

## **Packaging Local History in Social Studies Learning with the Concept of Edutainment as an Effort to Internalize Nationalism**

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**Abstract:** Social studies learning is an interdisciplinary unit with one of the studies being history. In social studies learning material at the junior high school level, there is an element of local historical content that can be presented with the concept of edutainment learning with a design that combines educational content with entertainment in harmony. Local history material is one example of the material that can be implemented with the concept of edutainment learning with nationalism in it. Considering that nationalism needs to be continuously internationalization as a strong foundation to build the nation's character. The purpose of this article is to describe the technique of packaging local history with the concept of edutainment as an effort to internalize nationalism in social studies learning, especially for junior high school students. This article is a literature review in the form of a descriptive narrative. This article contains a review of packaging local history in social studies learning content with the concept of edutainment that can be done through certain learning methods or media. The learning methods that can be used to package local history in social studies learning are quite varied. While learning media that can be used to package local history with the concept of edutainment, for example by utilizing digital technology. With some of the techniques described, the teacher can choose one of the easiest and most efficient alternatives that can be used in social studies learning to be a means of internalizing nationalism in students both with learning methods and media.

**Keywords:** Local History, Social Studies Learning, Edutainment, Nationalism

## Introduction

According to Trianto (2010), social studies is an integration of various branches of social sciences, such as sociology, history, geography, economics, politics, law, and culture. Social studies are formulated based on social realities and phenomena that embody an interdisciplinary approach from aspects and branches of social sciences. Social studies also discuss the relationship between humans and their environment, where students grow and develop as part of society and are faced with various problems that exist and occur in the surrounding environment. In line with this, according to Supriatna, et.al (2009) social studies education as social studies. If social studies are more focused on the study of pure science from various fields that are included in the social or in other words, social studies are its form. Each discipline that is incorporated into the social sciences strives to develop its studies following its scientific flow and foster a "body of knowledge".

Social Studies according to Sapriya (2006) is one of the subjects that must be given. Social studies education in elementary schools (SD) includes two main studies, namely social knowledge and history. Social studies materials include the social environment, earth sciences, economics, and government. Historical study materials cover the development of Indonesian society from the past to the present. While the subject of Social Studies in SMP and MTs is one of the subjects that must be taken by SMP and MTs students as revealed by Sapriya (2009) that Social Studies in the school curriculum (education unit), is essentially a compulsory subject as stated in Undang-Undang Number 20 years 2003 about Sistem Pendidikan Nasional pasal 37 which states that the primary and secondary education curriculum must contain social studies. Social Studies subjects, as subjects that must be taken by students, are subjects that are arranged in a systematic, comprehensive, and integrated manner as stated in Permendiknas Number 22 of 2006 the years. Social studies learning that is arranged in an integrated manner, has a purpose so that students can gain a broader and deeper understanding of related fields of science. Therefore, social studies learning at the SMP and MTs levels in Indonesia should implement

integrated social studies learning.

At the junior high school level, there is a study of local history that can be integrated into social studies learning materials, especially for class IX. Local history that can be integrated into social studies learning material is a very interesting topic to be studied in more depth considering that it occurs around the student's locality. We need to know together that local history does not necessarily stand-alone or separate from national history considering that local history is a part that can enrich national history. According to Taufik Abdullah in Zuhdi (2007), the concept of local history regarding consensus refers to a place or space, every historical writing is by the chronicles that must be answered regarding a particular locality. Locality relates to where a past event or event has taken place.

In packaging local history in social studies learning, we must determine the right techniques and strategies so that social studies is not only normative learning but learning that is meaningful, interesting, creative, innovative, and fun. The concept of edutainment learning can be one of the solutions that we can apply in social studies learning with local historical content. The concept of edutainment offers learning combined with entertainment to avoid boredom and boredom of students learning so that student's interest in learning can increase. In this regard, apart from containing educational elements, learning activities can also be fun. With the concept of edutainment, several patterns can be implemented and developed, for example through models or learning methods and learning media in social studies with materials containing local history.

### **Research Method**

The method used in this article is the literature review. A literature review is a scientific study that focuses on one particular topic. The literature review will provide an overview of the development of a particular topic. The literature review will allow a researcher to identify a theory or method, develop a theory or method, and identify gaps that occur between a theory and its relevance in the field or to a research result (Rowley & Slack, 2004; Bettany-Saltikov, 2012).

Carrying out a literature review is the same as carrying out activities: 1) collecting data or information, 2) evaluating data, theory, information, or research results, and 3) analyzing publications such as books, research articles, or others related to research questions that have been prepared previously (Cahyono, Sutomo, & Hartono, 2019).

In general, there are 5 stages to compiling a literature review, including:

1. Find relevant literature

When writing or compiling a theoretical review for a research, it is necessary to find literature related to the problem and research question that will be or has been prepared. To get an appropriate reference (scientific article/book), you have to start by making a list of keywords that will be used for data searches with a focus on topics and research questions that have been compiled previously (Cahyono, Sutomo, & Hartono, 2019).

2. Evaluate literature review sources

Using a variety of initial theories (grand theory) as well as conducting a search on the concept of derived theory from the initial theory (grand theory). After evaluating the references obtained, you must begin to record each reference that will be used in the preparation of the literature review. These notes can be in the form of concepts found in references or paraphrasing each reference that will be used later (Cahyono, Sutomo, & Hartono, 2019).

3. Identify themes and gaps between theory and field conditions, if any

Ways that can be done by: a. Identifying trends and patterns related to a theory, method, or result. Analyzing an approach used in developing a theory, method, or result derived from research activities. Besides identifying a method that can be used for the advancement of science to solve a problem, b. Identify frequently occurring themes. c. Identify the occurrence of debates or differences of opinion, and conflicts that occur in a theory or method and analyze contradictions where a theory,

method, or results do not match each other. d. Identify important publications. This stage identifies whether a theory or method can change the community's perspective on a problem. e. Identify gaps that exist by trying to explore a theme or topic that is missing from the literature. In addition, it can identify a weakness that requires a solution (Cahyono, Sutomo, & Hartono, 2019).

4. Create an outline structure

Prepare in advance the rough idea of a literature review by determining the main themes that will be raised in the literature review. Furthermore, the theme is strengthened by the existing theory. Next, analyze the theme with the theory or concept raised in the literature review (Rowley & Slack, 2004).

5. Compile literature review

In the introduction, establish the focus and objectives of writing a literature review. In the preliminary writing, do not use many sentences out of context that will be the topic or theme in writing a literature review (Kralik et al, 2006). In the content section, compiling the literature review as desired and dividing the written review literature into several subheadings or sections. Avoiding subtitles or parts that appear to overlap with one another (Okoli & Schabram, 2010). The conclusion section summarizes the main findings that have been obtained in the previous section. If it is found that there is a significant correlation between one theory and another, a conclusion must be made regarding this matter. Likewise, if you find a new theory or a gap between theory and conditions in the field, you must be able to make a clear description of this (Hart, 2018).

## **Literature Review**

### **Local History in Learning Perspective**

Conventionally, in history writing, local history is said to be at the lowest level under national history (eg Indonesia), regional local history (Southeast Asia), and the world. From the point of view of this hierarchy, it appears that the lowest

is part of the one above it and the one above is part of the one above it again. Local history only exists when it is realized that the object of the research is part of a larger one. As a concept of local history, it means history that occurs in a locality that is part of the historical unit of the nation or state (Abdullah, 2007). According to Carol Kammens (2003) in Haryono (2017) which states that "local history is a study of the past events, or people or groups, in a given geographic area. The focus of the local history can be the place itself, the people who lived there, or events that took place in a particular location". Meanwhile, Lapian (1980) shows the further importance of local studies, namely: "to be able to make corrections to the generalizations that are often made in the writing of national history".

Hasan (2012) states the position of local history material as a basic curriculum material regardless of whether the material is packaged in history subjects or other subjects such as social studies. The position of local history material in the curriculum is considered important because education must start from the closest environment where students must make themselves members of the closest community. Wineburg (2000) in Hasan (2012) suggest the importance of local history for students "each of us grows up in a home with a distinct history and a distinct perspective on the meaning of larger historical events. Our parent's history shapes our historical consciousness, as do the stories of the ethnic, racial, and religious groups that number us as a member. We attend churches, clubs, and neighborhood associations that further mold both our collective and our historical sense." In this position, local history material becomes the basis for the development of student's personal, cultural and social identities. Furthermore, Cartwright (1999) in Hasan (2012) states "our identity is the most important thing we process" so that local history materials will contribute to the learning of history and social studies. The identity of the individual or group "defines who and what we are". They way we feel about ourselves, the way we express ourselves and the way other people see us are all vital elements in the composition of our personality".

According to Hasan (2020), the direction of the interpretation of local history is

determined in the form of linkages with national history. Individual life which is not the main concern of history becomes important for history education and social studies are needed in building positive values in students. The scope of the historical theme is also diverse and is not limited to the theme of political history, providing a complete picture of people's lives and figures for students as something isomorphic to what they experience daily. So in this context, learning aims to develop reading skills, obeying rules, discipline, and various aspects of life that are full of values. The position of local history material, namely local historical events, is no longer a mere source but also an object of student history study. Students learn to develop historical insight, understanding, and skills. Students can relate directly to sources and examine sources in a historical research process and can train themselves in interpreting history. Meanwhile, according to Haryono (2017) local history is one of the interesting themes both in research and learning at the primary, secondary, and tertiary education levels. Likewise, research on local history at the academic level to meet the practical needs of popular history requires seriousness and deepening from all of us to package and develop it professionally.

According to Douch (1967) Mahoney (1981) in Hafid (2017), there are several positive aspects to learning local history, both psychological educational, and historical. First, being able to bring students to real situations in their environment and being able to break through the boundaries between the school world and the real world around the school. Seen from a socio-psychological perspective, it can bring students directly to know and appreciate their community environment, where they are part of it. Second, learning local history will make it easier for students to try to remember the past experiences of their people by looking at the current situation, and can even project opportunities and challenges in the future. In learning local history, students will get many examples and experiences from various levels of community development, including the current situation. Thus, they will more easily grasp the concept of change which is the key link between the past, present, and future (<http://sejarah.upi.edu/artikel/dosen/efektivitas-pembelajaran-sejarah-bermuatan-sejarah-lokal-dengan-memanfaatkan-media-teknologi-informasi/>).

The purpose of applying local history in history learning or social studies in schools is (1) learning materials will be more easily absorbed by students, (2) learning resources in the region can be more easily utilized for educational purposes, (3) students are more familiar with environmental conditions, (4) students can increase their knowledge about their area, (5) students can help themselves and their parents to meet their needs, (6) students can apply the knowledge, attitudes, and skills they have learned to solve problems found around them, and (7) students become familiar with their environment (Widja, 1989). Meanwhile, if it is connected with an integrative curriculum approach, several subjects become one group, in Social Studies, then through learning local history it seems that integration will be easier to realize. Taken together, the subjects of economics, geography, history, and socio-culture in a particular location are difficult to separate firmly. All elements of this subject group are interrelated and manifest in the real-life form of society as a whole (Berry and Schug, 1984).

### **Edutainment Learning Concept**

The edutainment method is a learning method that focuses on entertainment in learning by inviting students to play and learn (Pasawano, 2015). According to the New World Encyclopedia, edutainment comes from the word educational entertainment or entertainment education, which means entertainment designed to educate and entertain. Edutainment tries to teach or facilitate social interaction to students by including various lessons in the form of entertainment that are already familiar to their ears, such as television shows, computer games or video games, movies, music, websites, multimedia devices, etc. However, what often happens is that edutainment tries to teach one or more specific subjects or tries to change behavior by giving birth to certain sociocultural behaviors. Edutainment can be said to be successful with the naked eye if there is fact that learning is fun and teachers can educate their students in a fun way. In this case, fun learning is usually done with humor, games, role-playing, and demonstrations. Learning can also be done in other ways, as long as students can go through the learning process happily (Hamid, 2011). This is reinforced



by the statement that the edutainment method includes playing, field trips, demonstrations, storytelling, projects, and the use of computers (Pangastuti, 2014). Thus, education places more emphasis on methods, strategies, goals, and tactics. Strategy is related to tactics. While the tactics themselves relate to all the power and ways to deal with certain targets and conditions to obtain maximum results. In the world of education, it is usually not a tactic but a method or technique (Shodiqin, 2016).

The principles of edutainment learning according to Suyadi (2010) are; 1. Bridging the learning process and the teaching process is expected to improve learning outcomes. 2. Edutainment learning takes place in a conducive and pleasant atmosphere based on the assumptions: a) Feelings of joy will accelerate learning, while negative feelings, such as being threatened, afraid, sad, feeling unable will slow down learning and even stop it. b) If someone uses the potential of reason and emotion accurately, it will result in a leap in learning achievement. c) By using appropriate learning methods that accommodate students' learning styles and uniqueness, learning will be optimized. 3. Placing children as the center as well as the subject of education. Learning begins with exploring and understanding children's needs. 4. More humane learning.

According to Santoso (2018) in the edutainment learning method, there are several learning approaches, namely Somatic, Auditory, Visual, and Intellectual or better known as SAVI which is an acronym for somatic, auditory, visual, and intellectual. These four ways of learning must exist to run optimally. Since these elements are all integrated, the best learning can take place when they are used simultaneously. As for the management by using this SAVI learning method, namely: 1. Somatic Learning Method. Somatic learning is a learning pattern that emphasizes the aspects of body movement or learning by doing or doing. According to Rusman, (2012) in Santoso (2018) somatic is defined as learning by moving or doing (hands-on). Students learn by experiencing and doing things. So somatic learning is learning that utilizes and involves the body (sense of touch, kinesthetic, involves physical). 2. Auditory Learning Method. Auditory is known as "Learning By Talking And Learning". Namely, a way of

learning that emphasizes the auditory aspect. The application of the auditory learning method is to invite them to talk about what they are learning. The child or student is asked to translate their experience aloud, dramatically. 3. How to learn visually. Visual here means learning by observing and describing or referred to as "Learning by Observing and Picturing". Visual learning can be defined as learning by using the sense of sight by observing and describing. The way of learning is learning that emphasizes the visual aspect. 4. Intellectual learning method Intellectual is also known as "Learning By Program And Reflecting" which means learning by problem-solving. So the intellectual learning method is a way of learning that emphasizes the aspect of reasoning or logic, learning is designed by emphasizing the aspect of finding solutions to problem-solving (Meier, 2009) Santoso (2018).

According to Santoso (2018), edutainment-based learning is designed with applications in the teaching and learning process both in the classroom (indoor learning) and outside the classroom (outdoor learning), both entertainment with singing, brain gym, music, out a bond or using fun learning methods, such as discussion, scrutiny. The purpose of edutainment-based learning is to make learning fun so that students feel comfortable, safe, enjoy, and relaxed and the class does not feel tense, scary, uncomfortable, threatened, or depressed.

Concerning the concept of edutainment in learning, apart from using certain methods, digital technology can also be applied. So it is necessary to develop information technology-based media to stimulate students in learning certain materials. Thus the teacher is not only fixated on textbooks but can develop media that integrates local history in it. Because the characteristics of each school are different. It is not possible to use one book or media for all schools in Indonesia. Teachers can develop materials in contemporary dimensions with learning materials according to the needs and proximity of students' problems. The development of learning strategies that prioritize student activities is an innovative effort to learn history or social studies (<http://sejarah.upi.edu/artikel/dosen/efektivitas-pembelajaran-sejarah-bermuatan-sejarah-lokal-dengan-memanfaatkan-media-teknologi-informasi/>).

The learning media used in the edutainment method are for example audiovisual tools. Included in the audiovisual category are: projection media (overhead projectors, slides, films, and LCDs), and non-projected media (whiteboards, posters, sticky notes, cartoons, flannel boards, comics, charts, diagrams, graphics, etc.) Other, three-dimensional objects include imitation objects, dioramas, dolls, masks, maps, globes, exhibitions, and museums (Sanaki, 2009).

## **Nationalism**

Trilaksana, et.al. (2018) in general, nationalism is considered a traditional understanding of the strength of social relations between the people of a country (S. Malešević, 2018). Nationalism is a person's belief in the superiority of his nation compared to other nations (D. Osborne, P. Milojev, C. G. Sibley, 2017). Nationalism is important and dominant and is the basis for strengthening citizens' claims to the state and other social aspects (N. Koch, 2016). According to nationalism, nationalism is awareness and pride in the state that creates attitudes and feelings that place greater importance on national life over the personal, group, regional, or party interests being represented. Nationalism can also be seen as a nation-building effort that means changing people's loyalty from a narrow loyalty, namely loyalty to ethnicity, religion, race, and so on, to a broader loyalty, namely the nation (Martaniah, 1990).

According to Hara (2000) in Kusumawardani & Faturachman (2004) nationalism covers a wider context, namely the equality of membership and citizenship of all ethnic and cultural groups within a nation. Within the framework of nationalism, pride is also needed to display its identity as a nation. Pride itself is a process that is born because it is learned and not inherited from one generation to the next. Nationalism as an ideology requires actualization according to the changing times and the challenges it faces. Meanwhile, according to Martaniah (1990) in Kusumawardani & Faturachman (2004) based on the theory of Inkeles and several other nationalists formulate six characteristics that represent the attitude of nationalism, namely: (1) Love for the homeland and nation by prioritizing the interests of the nation, (2) Participating in the development, (3) Upholding the law and upholding social

justice, (4) Utilizing science and technology, avoiding apathy, being open to renewal and change, and oriented towards the future, (5) Achievement, independent and responsible with respect for oneself and others, and (6) Ready to compete with other nations and be involved in international cooperation.

Two qualities of learning must be developed in students to realize fun learning, especially in instilling the character of love for the homeland or nationalism, namely: (a) Learning to be will produce an independent person. So that in planting love for the homeland in the world of education it has a function to be embedded in morals which are expected to shape students into good citizens; (b) Learning to learn continuously and actively. Instilling the values of love for the homeland and the spirit of nationalism through singing the national anthem, and reading Pancasila, all of this is done through continuous learning and in a learning atmosphere that creates a sense of pleasure (Thohirin, 2015).

### **Discussion and Recommendations**

In social studies learning with local history studies, we must see that social studies subject matter is required with values such as nationalism. Nationalism is very important to be instilled in students, especially nationalism originating from the surrounding locality to strengthen national identity in building national attitudes and spirit. The attitude and spirit of nationalism are one of the benchmarks for reflecting the character of students who must continue to grow and develop. So that the internalization of nationalism can be done through social studies learning with local history studies that can be extracted from the environment around students through the concept of edutainment.

Social studies learning with local history studies through edutainment concept learning can be done with relevant methods to internalize nationalism, both outdoor learning, and indoor learning. One of the urgent things that must be considered in edutainment learning is somatic, auditory, visual, and intellectual holistically. The implementation of edutainment learning methods in packaging local history in social studies learning can take the form of sociodrama, role-playing, field trips, and other educational games. Meanwhile, in addition to

using the method, you can use digital learning media by utilizing information technology in the form of audiovisuals. Various learning media, both audio and visual and audio-visual, also enrich the references in implementing edutainment concept learning within the social studies learning framework containing local history to change behavior by giving birth to certain sociocultural behaviors such as nationalism. In addition to this explanation, other digital learning media to package local history in social studies learning with an edutainment concept that can be offered are in the form of virtual reality or augmented reality. With virtual reality, students can see local historical objects through the virtual world as if they were in the real world. Meanwhile, with augmented reality, students can see real local historical objects that are modified in 2D or 3D forms. Thus, learning media to package local history with a fun and entertaining social studies learning concept to internalize nationalism can use one of the alternatives that have been mentioned both for research and learning purposes.

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