



Strengthening the Competence of History Teachers in Teaching Local History: Capacity Building Workshop for Subject Matter Teachers in Pasuruan City and Regency

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ABSTRACT

Purpose of the study: This study aims to strengthen teachers' ability to teach local history in schools by conducting workshops targeting history teachers in Pasuruan City and Regency. This activity is based on the results of a previous problem analysis, which shows that teachers still have difficulty obtaining local historical sources.

Methodology: This study used a quantitative experimental method by treating teachers and observing the results through statistical data analysis.

Main Findings: This study shows increased teachers' abilities after the workshop. This increase is proven by a t-test, which shows a difference between the pre-test and post-test scores of 6.57. At the end of the activity, participants were also given guidance on writing articles related to local history and integrating them into the independent curriculum. The findings of this study indicate that after attending the workshop, the participants, who were history teachers, experienced an increase in their understanding of local history.

Novelty/Originality of this study: This study contributes to history learning and offers practical insights for improving the quality of history teachers.

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1. INTRODUCTION

The Merdeka Curriculum is a new approach in education that aims to give teachers the freedom and flexibility to design relevant and meaningful learning for students [1], [2]. In history learning, the Merdeka Curriculum allows teachers to develop local historical narratives that are closer to the lives of students and their environment. History is an important part of education that helps students understand the origins, development, and changes in society [3], [4]. However, government-produced textbooks often centre their focus on national events. Meanwhile, local history is part of national history that shapes the national narrative [5]. Local history itself functions as a pedagogical strategy for teaching social sciences, fostering a sense of identity and relevance between the curriculum and the students' environment. This approach encourages students to become more independent, analytical, and creative, moving away from the traditional curriculum that does not attract attention.

The independent curriculum, which is characterised by its flexibility and adaptability to the needs and interests of learners, opens up opportunities for the integration of local history into the learning process [6], [7]. Researchers have found that students are interested in local history and that it can be taught in many ways and with many different kinds of materials [8], [9]. This method fits with those findings. Even so, there are still problems

with putting in place an independent curriculum that is tailored to each student [6], [10] because there are not enough resources and teachers need to improve their skills. These challenges can affect the effective teaching of local history.

The main objective of this activity is to strengthen teachers' competence in choosing local history teaching materials. Meanwhile, an understanding of local history teaching is included in the UNESCO Competency Framework in the form of Core Competencies, which comprise a set of interrelated knowledge, skills, and abilities that result in the basic behaviours expected of individuals working within an organisation. Teachers are expected to master the historical knowledge that is the subject matter they teach to students [11]. This program was initiated to provide support and training to history teachers so that they can develop local historical narratives that are interesting and relevant to students. The main reason behind the importance of including local history in learning is to provide students with a deeper understanding of their own local history [12]. Learning local history can help students identify and appreciate the cultural heritage, traditions, important figures, historical events, and social changes that have taken place in their area [4], [13]. It can also increase a sense of belonging to their area of origin and strengthen local identity.

In addition, the development of local historical narratives can also enrich the overall learning of history. By introducing students to various historical perspectives, they can see that history is not static and limited to familiar national events [14], [15]. Local history can provide a new perspective, revive forgotten stories, and provide a richer context for understanding history as a whole [16], [17].

Based on the results of observations, interviews, and initial questionnaires, it was found that history teachers in the City and Regency of Pasuruan's Teachers Working Group experienced difficulties in selecting and developing local history materials. In fact, in the independent curriculum, teachers are given the freedom to develop local history without having to stick to textbooks that have been made by the government. However, in their application, teachers are still confused about reconstructing narratives and connecting local history with learning outcomes in the independent curriculum.

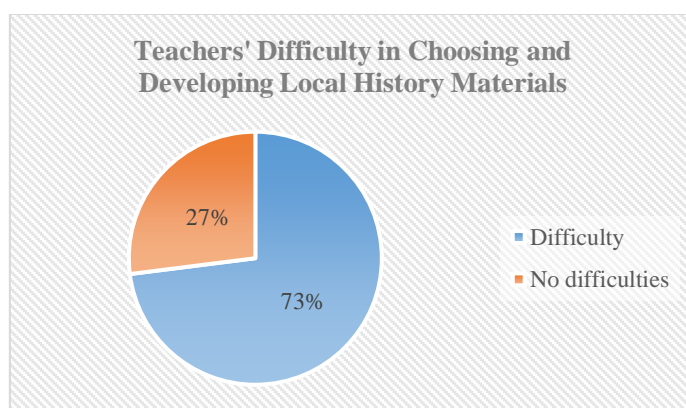


Figure 1. Teachers' Difficulty in Choosing and Developing Local History Materials

There have been several previous studies related to improving teachers' capacity in local history and learning aspects. Some training programmes combine pedagogical-based theoretical training with professional-based practical activities to improve teachers' performance effectiveness and the quality of education [18]–[20]. Some training programmes also develop independent thinking and clear manifestations of historical thinking among history students as a way to improve their historical knowledge and pedagogical skills [21], [22]. Teachers must also have a wide range of knowledge about new historical materials such as public history and various historical research activities, which ultimately improve their teaching effectiveness in the 21st century [23]–[25]. There are also activities that focus on improving pedagogical skills, innovation, and reflexivity, enabling teachers to design effective learning experiences, adapt to modern educational challenges, and critically evaluate their practices [26]–[28]. Based on this, it was found that there is no training that specifically focuses on improving history teachers' understanding of local history. This is important because it makes history learning more interactive and contextual..

Based on the results of previous research above and problem analysis, we want to implement a capacity-building programme for prospective professional history educators based on an independent curriculum for the History Teacher Working Group in Pasuruan City and Regency to strengthen their competence in selecting local history teaching materials through partner collaboration. Through this programme, history teachers in Pasuruan City and Regency can develop their ability to select and integrate local history material into the curriculum. Thus, students will gain a more diverse, relevant, and meaningful learning experience and develop a sense of pride in their local history.

This research contributes to history learning and offers practical insights to improve the quality of history teachers. The results of this study will serve as a helpful reference in efforts to develop professionalism and effectiveness in history teaching among history teachers. This research aims to improve teachers' ability to teach local history in schools by conducting workshops for history teachers in Pasuruan City and Regency. Thus, this activity is expected to provide the necessary support to overcome these challenges and enrich local history teaching in the region.

2. RESEARCH METHOD

2.1. Type of Research

This research uses a quantitative quasi-experimental design in the one group pre-test-post-test design category. The sample in this study consists of history teachers from senior high schools and vocational schools in Pasuruan City and Regency. The sample was given a pre-test before the treatment and a post-test after the treatment. The following is the design of this study [29].

$$O_1 \ X \ O_2$$

Explanation:

O_1 : Pretest score before treatment

X : Treatment in the form of training

O_2 : Posttest score after treatment

2.2. Research Subject

This research was conducted on 26 August 2024 at Purwosari Senior High School, Pasuruan Regency. Purposive sampling was used to determine the research sample. This type was used because there were classifications in the sample, namely academic qualifications, coming from the same region, and history teachers at senior high schools, vocational high schools, and Islamic senior high schools. The participants of this study were 51 history teachers from senior high schools and vocational schools in the city and regency of Pasuruan.

2.3. Data Collection Instruments and Techniques

This study used two types of questionnaires: based on the learning model and pretest and posttest (tests) study sheets. The tests consisted of 20 questions related to historical material in the independent curriculum and local historical material that the presenter had delivered during the training. The tests were distributed via Google Forms and had four answer choices.

Table 1. Research Instrument

Questionnaire Category	Number of Questions	Instrument
History material in the independent curriculum	10	Questionnaire
Local history material	10	Questionnaire

2.4. Data Analysis Technique

The previously formulated data results will be tested for correlation. In testing the hypothesis in this study, the one sample T-Test formula was used in SPSS 26 with the following explanation [30]:

$$t_{hit} = \frac{\bar{x} - \mu_o}{s/\sqrt{n}} \dots (1)$$

Explanation:

t_{hit} : calculated t value

\bar{x} : sample mean

μ_o : parameter value

s : sample standard deviation

\sqrt{n} : number of samples

3. RESULTS AND DISCUSSION

3.1. Implementation of Workshop Activities

This community service activity was held on Monday, 26 August 2024, at Purwosari Senior High School, Pasuruan, with the theme 'Workshop on Capacity Building Programme for History Teachers Based on the Merdeka Curriculum for History Teachers' Working Groups in Pasuruan Regency and City: Strengthening Competence in Choosing Local History Teaching Materials' to assist teachers in developing the competencies needed in the learning process. The focus was primarily on helping teachers develop, understand, and study historical learning materials, specifically in the area of choosing local history materials. The History Teachers' Working Group of High Schools and Vocational Schools in Pasuruan City and Regency welcomed 51 participants to this activity.

This activity consisted of giving pre-test questionnaires to the participants regarding the material to be presented, namely local history and its integration into the independent curriculum. This was followed by a presentation of the material by three speakers from the History Department of State University of Malang and representatives from the History Teachers Working Group. The first material was presented by Erza Sahrul Mubarak, S.Pd., with the title of Choosing Local History Material. The material discusses the history of Pasuruan, from prehistoric traces to the colonial period. This material describes Pasuruan as a region with a dynamic and diverse history, shaped by various cultural influences and important events, making it a valuable source for understanding the complexity of the past and its relevance to the present.

Akhmad Fajar Ma'rufin, M.Pd., presented the second material, "Local Historical Connectivity in the Merdeka Curriculum and its Implementation in the Classroom." In general, this second material discusses examples of classroom implementation, such as case studies, research projects, field trips, and historical exhibitions, as well as interactive learning methods such as group discussions, learning media creation, and simulations. Evaluation and reflection are carried out through project assessment and student reflection to ensure meaningful and contextual learning.

Dr Daya Negri Wijaya, S.Pd., M.A., gave the final presentation on education in Malang during the colonial era. At that time, the education system was exclusive, with schools separated by ethnicity and social class. However, there were also educational institutions established by the indigenous population, such as Pondok Gading and Taman Siswa. Malang later became known as the 'city of education' because of the large number of educational institutions established there, both during and after the colonial period.

Following the material presentation, the speakers and workshop participants engaged in a discussion and Q&A session. In this session, the enthusiasm of the participants was evident from their activeness in asking questions to the speakers. People who took part asked a wide range of questions, such as how to find out more about local history in Pasuruan and education in Malang City, how to improve knowledge about historical material, and how to make historical learning materials that can be used in a variety of ways in the classroom.

The activity then proceeded with the creation of articles, which served as a means to utilise and craft peripheral narratives in the context of local history. Some examples of the titles for the materials that have been developed by the socialisation participants can be seen in Table 1. During the preparation stage of this workshop, the community service team assisted the History Subject Teachers Working Group (TEACHERS' SUBJECT MEETING) teachers in preparing and developing articles. The community service team assisted and guided the workshop participants in developing and utilising local history materials and integrating them into the independent curriculum.

Table 2. Workshop Participant Article Titles

No	Title of Article Workshop Participant
1.	Mengulik Kejayaan Perekonomian Pasuruan Melalui PT. Pabrik Tekstil Kasrie Pandaan
2.	Eksistensi Pasuruan Era Islam Abad 19 (Pendirian Masjid Agung Al-Anwar)
3.	Menciptakan Kota Tua di Jalan Balai Kota Pasuruan
4.	Madakaripura: Pesanggrahan Gajah Mada Ternyata di Pasuruan
5.	Peran Pesantren Al Yasini dalam Pendidikan Islam Modern di Pasuruan Tahun 1940 hingga 2023
6.	Pelabuhan Tanjung Tembikar: Jalur Rempah Jawa Timur Masa Kolonial
7.	Peranan Masyarakat Pandaan Pada Masa Perang Revolusi Kemerdekaan 1945
8.	Peran KH. Abdul Hamid Dalam Mempertahankan Identitas dan Budaya Lokal: Perspektif Kota Pasuruan Sebagai Kota Santri
9.	Candi Gunung Gangsir: Arsitektur dan Ornamennya
10.	Pasuruan "Negeri Terjajah": Dari Mataram Hingga Kolonial
11.	Perubahan Sosial Dari Tanah Ke Pabrik di Jawa Timur" Studi Kasus Perubahan Transportasi Setelah Revolusi Industri 1.0.
12.	Sejarah dan Perkembangan Candi Belahan
13.	Kisah Kepahlawanan Sakera

3.2. Evaluation Results

After the mentoring and article-writing process was completed, the community service team closed the activity by distributing post-test questionnaires to the participants. The purpose of administering this questionnaire was to evaluate the level of teacher understanding of local history material and its integration into the independent curriculum after the community service activity was carried out. Next, the results of the t-test statistical analysis conducted on the pretest and posttest data will be presented.

Table 3. T-Test Results

	One-Sample Statistics			
	N	Mean	Std. Deviation	Std. Error Mean
Pretest	51	73.82	12.271	1.718
Posttest	51	80.39	9.942	1.392

T-test results show a 6.57-point difference in average between the pretest of 73.82 and the posttest of 80.39. This difference indicates a significant improvement after the workshop. This means that the program has succeeded in significantly improving the skills and understanding of the workshop participants. The increase in post-test scores proves that the method used is able to encourage more productive discussions, creating a learning environment that supports the improvement of the competence of history teachers at the Teachers' Working Group for High School and Vocational High School in Pasuruan City and Regency.

The service team has also collected feedback from participants through evaluation questionnaires as a reference for future activities. The evaluation results show that the duration of the workshop was insufficient, especially in relation to the production of articles that were considered too short. Therefore, in the next service activity, the team will allocate a longer workshop time and provide more in-depth practical training. The aim is for teachers to master the skills needed to produce articles effectively and get the most out of the program that will be implemented.

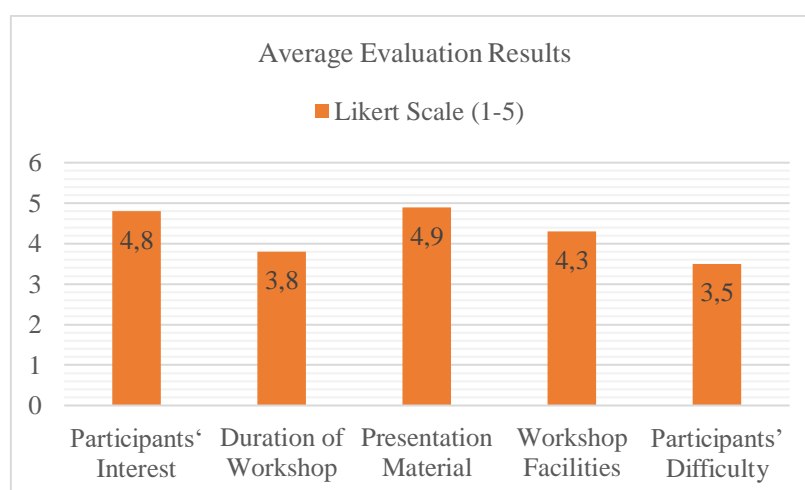


Figure 2. Average Evaluation Results

Overall, the programme has been a success, as evidenced by the active participation of participants during the socialisation. The clear presentation of the material and the adequate support facilities have contributed to this success. However, there is still room for improvement in some aspects. In future activities, these improvements will be refined so that the programme will provide greater benefits and have a positive impact on all participants in the future.

These findings are consistent with several studies showing that using project-based learning in training and learning can improve understanding of local history. Innovative approaches can foster interest and understanding of local historical narratives among history teachers, making project-based learning a valuable educational strategy in this context [31], [32]. Project-based learning enables teachers to explain historical events more contextually in the classroom, thereby improving students' understanding [33]–[35]. Additionally, by attempting to write articles about local history, teachers can train themselves to identify various local historical sources that can be used as learning resources for local history in the classroom [36].

3.3. Discussion

Workshops are one way to improve teachers' understanding of subject matter and pedagogical skills, which can be very useful for integrating local history into an independent curriculum [37], [38]. Teacher

participation in workshops is crucial in developing the pedagogical competencies used for the effective implementation of the Merdeka Curriculum in schools [39], [40].

The t-test results show a difference of 6.57 between the pre-test and post-test. This demonstrates that the workshop effectively enhanced the teachers' comprehension of local history and its incorporation into the independent curriculum. The significant increase in the post-test score compared to the pre-test indicates a positive impact from the workshop.

This activity can produce good results because there are several supporting factors. The interesting material on local history made the teachers curious and eager to learn more. The presentation of the material by professionals also had a positive impact on the teachers' understanding, as it was based on the latest findings, enabling them to understand the latest developments in local history. Furthermore, interactive discussions between participants and presenters and among participants themselves enliven the workshop. As a result, knowledge is transferred from the presenters and teachers who already understand local history, such as the colonial era in Pasuruan, adding to the knowledge of both the presenters and their colleagues.

In addition, implementing project-based learning provides teachers with direct experience learning local history. Providing teachers with the experience of writing local history articles encourages them to conduct historical research and explore various historical sources, which can later be used as learning resources or, if processed, as teaching materials. This enhances teachers' competencies as they teach and produce works that contribute to new insights into the writing of local history in Indonesia.

The workshop provided an opportunity for teachers to deepen their knowledge of local history and understand how to integrate it effectively into the framework of the independent curriculum. Through a variety of structured activities and discussions, teachers were able to explore a variety of relevant teaching approaches and strategies. This increased understanding certainly has very important implications for the process of learning history in schools.

Temuan ini sejalan dengan beberapa penelitian yang menunjukkan bahwa penerapan pembelajaran berbasis proyek dalam pelatihan dan proses belajar mengajar dapat meningkatkan pemahaman mengenai sejarah lokal. Pendekatan yang inovatif ini dapat memicu minat dan pemahaman tentang narasi sejarah lokal di kalangan guru sejarah, sehingga menjadikan pembelajaran berbasis proyek sebagai strategi pendidikan yang sangat berharga dalam konteks ini [41], [42]. Pembelajaran berbasis proyek memberikan kesempatan bagi guru untuk menjelaskan peristiwa sejarah dengan cara yang lebih kontekstual di dalam kelas, yang pada gilirannya dapat meningkatkan pemahaman siswa [43], [44]. Selain itu, dengan berusaha menulis artikel mengenai sejarah lokal, para guru dapat melatih diri mereka untuk mengidentifikasi berbagai sumber sejarah lokal yang dapat dimanfaatkan sebagai bahan ajar dalam pembelajaran sejarah di kelas [14]. Dengan demikian, pendekatan ini tidak hanya memperkaya pengalaman belajar guru, tetapi juga memperluas sumber daya yang tersedia untuk pengajaran sejarah lokal [45]–[47].

Based on the research findings, it was discovered that history teachers still find it challenging to understand local history in Pasuruan beyond the material presented by the lecturers. This is due to the limited sources available to teachers, particularly regarding the prehistoric, Hindu-Buddhist, Islamic, colonial, and reform periods. Participants' abilities also vary; generally, participants from senior high schools and Islamic senior high schools in Pasuruan City have better knowledge than history teachers in Pasuruan Regency. This is because teachers at Senior High School in Pasuruan City have spatial proximity to access various cultural artefacts from both the colonial and Islamic periods. Teachers cannot distinguish between local history and local wisdom when writing articles. This poses a unique challenge for researchers during training.

With this research, based on more profound knowledge, teachers can present local history material in a more interesting, relevant, and meaningful way for students. Additionally, integrating local history into the curriculum can strengthen students' local identity and foster a sense of love for their region. The positive results of this study indicate that such workshops need to be continued and developed. With continuous professional training and development, history teachers will be better prepared to face challenges in delivering local history material effectively and inspiring students to appreciate their cultural heritage. This research is limited to improving competence in local history material and writing articles to improve teachers' pedagogy and professionalism. Therefore, further research is needed to address future challenges and limitations in this study.

4. CONCLUSION

We carried out this community service program through a workshop to enhance the proficiency of subject teachers in Pasuruan city and regency history. This activity went quite well, with participants receiving material from speakers who were lecturers from the History Department of Malang State University and fellow history teachers. Teachers then compiled articles as part of their training to integrate local history into the independent curriculum, which they later published in a book. The results showed that the pre-test and post-test scores increased by 6.57. This indicates that there was an improvement in competency before and after the workshop. Suggestions and follow-ups for future service include longer activity times so that the training is more comprehensive and

optimised. In addition, the committee needs to provide intensive assistance so that participants do not experience difficulties. Therefore, further research is needed to address the various challenges and limitations encountered in this study in the future. Thus, further research is expected to provide deeper insights and more comprehensive solutions to possible issues.

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