



Unearthing Heritage: Empowering High School History Teachers to Illuminate Local Narratives

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ABSTRACT

Purpose of the study: This research aims to discuss the role of history teachers in local history learning at State 3 Palu high school, the development of local history learning at State 3 Palu high school, and the role of history teachers in local history learning.

Methodology: This research is descriptive qualitative research. The sample in this research was high school history teachers with a sampling technique using purposive sampling. Data collection techniques use interviews, observation and documentation. The analysis was carried out using interactive model data analysis.

Main Findings: The research results show that in the history learning process, history teachers have carried out their role well. History teachers try to build students' historical awareness by teaching local history of Central Sulawesi and visiting historical sites in the environment around students. Local history is integrated into history subjects so that in implementing learning, history teachers adjust learning plans to the basic competencies specified in curriculum. Adding historical material with local history, especially by utilizing historical sources that are close to the students' environment. History teachers are one of the important elements who must play an active role in developing local history learning.

Novelty/Originality of this study: This research provides valuable insight into the role of history teachers in the context of local history learning, with a focus on integration, local resources, and the development of students' historical awareness.

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1. INTRODUCTION

The role of teachers in learning based on Law No. 14 of 2005 is "professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, basic education and secondary education". Based on the quote from the law above, it is the teacher's responsibility to direct, train and assess history subjects specifically based on local history [1], [2]. This is in line with stating that the role and nature of history teachers is multifunctional, namely: (1) History teachers as mentors (2) History teachers as teachers, (3) History teachers as bridges between

generations, (4) History teachers as seeker, (5) History teacher as a counselor, (6) History teacher as a stimulant of creativity, and (7) History teacher as an authority [3].

Learning with a local history content expects students and teachers to be in contact with historical sources, both written and oral information, both in the form of documents and objects such as: buildings, tools, maps and so on which must first be collected, then criticized and interpreted before it can be used as learning material for local history. History teachers need special preparation before learning containing local history can be carried out effectively[4], [5]. History is a story about the collective experiences of a community or nation in the past[6]. Local history will more easily lead students to efforts to remember people's past experiences by looking at the current situation[7]. Learning local history means that students will get many examples and self-experience at various levels of experience in the community environment, including current situations[8]. They more easily grasp the concept of change which is the key link between the past, the present and the future.

History learning aims to create historical insight or historical perspective. Historical insight emphasizes the continuity of things[9], [10]. Meanwhile, socio-cultural aspects in our environment are historical products, including the territory of the Republic of Indonesia, the national state, national culture. Multidimensional national history functions, among other things: to prevent synchronism, which ignores determinism[11]. If a personality helps shape the identity of an individual or a community, it is not difficult to understand that personality is rooted in the history of its development[12]. Awareness of people's history is essential for personality formation.

The implication of the above for national building is none other than that history and education have a close relationship in the process of forming historical awareness. In the increasingly grounded era of globalization, demands for development in various fields are an absolute must for every nation in the world, including Indonesia[13]. While the components of the Indonesian nation are physically developing, their soul development should be carried out in parallel[14]. The soul is a foundation and a strong driving force for the mental resilience of this nation[15]. Now, the younger generation has begun to forget history, even running away from history[16]. They prefer modernization and forget tradition, they glorify globalization but forget locality, they live up to the present but forget and even underestimate the past[17]. To destroy a nation/state, destroy the memory (history) of its younger generation.

The general trend that exists today is a decline in our awareness of history, resulting in a weakening of national identity. There have been many problems lately due to the fading of our national character, national identity is starting to be forgotten, as a result there is a multi-dimensional crisis which results in a decline in national morals, as we have seen many of the young generation nowadays emulating westernized styles[18], [19]. Problems arise from the attitudes and behavior of students who are still unable to act in accordance with what is expected[20], [21]. Students still do not have more historical awareness to start participating in efforts to preserve local historical heritage objects according to their abilities[5], [22]. This can be seen from their indifferent attitude and lack of concern for the environment around them. Students do not respond very well to history lessons that discuss historical heritage around them[23], [24]. Most think this is something they are used to seeing and are not interested in digging deeper.

Problems that occur with students if they are not paid attention to will become increasingly worrying. The history learning presented must be more varied by utilizing local historical objects and relics in Central Sulawesi. Local history learning is directed at the historical awareness of Palu 3 State High School students in interpreting events, phenomena and regional traditions and trying to protect them. Students' historical awareness can emerge with the help of the teacher's role. Additionally, development the value of students' character in relation to the environment cannot be fully absorbed without the role of a history teacher. This role is related to local history learning which must be conveyed in depth so that students can correctly understand the nature of history learning by learning local history. The existence of local historical heritage in Central Sulawesi can be used as a real reference for learning local history[25], [26], [27]. This problem can occur due to many factors, such as students' lack of concern and curiosity about the history of their environment, lack of awareness and knowledge of the importance of values in learning local history for students' self-development. Apart from that, there are differences in students' self-development patterns both at school and outside school.

In line with research that examines the importance of history teacher creativity and innovation in utilizing modern learning media. The results of this research show that history teachers have good abilities in adapting to current developments, operating technology, thinking creatively, and innovating in utilizing learning media[28]. The difference is that current research emphasizes the importance of history teachers in developing local history learning. The current research makes a significant contribution by highlighting the role of history teachers in the context of local history learning at State 3 Palu high school.

The implications of this research are very important to understand in the context of educational development and national identity formation. First, this research highlights the important role of history teachers in developing local history learning. By using appropriate methods and strategies, history teachers can become directors, facilitators, mediators and motivators in presenting meaningful history learning, especially those related to local history. The active involvement of history teachers in relating learning material to the

surrounding environment and applying values in local history learning is key in forming students' historical awareness and national identity.

The novelty of this research lies in its specific focus on the role of history teachers in local history learning at State 3 Palu high school. This research proposes a more directed and focused approach in overcoming the problems faced in local history learning, especially amidst the challenges of globalization and modernization which affect historical awareness and national identity. By strengthening the role of history teachers in connecting students with local historical heritage, it is hoped that this research can make a significant contribution in increasing historical understanding and strengthening students' national identity at State 3 Palu high school and perhaps also in other places with similar challenges.

The problems above are very complex, in order to solve these problems the role of history teachers in developing local history learning is formulated. This research emphasizes the real importance of the role of history teachers as guides, facilitators, mediators and motivators. This is the role that a history teacher must play in providing history lessons, especially local history. The role of the history teacher can provide more influence on students who relate to the environment around them and to better understand the specifics of history by applying the values that exist in local history learning. Therefore, this research was conducted with the aim of discussing the role of history teachers in learning local history at State 3 Palu high school, the development of local history learning at SMA Negeri 3 Palu, and the role history teachers have in learning local history.

2. RESEARCH METHOD

2.1. Types of research

This research is descriptive qualitative research. In this research, the strategy used is a focused single case study because it is focused on certain boundaries or focus based on the characteristics of qualitative research methodology related to flexible and open design, and the analysis process is inductive [29], [30]. The problem in this research concerns the role of history teachers in developing local history learning at State 3 Palu high school. Through this focused single case study strategy, researchers were able to dig up as much information as possible from State 3 Palu high school in an effort to play the role of teachers in developing local history learning.

2.2. Research Sample

The sample chosen in this research was a sample that was deemed to have information regarding the role of history teachers in developing local history learning for students at State 3 Palu high school and who were directly involved in the local history learning process. The sample chosen was a history teacher at State 3 Palu high school, and several students. This sample was chosen with the aim of detailing the specifics of learning based on local history values so as to produce meaning that answers the problem formulation regarding the role of history teachers in the development of local history.

2.3. Data Collection Technique

The primary data source in this research was produced through observation data collection techniques and interviews with informants. Secondary data sources in this research were produced through documentation data collection techniques in the form of syllabi, lesson plans and photos. In this research, data was collected through several techniques that were appropriate to the research objectives and context. First, direct observation was carried out by researchers regarding the local history learning process at State 3 Palu high school. This observation aims to gain an in-depth understanding of the role of history teachers in developing local history learning. Apart from that, interviews were also conducted with informants who were directly involved in the learning process, such as history teachers and several students. This interview is a means of obtaining direct views and experiences from the informants regarding their role in developing local history learning. In addition, data collection was carried out through documentation techniques, including collecting syllabi, lesson plans and photographs related to local history learning at State 3 Palu high school. All data collection techniques are supported by appropriate research instruments, such as interview guides, observation checklists, and formats for documenting data collection. By using these various techniques and instruments, it is hoped that researchers can gain a comprehensive understanding of the role of history teachers in developing local history learning at State 3 Palu high school.

2.4. Data Analysis Technique

The analysis was carried out using interactive model data analysis. Qualitative data analysis consists of a flow of activities that occur simultaneously, namely (1) data reduction, (2) data presentation, (3) drawing conclusions [31], [32]. Drawing conclusions in this research is by combining and concluding data that has been reduced and presented to be tested for truth.

3. RESULTS AND DISCUSSION

3.1. The Role of History Teachers in History Learning at Senior High School Number 3 Palu

Students' historical awareness can emerge with the help of the teacher's role. Apart from that, the development of students' character values in relation to the environment cannot be fully absorbed without the role of a history teacher. This role is related to local history learning which must be conveyed in depth so that students can correctly understand the nature of history learning by learning local history. Regarding the role of teachers, [12] suggests 4 roles that must be carried out by teachers in the learning process including; Teachers as mentors, teachers as facilitators, teachers as mediators, and teachers as motivators [13].

Learning history is a strategic means of building historical awareness and passing on the nation's noble values to the younger generation, namely students. In this case, the role of the history teacher as a guide must be able to guide students so that they can explore the meaning of every past event that has occurred, then apply the positive values in everyday life. The above statement is supported by the following answer from Mr. Ahmad Anton, history teacher:

"When I teach, for example, about heroism, I always instill attitudes of nationalism, so that students and students are ready to face challenges in the future, namely being responsible, having a spirit of tolerance, and so on."

The above statement is further strengthened by the statement of Mr. Iwan Setiawan, a history teacher as follows:

"The role of teachers in guiding, for example, when giving assignments, whether in solving problems through material taught by the teacher or making research reports on historical places, guiding students to have an attitude of sacrifice, care about the environment, love our own products and increase harmony. So, if students' historical awareness has grown within them, then in everyday life the values that exist in history learning, especially local history, will naturally emerge."

Data obtained by researchers through interviews shows that the role of history teachers as guides in learning local history to build students' historical awareness is by bringing students to an effort to remember past events.

The role of the teacher as a facilitator is that the teacher provides services to students to make it easier for students to receive lesson material effectively and efficiently. The following are the results of an interview with Mr. Ahmad Anton, history teacher as follows:

"To be able to understand the material being taught, we usually use printed books, visit museums and historical places."

The above statement is further strengthened by the statement of Mr. Iwan Setiawan, a history teacher as follows:

"Yes, so history learning ideally starts from local problems and phenomena, so that students have a feeling of ownership and need for the lessons they receive by utilizing local historical objects and relics in Central Sulawesi. "In 2019, we visited historical sites in the Sigi area, namely the Watunonju Megalithic Site, the Karajalembah tombs and the Tombs of regional heroes in Donggala."

Visits to historical sites can be said to be a method that creates "emotional memories". After students are given historical facts to construct "historical memories" in class, their emotional memories can be explored by visiting historical sites.

The role of the teacher as a mediator can be interpreted as intermediary in student learning activities. The following are the results of the interview with Mr. Iwan Setiawan, history teacher as follows:

"The learning model that I apply is discussion. When there are differences of opinion and the students end up arguing with each other, I immediately mediate and provide a way out in student discussion activities."

The role of the teacher as a motivator is to provide motivation to students by thinking historically, chronologically, in space and time and usually placing themselves in the present from a past event to students through the material taught. The teacher tells a story about a historical figure who had a positive attitude which will be linked to the students' attitudes. The following are the results of an interview with Mr. Ahmad Anton, history teacher as follows:

"Apart from teaching Indonesian national history, I also teach local history, for example explaining the Donggala war led by Malonda in Donggala Regency. "By telling the stories of heroes, especially from Central Sulawesi, which are full of struggle values, it is hoped that students will have good character and a spirit of nationalism."

This explanation of the heroic story has been able to provide a good example of having a brave attitude, being willing to sacrifice, never giving up. Data obtained by researchers through interviews shows the role of history teachers as motivators in learning local history to foster motivation and enthusiasm in students to learn.

3.2. Development of Local History Learning at Senior High School Number 3 Palu

The 2013 local content curriculum is regulated in Ministerial Regulation (2014). In the Ministerial Regulation it is stated that local content is study material or subjects in educational units (Elementary School, Middle School, and High School) which contain content and learning processes about local potential and uniqueness which are intended to form students' understanding of excellence and wisdom. in the area where he lives (Permen, 2014, Articles 1 and 2). In terms of local content material, it can be a separate subject or integrated into certain subjects, such as history. The following is an interview with Mr. Ahmad Anton, history teacher as follows:

"Local history is specifically not included in the syllabus, even in student and teacher books there is not much mention of local history, and it is also not regulated in the 2013 curriculum. Therefore, we, history teachers, must act as intermediaries for students to explain local history material. These or historical events that occurred in Central Sulawesi were then linked to the material described at that time."

The above statement was reinforced by the history teacher, Mr. Iwan Setiawan, as follows:

"History lessons for high school are integrated into social studies subjects, therefore, in order for students to be impressed with history lessons, the existing learning process is combined with local history of Central Sulawesi."

There are several positive aspects in learning local history, both psychologically educational and historical in nature. First, being able to bring students into real situations in their environment and being able to break through the boundaries between the school world and the real world around the school. Viewed from a socio-psychological perspective, it can bring students directly to know and appreciate the community environment, of which they are a part. The following is an interview with Mr. Iwan Setiawan, history teacher as follows:

"It is very important, even a necessity. We know that Central Sulawesi has a lot of history and many regional hero figures. In Sigi there is Karajalembah which defended its territory from the Dutch, then there is also a megalithic park site, on the East Coast there is Tombolotutu, in Donggala there is Malonda. So there are lots of historical events that can be used as teaching material."

In order for history learning to be successful, the methods used must be able to build "historical memory" accompanied by "emotional memory". The existing one-way learning method will only build "historical memory". Students treat history as just dry, rote facts without any interest or interest in interpreting it, let alone digging further. So that "historical" memories can last a long time, they need to be accompanied by "emotional memories", namely memories that are formed by involving emotions so that they can raise awareness in students to explore further and interpret various historical events. The learning process then does not just stop at memorization, but students can be active in two-way communication with the teacher to convey their opinions regarding the historical objects being studied because from the start they have felt part of the learning process. This is where the urgency of studying local history in history learning lies.

Regarding the learning method used, Mr. Ahmad Anton stated that the method he uses in learning history is the use of a cooperative learning model, which is an alternative that can be implemented to empower students to actively explore local history in history learning. This cooperative learning model is able to place students as subjects in uncovering episodes of local history. Because basically cooperative learning is exploring the potential that each student actually has. To support these conditions, teachers play an important role in creating a classroom atmosphere that can provide freedom in learning and encourage students to develop their thinking potential. The use of this cooperative learning model places teachers as guides, facilitators, mediators and motivators in an effort to help students develop social skills and critical thinking abilities, so that they are able to fulfill their daily needs, are able to collaborate with other people, and are able to interact socially in community life.

Especially for history subjects, the materials are developed and managed by teachers from local history materials. In this case, history teachers must collect and manage all literature so that it can be used in the learning process, so that it becomes a curriculum that has local content. This is where the professionalism of history teachers as educators is needed. If history teachers are not creative and innovative in managing various historical literature to use as local content, it is believed that learning in the history curriculum with local content will never be implemented well. The following is an interview with history teacher Mr. Ahmad Anton as follows:

"The strategy used by history teachers in developing history lesson material is to remain guided by the basic competencies in the curriculum. History teachers analyze basic competencies in history subjects and determine which basic competencies have local history content and which do not".

In this case, local history teaching has a big role in trying to present close historical events to students. The local history of Central Sulawesi which was then used in history learning as explained by Mr. Ahmad Anton was the Watunonju megalithic site, the Karajalembah tomb, and the Malonda tomb in Donggala. Laurent, a student in class We students are assigned to search and dig up information about this site so that it will increase our knowledge and insight.

The implementation of history learning at Senior High School Number 3 Palu is based on local history, namely by utilizing local history in Central Sulawesi. As stated by the history teacher at Senior High School Number 3 Palu, Iwan Setiawan, history lessons for high school are integrated into social studies subjects, therefore, in order for students to be impressed with history lessons, the existing learning process is combined with local history of Central Sulawesi. Through learning the local history of Central Sulawesi, students become more impressed and interested in learning history because basically the history lessons they are studying together are about their own region.

The response from students was also that they were happy when visits were made to historical sites, as expressed by Bayu Andaresta, a class XI social science student, as follows:

"Yes, I'm happy, because history learning is not only textbook centered, but we are also visited historical places in Central Sulawesi."

Then the statement above was reinforced again by Nia Andani, a student in class XI social science, as follows:

"I am also happy because what I studied was not only history or heroes from the Java region, but also the Central Sulawesi region."

The implementation of history lessons at Senior High School Number 3 Palu seems out of the rules, meaning different from the provisions contained in the curriculum. However, in reality, history lessons at this school are still guided by the curriculum. For example, basic competency in history lessons regarding the development process of western colonialism and imperialism and its influence in various regions, the teacher will teach about the Donggala War. The following is an interview with history teacher Mr. Ahmad Anton as follows:

"When it comes to history lesson material, as long as there are examples, you always give examples, such as the history of Karajalembah fighting the invaders in defending their territory. Another example, such as the formation of national awareness and national identity, you take as an example the Donggala war led by Malonda. And it is proven that in this way the students become quite enthusiastic in learning, so in practice the history material that you provide is in accordance with the curriculum."

3.3 History Teachers Have a Role in Learning Development

Teachers have an important role in history learning because as educators they are expected to mobilize the elements in history learning. As educators in history learning, teachers must be able to present something new both related to models, strategies, methods and even the use of appropriate learning media for today's conditions. The following is an interview with history teacher Mr. Ahmad Anton as follows:

"History teachers are an important element who must play an active role in developing local history learning. Because teachers are an important factor for the success of history learning and an important factor in realizing the quality of learning. Learning local history is very important to teach to students, apart from increasing students' historical awareness, local history is also to enrich national history."

Teachers must be able to bring students to past experiences of Indonesian human life because the characteristics of history learning which are diachronic (extended in time) require a strategy to be able to change the boring paradigm of history learning into meaningful and enjoyable learning for students. The following is an interview with history teacher Mr. Ahmad Anton as follows:

"The role of history teachers is also to make their students interested in looking at the history of their region. The presentation of history must be interesting, not dry. So, history teachers must have broad insight and a high interest in reading. Also as a source of information about humans that never runs out, the existence of history must be inherited. Giving wrong information can have fatal consequences. So once again the role of the history teacher is important so that what is conveyed immediately has meaning and is in accordance with the facts."

Teachers are one of the human components in the teaching and learning process. Teachers play an important role in efforts to form potential human resources for development needs. Therefore, teachers are an important element who must play an active role and position themselves as professionals in accordance with the increasingly complex demands of society [14]. In learning history, teachers must be able to bring students closer to the object of learning. The Central Sulawesi region, which has high local historical value, should really support history learning activities for the academic community. It is hoped that past historical events, phenomena and traditions that developed in this environment will be very useful for the progress of learning.

The history learning presented must be more varied by utilizing local historical objects and relics in Central Sulawesi. Local history learning is directed at the historical awareness of Senior High School Number 3 Palu students in interpreting events, phenomena and regional traditions and trying to protect them. Students' historical awareness can emerge with the help of the teacher's role. This role is related to local learning which must be conveyed in depth so that students can correctly understand the nature of history learning by learning local history. The following is an interview with history teacher Mr. Ahmad Anton as follows:

"So, through local learning, students are invited to examine the interconnectedness of life experienced by themselves, their community and their nation, so that they grow into a young generation who have historical awareness, gain inspiration or wisdom from stories of regional heroes, as well as national tragedies, which ultimately encourages the formation of thinking patterns towards thinking rationally, critically, and the most important thing is learning local history which develops an attitude of respect for human values."

The above statement was reinforced by the history teacher, Mr. Iwan Setiawan, as follows:

"Interesting and fun history learning can be carried out in various ways, including inviting students to historical events that occur around them. The environment around students contains various historical events that can help teachers to develop students' understanding of the past. In general, students will be more interested in history lessons if they relate to real situations around them."

Regional heroes, as well as national tragedies, which ultimately encourage the formation of thinking patterns towards thinking rationally, critically, and most importantly, learning local history which develops an attitude of respect for human values. The above statement is reinforced by the history teacher, Mr. Iwan Setiawan, as followst:

"Interesting and fun history learning can be carried out in various ways, including inviting students to historical events that occur around them. The environment around students contains various historical events that can help teachers to develop students' understanding of the past. In general, students will be more interested in history lessons if they relate to real situations around them."

Teaching is a profession that is carried out professionally based on existing role indicators. A teacher must be able to position himself as a good role model for students and be able to provide more learning motivation to students in learning. Apart from that, teachers must educate students' morals and spirituality so that they are able to develop in accordance with the values and norms that exist in society and are able to encourage students to become active and creative individuals.

The role of history teachers in developing local history learning at Senior High School Number 3 Palu is very important. The history learning process which utilizes local historical objects and relics in Central Sulawesi to increase students' historical awareness has been going well. In the learning process, the history teacher at Senior High School Number 3 Palu has carried out his role well. First, the role of the teacher as a guide, the history teacher at Senior High School Number 3 Palu always guides and instills nationalistic attitudes such as being responsible and having a spirit of tolerance. Apart from that, giving assignments both in solving problems through material taught by the teacher or making research reports on historical places, guides students to have an attitude of sacrifice, care about the environment, and increase harmony. The role of the history teacher as a guide in local history learning to build students' historical awareness is by bringing students to an effort to remember past events. Second, the teacher's role as a facilitator is to make it easier for students to understand the material being taught, such as using printed books, visiting museums and historical places. Visits to historical sites can be said to be a method that creates "emotional memories". After students are given historical facts to construct "historical memories" in class, their emotional memories can be explored by visiting historical sites. Third, the teacher as a mediator, that is, the teacher must be able to mediate. When differences of opinion occur and students end up arguing with each other, the history teacher immediately mediates and provides a way out in student discussion activities. Fourth, the teacher as a motivator, namely by telling stories of heroes that are full of struggle values, so that students are expected to have good character and a spirit of nationalism.

The inclusion of local history material with national history material is essentially inseparable from the fact that Indonesia has diversity in all things, especially customs, arts, social etiquette, language and lifestyle patterns that have been passed down from the ancestors of the Indonesian people. All of this is an important

reference for students so that they do not lose their characteristics and identity. With local content, history teachers can optimize students' achievement of historical knowledge and understanding, as well as increase their historical awareness. Local content will also make history lessons more interesting for students because the facts of historical events are very close to their environment, making it easier for them to learn them.

Such is the importance of local content, that in curriculum development in Indonesia from the past until the 2013 Curriculum, the government always took its existence into consideration. The existence of local content in the curriculum is regulated in the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 0412/U/1987 dated 11 July 1987. Its implementation is described based on the Decree of the Director General of Primary and Secondary Education Number 173/C/M/87 dated 7 October 1987. According to In the decree, what is meant by local content is an educational program where the content and delivery media are linked to the natural environment and cultural environment, as well as regional needs and must be studied by students in that area.

Based on the research results, the history teacher at Palu 3 State High School has done his job well. To get around local history which is not regulated in the 2013 curriculum, history teachers develop and manage history lesson materials. In this case, the history teacher collects and manages all literature to be used in the learning process, so that it becomes a curriculum that has local content. Adding historical material to local history, especially by utilizing historical sources that are close to the students' environment.

The strategy used by history teachers in developing history lesson material is to remain guided by the basic competencies in the curriculum. History teachers conduct an analysis of basic competencies in history subjects and determine which basic competencies have local history content and which do not. So that in carrying out history learning, history teachers continue to adapt their learning plans to the basic competencies that have been determined in the curriculum.

The local history of Central Sulawesi that is used in the history learning process at Palu 3 State High School is the history of the Banawa kingdom, the Watunonju megalithic site, the Karajalembah tomb site and the tomb site of King Malonda. The aspects studied in this research are social, cultural, economic, and local struggles and heroism.

The local history of Central Sulawesi as local content is important to convey in learning because the components in learning are not only teachers, students, materials and facilities, but also the surrounding environment. The environment in Central Sulawesi, which has many historical heritages and traditions, is part of the teaching and learning process. From these legacies, there are many values that can be emulated for life today. Presenting the history of the resistance of King Mananonda and Karajalembah helps students understand its meaning, be active and critical of the content of the past and its application to the present. Positive changes in students by introducing history in Central Sulawesi are the growth of nationalism, historical awareness, critical thinking, mutual cooperation, and so on. The expected result of implementing the 2013 curriculum which is integrated with the local history of Central Sulawesi is the emergence of Indonesian people who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Learning local history is needed to raise awareness of national history and prevent students from not knowing or being unfamiliar with the history around them. History learning should start from historical facts that are close to where the child lives, then on to facts that are far from where the child lives [15]. Thus, it is natural for each student to be introduced to local historical values in learning. The implementation of local history learning at Senior High School Number 3 Palu is basically a breakthrough in the world of education today, in local history there are values that can be exemplified for today's life. In its implementation, this local history lesson received responses from students. Students become more enthusiastic about studying history, especially local history in their area. In this way, students can easily take real examples from their own environment.

The history teacher at Senior High School Number 3 Palu has carried out his role well. First, the history teacher at Palu 3 State High School acts as an intermediary for students to explain local history material or historical events that occurred in Central Sulawesi even though local history itself is not regulated in the 2013 Curriculum but is integrated into history subjects. Second, local history learning at Palu 3 State High School has an effective role in increasing students' historical awareness. (1) As a component that has a strategic position to increase students' historical awareness; (2) As a medium for transmitting historical values to students; and (3) as a bridge between the real world and the world of school by bringing students into real situations in society. Therefore, teachers are an important element who must play an active role in developing local history learning.

In line with previous research which highlights the importance of local history as an object of historical learning to build historical awareness. This research shows that local history has an important role in forming students' and society's historical awareness, as well as a means of introducing the surrounding environment as part of the nation's culture and identity[33]. However, there are still gaps in the focus of the research, especially in terms of the specific role of history teachers in local history learning. Therefore, the current research makes a significant contribution by highlighting the role of history teachers in the context of local history learning at Palu 3 State High School. This research complements and deepens our understanding of how history teachers can

effectively integrate local history into the learning curriculum and develop students' historical awareness. Thus, this research has an important impact in enriching the literature regarding the role of history teachers in local history learning.

The implication of the results of this research is that learning local history at Palu 3 State High School has made a significant contribution in increasing students' historical awareness. By utilizing local resources and the historical heritage around them, history teachers have succeeded in creating interesting and meaningful learning experiences for students. This shows that the integration of local history into the learning curriculum can be an effective means of building a deeper understanding of national history and identity. Apart from that, this research also highlights the important role of history teachers as mediators, facilitators and motivators in the history learning process.

History teachers not only act as transmitters of information, but also as guides, facilitators and mobilizers in motivating students to learn. By utilizing a variety of learning methods and strategies, history teachers can help students understand historical material better and develop their critical thinking skills. The novelty of this research lies in the focus given to the role of history teachers in learning local history at Palu 3 State High School. While there has been previous research highlighting the importance of local history in building historical awareness, this research makes a significant contribution by digging deeper into how history teachers specifically can shape meaningful learning experiences for their students.

Thus, this research not only provides new insights into the role of history teachers in local history learning, but also makes an important contribution in enriching the literature on local history learning in the context of high school education in Indonesia. The limitation of this research lies in the use of a limited sample from Palu 3 State High School only, which can limit the generalization of the findings to other school contexts. In addition, limitations in resources such as time and costs may also influence the depth of data analysis carried out.

4. CONCLUSION

Based on research regarding the role of history teachers in developing local history learning at Senior High School Number 3 Palu, it can be concluded that history teachers have carried out their role well in the history learning process. They try to build students' historical awareness by teaching local history of Central Sulawesi and visiting historical sites around the students. Local history is integrated into history subjects so that in implementing learning, history teachers adapt learning plans to the basic competencies set out in the curriculum. In this case, history teachers collect and process literature to be used in the history learning process. Addition of local history material, especially by utilizing historical sources close to the students' environment. History teachers are an important element who must play an active role in the development of local history learning. Local history learning has an effective role in increasing students' historical awareness at Palu 3 State High School as follows: (1) As a component that has a strategic position to increase students' historical awareness; (2) As a medium for transmitting historical values to students; and (3) as a bridge between the real world and the world of school by bringing students to real situations in society. For further research, the researcher recommends conducting collaborative action research between history teachers, researchers and local communities to develop and implement more innovative and effective local history learning strategies.

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