



Development of Digital History Learning Media: Photobooks and Historical Collections on Agriculture and Colonial Plantations to Enhance Student Understanding

Anis Syatul Hilmiah*, Nurul Umamah, Fernanda Praski Hartono, Fachri Zulfikar
History Education Study Program, Faculty of Teacher Training and Education,
Universitas Jember, Indonesia.

*Corresponding Author. Email: anissa@unej.ac.id

Abstract: This research aims to develop innovative media, specifically a history digital collection and photobook, focusing on agricultural intensification and colonial plantations in ex-Karesidenan Besuki. The goal is to enhance student engagement and understanding through a Research and Development (R&D) approach using the ADDIE model. The digital product developed contains a collection of photos, documents, and visual narratives to enrich history learning at the high school level. Data analysis involves processing historical data to identify patterns, such as economic impacts, social changes, or environmental effects. A mixed-methods approach is employed, combining quantitative and qualitative analysis to balance numerical evidence with contextual storytelling from the archives. The study successfully developed a history learning media in the form of a History Digital Collection and Photobook. The results showed that this media was effective in increasing student engagement and understanding, with the experimental class achieving an average post-test score of 82.72, exceeding the set KKM. In contrast, the control class scored 72.05. The t-test analysis confirmed the effectiveness of this media, with strong significance (t count = 6.78; t table = 1.69). Thus, the History Digital Collection and Photobook serve not only as learning tools but also as a means of preserving local history, strengthening the community's identity and historical awareness.

Article History

Received: 01-07-2025
Revised: 03-08-2025
Accepted: 31-08-2025
Published: 25-09-2025

Key Words:

History Digital Collection;
Photobook; Besuki
Residency; Learning
Media.

How to Cite: Hilmiah, A. S., Umamah, N., Hartono, F. P., & Zulfikar, F. (2025). Development of Digital History Learning Media: Photobooks and Historical Collections on Agriculture and Colonial Plantations to Enhance Student Understanding. *Jurnal Kependidikan*, 11(3), 1195-1204.
<https://doi.org/10.33394/jk.v11i3.16727>



<https://doi.org/10.33394/jk.v11i3.16727>

This is an open-access article under the [CC-BY-SA License](#).



Introduction

Advances in information technology have a significant impact on various sectors of human life, especially in the field of education (Haleem et al., 2022; Suhardi & Fahmi, 2025; Susilo et al., 2023). Education is one of the important pillars in the development of a nation (Kurangking et al., 2023; Sekuloska, 2014). Basically, education is a conscious effort to optimize the potential of students through encouragement and provision of facilities in the teaching and learning process. Education needs to adapt to the development of the digital era in order to produce students who are in accordance with the required competencies, by involving the active role of schools and educators in the learning process (Ika Sari et al., 2024; Rahmatullah et al., 2022).

History learning plays an important role in shaping the character of the younger generation (Priyanto, 2022; Septiana Wulan Dari et al., 2022). Through history learning, students are taught fundamental values which are then internalized in behavior, personality, and national identity (Chaidir Marasabessy et al., 2022; Hartono, 2022; Septiana Wulan Dari et al., 2022; Wijayanti et al., 2025), based on events that occurred in the past (Abujabal & Berberich, 2015). As a discipline that studies historical events, history learning functions as a bridge to transfer character values from one generation to the next (Basri et al., 2023; Sasaki



et al., 2019). However, many students have the wrong perception about history learning, often considering it boring (López-Fernández et al., 2023). This view results in a misunderstanding of the importance of history learning. One of the reasons why history material is considered boring is the minimal use of innovative and creative learning media in schools, not because of the content of the history itself. It is important to understand that the problems that arise are not caused by poor quality history material, but by elements in the history learning process that cannot adapt to current conditions (Chirumalla, 2021; Muhtarom et al., 2020)

In facing the challenges of learning history, the role of educators is very important in creating innovative learning media to deliver historical materials to students in the classroom (Marpaung & Faujiah Siregar, 2023). By designing interesting learning media, it is hoped that it can change the views of students who consider learning history as something boring. The importance of learning history cannot be underestimated, because this material contributes to the formation of the character of the younger generation through the philosophical values contained therein (Ridhoi et al., 2022). Therefore, interesting and innovative learning media are needed so that students can be more directly involved and eliminate the assumption that learning history is boring, which is often caused by a lack of innovation in media selection.

In the rapidly developing digital era, the preservation and distribution of historical knowledge has undergone a significant transformation (Javaid et al., 2022; Salfin et al., 2024). Digital technology not only facilitates access to information, but also opens up new opportunities to present history in a more interactive, interesting, and easily understood way for various groups. (Rizk & Hillier, 2022) One innovation in this field is the development of innovative learning media in the form of history digital collections and photobooks, which combine the power of digital technology with the richness of visual narratives to bring historical events, locations, and figures to life (Facer, 2011). This research focuses on the development of both forms of historical presentation with the theme of agricultural and plantation intensification during the colonial period in the former Besuki Residency, an area that played an important role in the economic history of the colonial Dutch East Indies.

The former Besuki Residency was one of the residencies established based on Staatsblad No. 16 of 1819. Located in the eastern part of Java Island, this residency was also the endpoint of the Anyer-Panarukan postal route (Utari et al., 2024). The integration of the Besuki Residency into Dutch rule provided opportunities to develop plantation and agricultural lands, which aimed to expand the economy of the Besuki region. This process began with the opening of plantations and agriculture managed by the state and the private sector since 1870. In addition, the Besuki Residency was passed by the Anyer-Panarukan road, which functioned as the main route connecting the western and eastern ends of Java Island. Several areas in this residency also had geographical conditions that supported the plantation and agricultural sectors, so that these areas could be considered as one of the 'gold fields' for the Dutch East Indies (Nawiyanto, 2000). This area is famous for producing various commodities such as coffee, sugar cane, tobacco, and rubber, which were the foundation of the economy during the colonial era. The increase in agricultural and plantation activities in this area has not only changed the physical face of the region but has also had an impact on the social and economic structure of the local community. However, documentation and historical narratives related to this are still limited and scattered in various archives, museums, and private collections, making it difficult for the wider community to access.

The overall significance of this research lies in its ability to connect the colonial past to contemporary issues, while leveraging technology for sustainable preservation.



Historically, the intensification of Besuki represents the duality of economic progress and social hardship that shaped modern Indonesia. Through digital collections and photobooks, this project not only preserves heritage but also encourages critical reflection, education, and reconciliation with the past. If this is part of a specific project (e.g., a thesis or museum initiative), its significance is amplified in the context of recognizing local intellectual rights over their own history

This research fills critical gaps by providing a localized, accessible, and visually rich exploration of Besuki's colonial agricultural history, addressing underexplored regional dynamics, source inaccessibility, and socio-environmental impacts. Its uniqueness lies in its microhistorical focus, hybrid digital-photobook format, interdisciplinary approach, and decolonial lens, setting it apart from broader or traditional studies. By leveraging modern technology and creative storytelling, it not only advances academic understanding but also engages wider audiences, contributing to both historical scholarship and cultural preservation in Indonesia.

The development of the History Digital Collection and Photobook is an innovative solution to address this challenge. The History Digital Collection provides users with access to view historical documents, photographs, maps, and artifacts in digital format, while the photobook offers a visual narrative about the intensification of agriculture and plantations during the colonial period in the former Besuki Residency. Both forms of presentation are not only intended to preserve historical heritage, but also to raise public awareness of the importance of understanding the past as part of identity and future development. This study aims to develop a history digital collection and photobook that focuses on the intensification of agriculture and plantations during the colonial period in the former Besuki Residency. By implementing a multidisciplinary approach that combines history, information technology, and visual communication design, it is hoped that this research can make a significant contribution to the preservation of history and the use of digital technology for education and community development.

Research Method

This research method uses a research and development approach with the ADDIE model. The ADDIE model is a development model consisting of five stages, according to Branch (2009), namely: Analysis, Design, Development, Implementation, and Evaluation. This approach aims to create a particular product and evaluate its effectiveness. In the process of creating a product, needs analysis is an important initial step, while to ensure that the product can function well in society, research is needed to test its effectiveness (Sugiyono, 2013). In addition, Gall et al. (2003) stated that research and development in education is a process that aims to develop and validate research products. The products referred to by Borg & Gall are not limited to material objects such as textbooks or educational films. In the context of research on the development of digital history media collections and photobooks, the products produced are a collection of photos in the form of digital collections and books that describe the development of agriculture and plantations during the colonial period in the former Besuki Residency area. This media is designed to be used in History learning at SMAK Santo Paulus, Jember Regency.

The research is well-suited for a mixed methods research design, which integrates qualitative and quantitative approaches to provide a comprehensive understanding of the historical, social, and environmental dynamics of colonial agriculture in Besuki, while also producing accessible outputs (digital collection and photobook). A mixed methods approach enhances the study by combining the depth of qualitative insights with the precision of



quantitative data, addressing knowledge gaps more effectively than a single-method approach. Below, I explain how mixed methods are applied, including the integration of qualitative and quantitative methods, their specific roles, and how they converge to achieve the project's objectives.

Results and Discussion

The results of the study on the development of History learning media based on History Digital Collection and Photobook at SMAK Santo Paulus, Jember, with the aim of testing its effectiveness. The results of the presentation are divided into 3 stages, the First Stage is an introduction that includes an analysis of history learning, the model applied, and the media used at SMAK Santo Paulus. In addition, observations and interviews were conducted to evaluate the media used by educators, which resulted in an initial draft of learning media based on a historical digital collection and a photobook on the intensification of agriculture and plantations during the colonial period in the former Besuki residency. The Second Stage explains the media development procedure, which includes the design of learning media, validation by experts (media and material experts), and limited trials at SMAK Santo Paulus. The result of this stage is the final design of the media that has been developed. The Third Stage tests the effectiveness of history learning media based on history digital collection and photobook on the intensification of agriculture and plantations during the colonial period in the former Besuki residency.

Analysis of History Learning Needs at SMAK Santo Paulus

History learning at SMAK Santo Paulus Jember is implemented based on the Independent Curriculum. In its implementation, the learning methods used include lectures, questions and answers, and group discussions, and are supported by the use of various learning media, such as textbooks and multimedia presentations. Teachers at SMAK Santo Paulus Jember expressed obstacles in designing learning media that are appropriate and interesting for students, especially in delivering historical materials and sources. However, due to limited time, skills, and resources, teachers are encouraged to use learning media that are simple, easy to make, and practical in their use, such as videos and PowerPoint. Based on the results of interviews with history teachers, students, and observations, the history learning model applied at SMAK Santo Paulus Jember emphasizes problem-solving as the core of the learning process.

The history learning process at SMAK Santo Paulus Jember still faces several obstacles, one of which is the lack of availability of learning media that can support the achievement of cognitive and psychomotor aspects of students. History teachers at the school also have difficulty in designing or providing learning media that are appropriate and interesting to students (Zaki & Nulhakim, 2021). On the other hand, there is a positive potential that can be utilized, namely the high interest of adolescent students in photography, along with technological advances. Photography activities can now be done easily using a camera on a mobile phone owned by almost all students (Capistrán, 2016). This potential can be directed to introduce and explore local history, considering that many students do not yet know the social or historical conditions in their surroundings, especially the former Besuki Residency area.

Thus, the history learning media needed by students are concrete media, namely media that are able to display visual forms both physically and digitally from the objects being studied, namely the History Digital Collection and Photobook based on the Intensification of Agriculture and Plantations during the colonial period in the former Besuki Residency. This media is considered more effective in helping students understand the

material, especially because of their limitations in imagining objects or events that have never been seen directly. In addition, this media will play a role in stimulating students' imagination and thinking skills, because they can visually see the colonial relics that still exist today (Supriatna, 2019). The visualization ability that is enhanced through this media allows students to more easily build understanding and express it in writing (Katona et al., 2023).

The History Digital Collection and Photobook media will provide a collection of photographs and narratives of colonial relics in the former Besuki Residency. Some of these photo collections include infrastructure buildings built by the Dutch, namely dams, roads, railways and trams, and train stations. Students who want to study historical archives in the form of photos and their narratives can easily be accessed anywhere and anytime, Researchers provide online space in the form of History Digital Collection media. The Photobook media is a collection of photos and their narratives in physical or printed form.

Design

The design stage in developing history learning media begins with compiling structured learning tools, including detailed planning based on needs analysis at SMAK Santo Paulus Jember. The media developed are in the form of History Digital Collection and Photobook, which presents a collection of historical photos along with in-depth narratives about the intensification of agriculture and plantations during the colonial period in the former Besuki Residency. The determination of this material is compiled by referring to the BSKAP Kemendikbudristek in the Merdeka Curriculum, especially the learning outcomes of phase F on "Penjajahan Bangsa Barat". The focus of the material lies in two core competencies: (1) identifying colonial policies in the fields of agriculture and plantations, and (2) analyzing the social, economic, and political impacts of these policies in various regions.

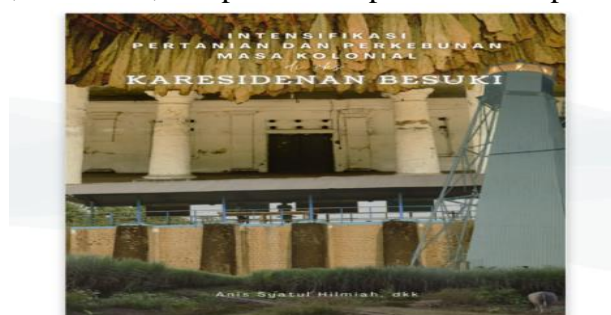


Fig. 1. Initial Cover of Teaching Material Products

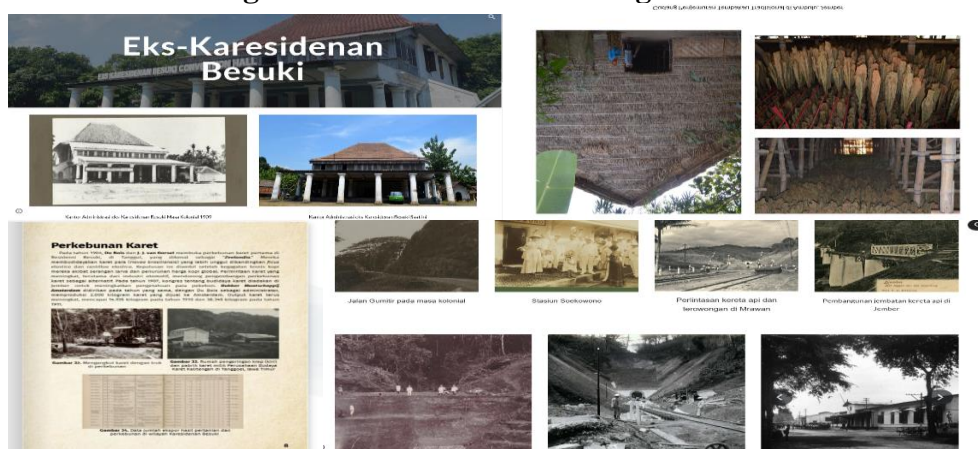


Figure 2. Contents of Teaching Materials

To deepen the context, this study takes a case study of colonialism in the former Besuki Residency, East Java, by exploring the practices of agricultural and plantation intensification



during the colonial era, such as the remains of colonial infrastructure that still exist today. The selection of this region not only offers concrete examples for students but also links the material to local wisdom, so that learning becomes more relevant and contextual (Rahman et al., 2025). Through this approach, students are invited to understand how colonial policies shaped agrarian structures, population migration, and cultural heritage (such as European architecture) that can still be seen today.

Development

The development stage of the History Digital Collection and Photobook media includes organizing content with a selection process and refining relevant photos, accompanied by redesigning the media design. Researchers utilize various references to provide context and explanations related to historical photos. The main sources include the book "The Development of Plantations in Jember During the Late Colonial Period 1859-1942" by Dr. Nawiyanto, which examines the development of plantations in Jember, and Jalan Raya Pos, Jalan Daendels by Pramoedya Ananta Toer which discusses colonial-era infrastructure projects. In addition "*Jalan Raya Pos, Jalan Daendels*" and an article by Hendri F. Isnaeni entitled "*Ini Alasan Kenapa Jalan Daendels Berakhir di Panarukan*" from Historia magazine edition 23-2015 were also used, which analyzed the historical factors for the termination of the construction of Jalan Daendels in Panarukan. These references were selected to enrich the visual and narrative analysis in photo-based learning media. Furthermore, consultations were carried out with expert validation. The media was then tested in stages, starting from small groups to large groups, to ensure its effectiveness in conveying educational messages about the intensification of agriculture and plantations during colonial times to students.

Implementation

The implementation stage of the History Digital Collection and Photobook media aims to evaluate the effectiveness of the media in the learning process according to the planned objectives. The implementation was carried out in class XI IPS 1 and XI IPS 2 through Classroom Action Research (CAR) with two trial cycles. In each cycle, the media was tested on students while observing their responses, involvement, and understanding of the material "Western Colonization". Data from observations, learning outcomes, and student feedback were analyzed to identify media weaknesses, such as the unclear visuals of the photos or the need for additional historical context. Based on these findings, revisions were made, such as improving photo captions, simplifying the design, or adding concrete examples of the impact of agricultural and plantation intensification during the colonial period in the former Besuki residency. After going through final refinement, the media was declared suitable for widespread use because it met the criteria of clarity, relevance, and visual appeal to support learning. This process not only ensures that the media functions optimally, but also strengthens collaboration between developers, educators, and experts in creating contextual and evidence-based learning tools.

Evaluation

The evaluation stage of the History Digital Collection and Photobook media was carried out through a comparative study between the experimental class (XI IPS 1), which used photo media, and the control class (XI IPS 2) without the media at SMAK Santo Paulus Jember. Both classes implemented the Group Investigation (GI) cooperative learning model, which emphasized student collaboration in analyzing historical sources and concluding. Before the learning intervention, both groups underwent a pre-test to measure initial knowledge related to Western colonial policies. The results of the pre-test conducted in the experimental class showed a score far below the KKM set by the school, which was 75.00.

The average pre-test score in the experimental class reached 60, while in the control class, the average pre-test score was 59. Furthermore, to see whether the History Digital Collection and Photobook media were successful or not in the experimental class, a series of learning sessions were carried out, including photo-based discussions in the experimental class, namely by conducting a post-test to assess the increase in students' conceptual and analytical understanding. The results achieved on the post-test scores of students in the experimental class had an average of 82.72, while in the control class, the average post-test score was 72.05. The post-test scores in the experimental class had exceeded the KKM limit set by the school, which was 75.00.

The research on the development of History Digital Collection and Photobook media has been completed, but its effectiveness needs to be tested. The effectiveness test was conducted by comparing the post-test scores between the experimental class that used the media and the control class that did not. Before that, both classes were given the same pre-test, with an average pre-test result for the control class of 59 and the experimental class of 60. After the treatment, the post-test results showed that the experimental class had an average of 82.72 and the control class had an average of 72.05.

The researcher then conducted a normality test using the One-Sample Kolmogorov-Smirnov Test to measure the equality of abilities possessed by the control class, namely sig. 0.150 and the experimental class, namely sig. 0.080. The results showed that the control and experimental classes had equal abilities because the significance level was > 0.05 . Furthermore, a homogeneity test was carried out to see the data obtained from the results of the homogeneous pre-test using Oneway Anova. The significance level result was 0.519, so it can be said that the experimental and control classes are homogeneous. The next stage was a T test using the Independent Sample Test with a sig level. $0.915 > 0.05$, so H_0 was rejected and it was concluded that the control and experimental classes had the same abilities. Furthermore, an effectiveness test was carried out using the One-Sample Kolmogorov-Smirnov Test. Based on the results of the normality test analysis, the significance value for both variables, namely the control class (sig. 0.172) and the experimental class (sig. 0.057) is greater than the specified significance level, which is 5% (0.172 and $0.057 > 0.05$). This shows that the data obtained comes from a normally distributed population. The results of the homogeneity test of effectiveness show that the significance is 0.964 and the data can be stated as homogeneous.

Table 1. T Test

Independent Samples Test										
		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error	95% Confidence Interval of the Difference	
tesprestasi	Equal variances assumed	2,457	,122	6,761	65	,000	2,13369	,31560	1,50340	2,76398
	Equal variances not assumed			6,786	62,131	,000	2,13369	,31443	1,50518	2,76220

Sumber: SPSS 19

To find out whether the History Digital Collection and Photobook media are effective or not, an effectiveness test must be carried out using a t-test. The results of the t-test obtained a t-count value of (6.78) and a t-table of (1.69), so it is concluded that the History Digital



Collection and Photobook media are effective in history learning at SMAK Santo Paulus Jember.

The research results—through the digital collection and photobook—can transform history learning in schools by providing accessible, engaging, and locally relevant resources. By integrating these elements into the curriculum, utilizing inquiry-based and visual learning approaches, promoting decolonial perspectives, fostering cross-disciplinary connections, and ensuring inclusivity, teachers can make Besuki's colonial history more vivid and meaningful. Practical steps like teacher training, partnerships with local institutions, and tailored assignments ensure effective application. These strategies not only enhance historical understanding but also connect students to their heritage, preparing them to engage with Indonesia's past and present critically. For immediate action, teachers can explore similar digital archives.

The research project “Development of history digital collection and photobook: intensification of agriculture and plantations in residency of Besuki” offers significant implications for the future development of history learning media in schools, particularly in the context of Indonesia's educational landscape and global trends in digital humanities. By producing a digital collection of archival materials (e.g., plantation records, maps, and photographs) and a visually compelling photobook, the project sets a precedent for innovative, accessible, and engaging history learning media. Below, I discuss the implications of these research results for the future of history education, focusing on their impact on media design, pedagogical approaches, technological integration, and cultural relevance. These implications are grounded in the project's ability to address local colonial history in Besuki while aligning with broader educational goals like inclusivity, critical thinking, and decolonization.

Conclusion

This study successfully developed a history learning media in the form of History Digital Collection and Photobook with the theme of agricultural and plantation intensification during the colonial period in the former Besuki Residency. The results of the study showed that this media was effective in increasing student engagement and understanding. The trial in the experimental class showed an average post-test score of 82.72 exceeding the set KKM, while the control class only reached 72.05. The t-test analysis showed strong significance (t count = 6.78; t table = 1.69), confirming the effectiveness of this media in history learning. Thus, the History Digital Collection and Photobook not only function as learning tools, but also as a means of preserving local history, which can strengthen the identity and historical awareness of the community.

Recommendation

This study recommends the implementation of similar media in other schools to improve the quality of history learning. For teachers, the project offers a rich resource for engaging students with Besuki's colonial history through interactive, decolonial, and technology-driven teaching methods, fostering critical thinking and local pride. For future researchers, it provides a foundation for expanding regional studies, advancing digital humanities, and addressing socio-environmental legacies, while promoting public engagement and global collaboration. By implementing these recommendations, the project's impact can extend beyond academia to education, policy, and cultural preservation.



References

- Abujabal, A., & Berberich, K. (2015). *Important Events in the Past, Present, and Future*. <https://doi.org/10.1145/2740908.2741692>
- Basri, I., Zafri, Z., & Hastuti, H. (2023). Historical Thinking Model: A Specific Model for History Learning. *International Journal of Social Science and Human Research*, 6. <https://doi.org/10.47191/ijsshr/v6-i8-95>
- Branch, R. M. (2009). *Instructional Design: The ADDIE Approach*. Springer US. <https://books.google.co.id/books?id=mHSwJPE099EC>
- Capistrán, J. (2016). Mobile Photography and Social Networks: Production, Consumption, Socialization and Copyright Practices Among University Students. *Journalism and Mass Communication*, 6. <https://doi.org/10.17265/2160-6579/2016.09.002>
- Chaidir Marasabessy, A., Hayati, E., & Utaminingsih, S. (2022). Internalization Values of Character Education As a Solution for Degradation of Civility of the Nation. *JayapangusPress Cetta: Jurnal Ilmu Pendidikan*, 5.
- Chirumalla, K. (2021). Building digitally-enabled process innovation in the process industries: A dynamic capabilities approach. *Technovation*, 105, 102256. <https://doi.org/https://doi.org/10.1016/j.technovation.2021.102256>
- Facer, K. (2011). Learning Futures: Education, Technology and Social Change. In *Learning futures: Education, technology and social change*.
- Gall, M., Borg, W., & Gall, J. (2003). Educational Research: An Introduction. *British Journal of Educational Studies*, 32. <https://doi.org/10.2307/3121583>
- Haleem, A., Javaid, M., Qadri, M. A., & Suman, R. (2022). Understanding the role of digital technologies in education: A review. *Sustainable Operations and Computers*, 3, 275–285. <https://doi.org/https://doi.org/10.1016/j.susoc.2022.05.004>
- Hartono, Y. (2022). *Scientific Approach in Learning History for the Internalization of Character Values*. <https://doi.org/10.2991/assehr.k.220103.027>
- Ika Sari, G., Winasis, S., Pratiwi, I., Wildan Nuryanto, U., & Basrowi. (2024). Strengthening digital literacy in Indonesia: Collaboration, innovation, and sustainability education. *Social Sciences & Humanities Open*, 10, 101100. <https://doi.org/https://doi.org/10.1016/j.ssaho.2024.101100>
- Javaid, M., Haleem, A., Singh, R. P., Suman, R., & Gonzalez, E. S. (2022). Understanding the adoption of Industry 4.0 technologies in improving environmental sustainability. *Sustainable Operations and Computers*, 3, 203–217. <https://doi.org/https://doi.org/10.1016/j.susoc.2022.01.008>
- Katona, B., Venkataragavan, J., Nina, E., Ulrika, B., & Björn, O. (2023). Use of Visual Learning Media to Increase Student Learning Motivation. *World Psychology*, 1, 89–105. <https://doi.org/10.55849/wp.v1i3.381>
- Kurangking, J., Santander, M., Du, E., & Cimene, F. T. (2023). *EMPOWERING NATIONS THROUGH EDUCATION: STRATEGIES FOR SUSTAINABLE DEVELOPMENT*.
- López-Fernández, C., Tirado-Olivares, S., Mínguez-Pardo, R., & Cózar-Gutiérrez, R. (2023). Putting critical thinking at the center of history lessons in primary education through error- and historical thinking-based instruction. *Thinking Skills and Creativity*, 49, 101316. <https://doi.org/https://doi.org/10.1016/j.tsc.2023.101316>
- Marpaung, S. R., & Faujjah Siregar, V. (2023). *International Journal of Students Education THE ROLE OF THE TEACHER IN THE DEVELOPMENT OF LEARNING MEDIA IN THE ERA OF COMMUNICATION AND INFORMATION TECHNOLOGY*.

- Muhtarom, H., Kurniasih, D., & Muhammadiyah Hamka, U. (2020). *PEMBELAJARAN SEJARAH YANG AKTIF, KREATIF DAN INOVATIF MELALUI PEMANFAATAN TEKNOLOGI INFORMASI DAN KOMUNIKASI*. 3(1).
- Nawiyanto, N. (2000). *Agricultural development in a frontier region of Java : Besuki, 1870 - the early 1990s*.
- Prijanto, J. (2022). SOCIAL STUDIES-HISTORICAL LEARNING SYSTEM FOR GEN-Z IN THE NEW NORMAL ERA. *PROGRES PENDIDIKAN*, 3, 89–92. <https://doi.org/10.29303/prospek.v3i2.238>
- Rahman, N., Wiranata, S., Haifaturrahmah, H., & Liswijaya, L. (2025). Science E-Modules Learning Based on Sasak Local Wisdom to Enhance the Creative Disposition of Elementary School Students. *Mimbar Sekolah Dasar*, 12(1), 113–131.
- Rahmatullah, A. S., Mulyasa, E., Syahrani, S., Pongpalilu, F., & Putri, R. E. (2022). Digital era 4.0. *Linguistics and Culture Review*, 6, 89–107.
- Ridhoi, R., Subekti, A., Navarro, F., & Hariyono, H. (2022). *Embracing New Perspectives in History, Social Sciences, and Education*. <https://doi.org/10.1201/9781003295273>
- Rizk, J., & Hillier, C. (2022). Digital technology and increasing engagement among students with disabilities: Interaction rituals and digital capital. *Computers and Education Open*, 3, 100099. <https://doi.org/https://doi.org/10.1016/j.caeo.2022.100099>
- Salfin, Kurniadi, P., & Erwin, E. (2024). Language Development in the Digital Age, A Literature Review on the Influence of Technology on Human Communication. *Revue Du Nord*, 1, 1–7. <https://doi.org/10.58812/0yhk5d80>
- Sasaki, I., Kotlar, J., Ravasi, D., & Vaara, E. (2019). Dealing with revered past: Historical identity statements and strategic change in Japanese family firms. *Strategic Management Journal*, 41, 590–623. <https://doi.org/10.1002/smj.3065>
- Sekuloska, J. D. (2014). Higher Education and Training as Crucial Pillars in Creating the Competitiveness of Nation. *Procedia - Social and Behavioral Sciences*, 156, 241–246. <https://doi.org/10.1016/j.sbspro.2014.11.182>
- Septiana Wulan Dari, Y., Triyan Rachmadani, N., Khiyarul Wahdi, A., Cahyani, A., Gusman, R., Asbari, M., Tinggi Ilmu Ekonomi Insan Pembangunan, S., & Insan Pembangunan, S. (2022). Growing Historical Awareness among the Young Generation of the Indonesian Nation. In *JOURNAL OF INFORMATION SYSTEMS AND MANAGEMENT* (Vol. 01). <https://jisma.org>
- Sugiyono, D. (2013). *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D*.
- Suhardi, M., & Fahmi, A. (2025). *The Role of Information Technology in the Development of Education Management Systems in the Digital Age: A Literature Review*.
- Supriatna, N. (2019). Pengembangan Kreativitas Imajinatif Abad Ke-21 dalam Pembelajaran Sejarah. *Historia: Jurnal Pendidik Dan Peneliti Sejarah*, 2, 73.
- Susilo, M., Sulisworo, D., & Beungacha, S. (2023). Technology and Its Impact on Education. *Buletin Edukasi Indonesia*, 2, 47–54. <https://doi.org/10.56741/bei.v2i02.285>
- Utari, S. D., Hudiyanto, R., & Wahyudi, D. (2024). The Concept of Love of Country in 19th-Century Painting. *Yupa Historical Studies Journal*, 8, 240–249.
- Wijayanti, Y., Warto, Wasino, Djono, & Esa, M. S. (2025). History Learning Based on Local Wisdom Sanghyang Sikskandang Karesian. *Paramita*, 35(1), 167–179. <https://doi.org/10.15294/paramita.v35i1.9033>
- Zaki, A., & Nulhakim, L. (2021). The Role of Teachers in Improving Student Learning Outcomes in Thematic Learning Through The Use of The Environment As a Learning Resource. *Jurnal Ilmiah Sekolah Dasar*, 5(1), 61–68.