the highest frequency is not located in the middle interval. However, students' historical awareness of this item is very good.



Graph 22. Historical Awareness in the Statement: If I See a Friend Doodling on Historical Relics Then I Will Reprimand Him

After carrying out the frequency distribution, the author also carried out a centralization analysis of the data for each indicator, to see the tendency of student scores on each indicator. The concentration on each indicator is said to be not good, this is because the mean, median and mode numbers are close together.

Table 6. Data Centering Analysis Per Indicator

No	Indicator	Mean	Median	mode
1	Understanding the meaning and essence of history for the present and the future	17.6	17	17
2	Get to know yourself and your people	16.68	17	16
3	Cultivating history for the development of national culture	16.86	17	16
4	Maintaining the nation's historical heritage	23.11	23.5	25

Next, the author carried out a data concentration analysis on each item, to see the tendency of students' scores on each item using the mean, median and mode formulas. Based on the results of data analysis, the data concentration for each item is not good, this is because the mean, median and mode numbers are close together. The processed data results are entered into the table as follows:

Table 7. Data Centering for Each Item

No	Items	Centering Data		
		Mean	Median	Mode
1	Experience periodpast believed can solve those problems faced	4.3	4	4
2	Through history I can realize the values of the past to face the present	4.43	5	5
3	History is believed to be able to build ideas about the consequences of what is done in the present and the future	4.26	4	4
4	The past reminds me that I will take action in the future	4.6	5	5
5	I believe history can teach me about what I have done	4.16	4	4
6	I realize that history tells about the experiences of a group in the past	4.25	4	4
7	I believe it is historical experience that shapes national identity	3.96	4	4
8	I respect my friends' opinions and listen to them carefully	4.3	4	4.5
9	It is believed that history is not just about expanding knowledge	4.1	4	5
10	I realize that history can direct me to appreciate cultural values	4.43	4.5	5
11	Through history, the development of culture itself can be realized	3.96	4	4
12	Through history I realized that the nation was created through the historical process	4.36	4.5	5
13	If I find historical relics that I don't know the owner of, I will report them to the authorities	4.45	5	5
14	If I visit a historical heritage site I will not damage historical objects	4.73	5	5
15	I will not change the shape/color of historical objects	4.68	5	5
16	I will not buy and sell historical relics	4.65	5	5
17	If I see a friend scribbling on historical relics, I will reprimand him	4.6	5	5

Next, the author carried out an analysis of variations in indicator data. Based on the results of the variation analysis, good data variations per indicator were obtained, because the numbers were below 10, which means homogeneous. which the author has presented in table form as below:

Table 8. Analysis of Variation of Indicator Data

No	Indicator	Data	Variation Data
1	Embrace it meaning And essence history for period now And periodWhich will come	1.54	Homogeneous
2	to know yourselfand His people	1.52	Homogeneous
3	Cultivate history	1.61	Homogeneous

coaching culture nation			
4	Maintaining historical heritage Nation	1.95	Homogeneous

Next, we look at the data variations for each item. To analyze data variations, the author uses the standard deviation formula to see whether the data is homogeneous or heterogeneous. After the analysis was carried out, a good analysis of data variations per item was obtained. The author presents the data as the table below:

Table 9. Analysis of Variation of Peritem Data

No	Indicator	Data	Variation Data
1	Experience periodpast believed can solve those problems faced	0.66	Homogeneous
2	Through history I can realize the values of the past to face the present	0.63	Homogeneous
3	History is believed to be able to build ideas about the consequences of what is done in the present and the future	0.72	Homogeneous
4	The past reminds me that I will take action in the future	0.60	Homogeneous
5	I believe history can teach me about what I have done	0.74	Homogeneous
6	I realize that history tells about the experiences of a group in the past	0.67	Homogeneous
7	I believe it is historical experience that shapes national identity	0.74	Homogeneous
8	I respect my friends' opinions and listen to them carefully	0.78	Homogeneous
9	It is believed that history is not just about expanding knowledge	0.99	Homogeneous
10	I realize that history can direct me to appreciate cultural values	0.60	Homogeneous
11	Through history, the development of culture itself can be realized	0.76	Homogeneous
12	Through history I realized that the nation was created through the historical process	0.69	Homogeneous
13	If I find historical relics that I don't know the owner of, I will report them to the authorities	0.8	Homogeneous
14	If I visit a historical heritage site I will not damage historical objects	0.5	Homogeneous
15	I will not change the shape/color of historical objects	0.52	Homogeneous
16	I will not buy and sell historical relics	0.53	Homogeneous
17	If I see a friend scribbling on historical relics, I will reprimand him	0.66	Homogeneous

Based on the analysis of data variations per item, the analysis results obtained are as in the table above. Based on these results, it can be concluded that the data variation for each item is classified as good. However, there are still high numbers that are closer to heterogeneous.

This research aims to describe the historical awareness of class XII Social Science students at State High School 1 Pariangan. Based on the results of research conducted by distributing questionnaires to 60 students, the picture of students' historical awareness in general is in the very high category. This can be seen from the general description, the highest percentage is in the very high category at 88.33%. However, there are still those who have not reached the very high category. To see more clearly, data processing was carried out on each indicator.

Based on the processed data, the percentages for each indicator of students' historical awareness still vary. The percentage in the very high category lies in the indicator of preserving the nation's historical heritage, while the highest high category lies in the indicator of cultivating history for the development of the nation's culture. In the moderate category, the highest is the indicator of cultivating history for the development of national culture.

After analyzing each indicator for the indicator of understanding the meaning and essence of history for the present and future, there is still a lack of students' historical awareness, this is mostly due to past experience items being believed to be able to solve the problems faced. This is because students only think that history is only about studying knowledge. Meanwhile, history not only discusses knowledge, but is also useful for solving the problems faced. The indicator of knowing oneself and one's nation is very high, but not all students have very high historical awareness. This means that there are still students whose historical awareness is not yet high. This is largely due to the item I believe that historical experiences form national identity. In this item, there are still students who do not believe that history is what forms national identity. The indicator of cultivating history for the development of national culture is already high, but it is still not optimal. This is mostly due to the fact that through history the development of culture itself can be realized. Students' understanding of history as it relates to cultural development is still lacking. As is the case at the ceremony every Monday there are still students who are late. On the indicator of preserving the nation's historical heritage, the percentage is very high. However, not all students are high, this is more due to the fact that if I find historical relics whose owners I don't know, then I will report them to the authorities.



Analysis of the distribution of data per indicator on indicators appreciates the meaning and essence of history for the present and future. The data distribution is good. However, students' historical awareness of this indicator is still not good. If you look at the distribution of data per item on this indicator, the results for each item show that the data distribution is not good. It can be concluded that historical awareness in this data distribution is good. The results of the data distribution analysis on the indicator of knowing oneself and one's nation, the data distribution is not good. However, his historical awareness is good. If you look at the distribution of data per item, the results of the data distribution for each item on the indicator of knowing yourself and your nation are not good. The results of the analysis of data distribution on the indicator of cultivating history for fostering national culture, the data distribution is good, but historical awareness on this indicator is still not good. If analyzed per item, the results of the processed data distribution for each item are not good. However, students' historical awareness is good. Based on the results of the analysis of indicators for preserving historical heritage, the data distribution is not good. However, if we look at the students' historical awareness, it is very good. Although not all students have a good sense of history. For more clarity, analyze the data distribution for each item where the data distribution is not good. However, students' historical awareness is very good.

Based on data centering analysis, in general the results are not good because the mode and median are greater than the mean. Based on the analysis per indicator, data concentration on indicators appreciates the meaning and essence of history for the present and future, which is good because the mean is greater than the median and mode. The results of the analysis on the indicator of knowing oneself and one's nation, the data concentration is not good. Based on the indicator of cultivating history for the development of national culture, the analysis of data concentration is not good, this happens because the median is greater than the mean value. The results of the analysis of data concentration on indicators that maintain the historical heritage of data concentration are not good, this is because the mode value is greater than the mean value.

Based on the analysis per item, it was found that concentrating data on past experience items is believed to be able to solve the problems faced less well, because the mean, median and mode numbers are close together. From the results of the analysis of items through history, I can realize past values to deal with the present. The data concentration is not good, this is because the mean, median and mode numbers are close together. The results of concentrating data on historical items are believed to be able to build ideas about the consequences of what is done in the present and the future. The data concentration is not good because the mean, median and mode numbers are close together. The results of the analysis on past items remind me that if I want to take action in the future, the data concentration is not good, this is because the mean, median and mode numbers are close together.

Based on the analysis of the items, I believe history can teach me about what I have done. The data concentration is not good, this is because the numbers in the mean, median and mode are close together. The results of the analysis on the item I realized that the history tells about what I have done, the data concentration is not good. The results of the analysis of data concentration on the item I believe are historical experiences that shape national identity are not good. The results of the analysis on the item I respect my friends' opinions and listen to them carefully, the data concentration is not good. Based on the results of the analysis, data concentration on historical items is believed to be not just expanding knowledge, the data concentration is not good. This is because the numbers in the mean, median and mode are close together. Based on the analysis, the concentration of data on historical items realized that it could lead me to appreciate less good cultural values. The results of the analysis of data concentration on items through history can be realized that the development of culture itself is not good at data concentration. This is because the numbers for the mean, median and mode are close together. As a result of the analysis of data concentration on items through history, I realized that the nation was created through a historical process where the data concentration was not good. The results of the analysis of items, if I find historical heritage objects that I don't know the owner of, then I will report to the authorities that the data collection is not good. Based on the results of the analysis of items, if I visit a historical heritage site, I will not damage historical heritage objects, the data concentration is not good. The analysis results on my items will not change the shape/color of historical heritage objects, the data concentration is not good. The results of the analysis on the item I will not buy and sell historical heritage objects, the concentration of the data is not good. The results of the analysis on items, if I see a friend who is scribbling on historical relics, I will reprimand him for the results of the data concentration which is not good.

Next, analyzing variations in the data generally obtained homogeneous results. Analysis of variations in each indicator in the indicators appreciates the meaning and essence of history for the present and future, the data variations are homogeneous. The indicator of knowing oneself and one's nation, analysis of variations, is homogeneous. Analysis of variations in indicators of civilizing history for fostering national culture is homogeneous. Based on the results of the analysis of the indicators for preserving the nation's historical heritage, the variation analysis is homogeneous. Based on data variation analysis, the historical awareness of class XII Social Science students at State High School 1 Pariangan, Pariangan District, Tanah Datar Regency is good. In line with previous research statements which stated that students' history awareness was good [34].

From the research results, data was obtained that in general the historical awareness of class XII Social Science students is very high. However, there are still students who do not have good student awareness. It can

be concluded that from the results of the general percentage analysis of students who achieved the very high criteria was 88.33%. This needs to be maintained. However, there are still 11.67% who do not have very high historical awareness. To see the reasons why students' historical awareness is not high, then look at the percentage results of the 4 indicators of historical awareness which are classified as varied. In particular, the indicator of understanding the meaning and essence of history for the present and the future, students' historical awareness is good, but there are still some that are not good because it is mostly caused by past experience items which are believed to be able to solve the problems faced. It is hoped that students will be given more emphasis on the meaning and essence of history not only as knowledge, but also as an influence on present and future life. The indicator of knowing oneself and one's nation is good, but there are still things that are not good, this is mostly caused by the item I believe that history is what forms national identity. It is hoped that students will better understand the problem of the formation of a nation, because history has an important role in the formulation of national identity.

Furthermore, historical awareness on the indicator of cultivating history for the development of national culture is good, this is good to maintain. However, not all students have good historical awareness. This is mostly due to the fact that through history they can realize the development of culture itself. It is hoped that students will better understand that history not only discusses events in the past but is also useful for cultural development. Like the flag ceremony every Monday, it is a culture derived from history. Furthermore, as an indicator of preserving the nation's historical heritage, students' historical awareness is very good, this is very good to maintain. However, not all students still have good historical awareness of the indicators of preserving historical heritage. This is mostly caused by items. If I find historical relics whose owners I don't know, then I will report them to the authorities. It is hoped that students will appreciate more the relics of the past, even in various forms.

This research has several limitations, including only describing students' historical awareness at the high school level without exploring in depth strategies or methods that are effective in increasing it. Therefore, it is recommended that further research focus on developing and evaluating various strategies for increasing students' historical awareness. Future research should consider the use of digital technology, project-based learning, and the integration of local history in the curriculum to determine which approaches are most successful in increasing students' understanding and appreciation of history.

#### 4. CONCLUSION

In general, the historical awareness of class XII Social Science students at State High School 1 Pariangan, Pariangan District, Tanah Datar Regency is in the very high category with a percentage of 88.33%. The distribution of data is generally high, because the highest frequency is located in the second interval. Data centering is generally less high because the mean is lower than the median and mode values. Variation analysis: In general, students' historical awareness is high because the data variations are homogeneous. Based on the percentage analysis per indicator, students' historical awareness is high. The highest indicator is preserving the nation's historical heritage with a percentage of 91.66% and the lowest indicator is cultivating the nation's history for fostering national culture at 55%. The distribution of data on indicators conveys the meaning and nature of history for the present and the future. Historical awareness on this indicator is already high. The distribution of data on indicators of knowing oneself and one's nation, students' historical awareness is high. In the indicator of cultivating history for the development of national culture, students' historical awareness is already high. In the indicator of preserving the nation's historical heritage, students' historical awareness in this indicator is very high. The results of the data concentration analysis for each indicator are not high enough, because the values between the mean, median and mode are close together. If we look at the analysis of data variations on each indicator, students' historical awareness is already high, because the data is homogeneous. Based on the results of the analysis of the percentage of students' historical awareness per item, of the seventeen items there are thirteen items that are already high and four items that are still not high enough, namely past experience items that are believed to be able to solve the problems faced. Next, my item believes that historical experiences form national identity. Items through history can realize the development of culture itself. Lastly, if I find historical relics that I don't know the owner of, I will report them to the authorities. Researchers recommend the need for further research regarding effective strategies in increasing students' historical awareness at the high school level.

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