



Utilization of Historical Heritage of Matano Village as a Learning Medium for History Education for Students in East Luwu

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Received: 13-01-2026; Revised: 02-02-2026; Accepted: 07-02-2026; Published: 28-02-2026

Abstract: History education occupies a pivotal role not only in transmitting knowledge of the past but also in cultivating students' cultural consciousness and identity formation. Matano Village in East Luwu Regency, South Sulawesi, constitutes a region endowed with substantial historical heritage, including the Rahampu'u Site, the submerged archaeological remains of Lake Matano, the Makole Tomb, and ancient fortifications. This study seeks to examine the utilization of historical heritage in Matano Village as an instructional medium for history education among students in East Luwu. The research adopted a descriptive qualitative design, with data gathered through systematic field observation, in-depth interviews with educators and local community figures, and comprehensive literature analysis. The findings indicate that the historical heritage of Matano Village possesses significant potential as a contextualized learning resource capable of enhancing students' learning motivation, conceptual comprehension, and higher-order thinking skills. The Rahampu'u Site offers critical insights into early community life and the advancement of metallurgical industries, while Lake Matano and its submerged remains elucidate the dynamic interaction between past societies, environmental conditions, and technological development. The Makole Tomb and ancient fortifications function as pedagogical instruments for understanding social stratification, leadership systems, and indigenous defense mechanisms. The integration of this historical heritage into instructional practice is congruent with inquiry-based learning paradigms and the *Merdeka Curriculum* framework, thereby facilitating active, contextual, and applied learning experiences. This study is anticipated to contribute as an academic reference for the advancement of local history education and for reinforcing cultural values alongside the development of geopark-oriented tourism initiatives.

Keywords: contextual learning; historical heritage; media of learning

Abstrak: Pendidikan sejarah memiliki peran penting dalam menyampaikan informasi masa lalu serta membangun kesadaran budaya dan identitas peserta didik. Desa Matano di Kabupaten Luwu Timur, Sulawesi Selatan, merupakan wilayah yang kaya akan peninggalan sejarah, seperti Situs Rahampu'u, peninggalan bawah air Danau Matano, Makam Makole, dan benteng kuno. Penelitian ini bertujuan untuk menganalisis pemanfaatan peninggalan sejarah Desa Matano sebagai media pembelajaran pendidikan sejarah bagi peserta didik di Luwu Timur. Metode penelitian yang digunakan adalah studi deskriptif kualitatif dengan teknik pengumpulan data melalui observasi langsung, wawancara dengan guru, tokoh lokal, serta studi pustaka. Hasil penelitian menunjukkan bahwa peninggalan sejarah Desa Matano memiliki potensi besar sebagai sumber belajar kontekstual yang dapat meningkatkan motivasi, pemahaman, dan keterampilan berpikir kritis peserta didik. Situs Rahampu'u memberikan wawasan mengenai kehidupan masyarakat kuno dan perkembangan industri logam, sementara Danau Matano dan peninggalan bawah airnya menampilkan interaksi masyarakat dengan lingkungan dan teknologi masa lalu. Makam Makole dan benteng kuno menjadi media untuk memahami struktur sosial, kepemimpinan, serta strategi pertahanan tradisional. Pemanfaatan

peninggalan sejarah ini sejalan dengan pendekatan pembelajaran berbasis eksplorasi dan Kurikulum Merdeka, sehingga peserta didik dapat belajar secara aktif, kontekstual, dan aplikatif. Penelitian ini diharapkan menjadi referensi bagi pengembangan pendidikan sejarah lokal serta penguatan nilai budaya dan pariwisata berbasis Geopark.

Kata Kunci: media pembelajaran; pembelajaran kontekstual; peninggalan sejarah



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Introduction

History education constitutes a fundamental component in the formation of students' character and intellectual horizons. The teaching of history is not merely intended to transmit information about past events; rather, it seeks to cultivate cultural awareness, reinforce local identity, and develop students' critical thinking capacities (Wulandari, 2019). A sound understanding of local history can foster a sense of pride in cultural heritage, strengthen attachment to one's living environment, and reinforce the social and moral values transmitted by preceding generations. Accordingly, history instruction should be contextualized within concrete realities so that students do not simply memorize historical facts, but are able to comprehend the processes and underlying meanings embedded in historical events.

One effective approach to history instruction is the utilization of local historical and cultural heritage as learning media. Matano Village, located in East Luwu Regency, South Sulawesi, possesses significant historical wealth in the form of archaeological sites, underwater remains in Lake Matano, the tombs of traditional leaders, and ancient fortifications. The Rahampu'u Site, for instance, provides evidence of ancient settlement in Matano and attests to its historical role in metal production (Triwurjani & Adhityatama, 2019). Meanwhile, Lake Matano, the deepest lake in Southeast Asia, preserves various underwater artifacts reflecting the activities of ancient communities, including pottery and iron implements that demonstrate their metallurgical expertise. The integration of Matano Village's historical heritage into educational practice is also consistent with the principles of the Kurikulum Merdeka, which emphasizes exploration-based, project-based, and contextually grounded learning. Through this approach, students are no longer positioned as passive recipients who merely listen to or record instructional material, but are actively engaged in processes of inquiry and knowledge construction.

Several prior studies have examined the utilization of local historical sites and heritage as effective media for history instruction. Research indicates that site-based historical learning enhances students' comprehension and renders instruction more contextual, while other studies emphasize the role of local history education in fostering historical awareness and the preservation of cultural heritage (Wiyanarti et al., 2020; Setyawan et al., 2024; Lionar et al., 2020; Pajriah & Suryana, 2021; Pratama et al., 2025; Purnamasari, 2023; Sariyatun & Marpelina, 2024; Sulistyono et al., 2022; Susanti & Miftahuddin, 2021; Susilo & Asmara, 2025). Nevertheless, these studies generally remain focused on instructional effectiveness and the strengthening of historical awareness in a broad sense. Limited scholarly attention has been devoted to specifically integrating village-based historical heritage into learning grounded in real environmental contexts aligned with the principles of the Kurikulum Merdeka and connected to the Geopark framework. Furthermore, studies that position students as active subjects of field exploration while simultaneously linking history learning with cultural preservation and educational tourism remain relatively scarce, particularly in the East Luwu

region. In light of these conditions, the present study offers novelty by analyzing the utilization of Matano Village's historical heritage as a contextual, exploratory, and environment-based medium for history instruction within the framework of the Kurikulum Merdeka.

Theoretically, this study is grounded in constructivist theory, Contextual Teaching and Learning (CTL), and the theory of historical consciousness, all of which conceptualize history learning as an active process that connects the past, present, and future through direct learning experiences within students' immediate environment. In addition, the Makole Tomb and the ancient fort in Matano Village illustrate the structures of leadership, social organization, and traditional defense systems of the local community. The Makole Tomb signifies the central role of customary leaders in regulating social, political, and economic life, while the ancient fort reflects the community's strategic defensive capabilities and past political interactions. By employing these historical remains as instructional media, students are afforded contextual and meaningful learning experiences, while simultaneously developing observational, analytical, and critical thinking skills (Kusumaningsih, et al., 2025).

This study aims to analyze the utilization of historical heritage in Matano Village as a medium for history instruction among students in East Luwu. The findings are expected to serve as a reference for the development of local history education, the enhancement of instructional quality, and the strengthening of awareness regarding cultural heritage preservation and Geopark-based tourism.

Research Method

In this study concerning the utilization of the historical heritage of Matano Village as a medium for history education among students in East Luwu, a literature review played a crucial role as one of the primary data collection methods. The literature review was conducted through a systematic examination of relevant sources, including academic books, scholarly articles, peer-reviewed journals, research reports, and official documents related to the research topic. The purpose of this review was to obtain a comprehensive understanding of the theories, concepts, and practices associated with history instruction based on local heritage, as well as to support the interpretation of field findings. In the process, the researcher analyzed literature addressing history education, the Contextual Teaching and Learning (CTL) approach, project-based learning, the Kurikulum Merdeka, and the utilization of cultural heritage as instructional media (Sianipar, et al., 2024). Additionally, previous studies concerning local historical and cultural heritage, such as the Rahampu'u Site, underwater artifacts in Lake Matano, the Makole Tomb, and the ancient fort, were examined to gain insight into the social, cultural, and historical context of the Matano community. This literature review enabled the researcher to identify effective instructional principles, environment-based teaching strategies, and mechanisms for integrating historical heritage into the school curriculum. Thus, the literature review functioned not only as a theoretical foundation but also as a comparative and validation instrument for field data obtained through observation and interviews. The results of this review are expected to provide a robust conceptual framework, guide the analysis of the utilization of historical heritage in Matano Village, and bridge history teaching practices with the cultural values and local identity that are intended to be cultivated among students in East Luwu.

Research Findings

The Ancient Heritage of Matano as a Learning Medium for Students

The ancient heritage of Matano Village plays a significant role as a contextual and authentic learning medium for students. Instructional media are not confined to textbooks, images, or digital technologies; they also encompass tangible learning resources that can be

directly observed and analyzed by students (Sundari & Mursid, 2022). The Rahampu'u Site, the underwater remains of Lake Matano, the Makole Tomb, and the ancient fort constitute examples of learning media rich in historical, social, and cultural value. Through the utilization of these sites, students are able to comprehend the past life of the Matano community, including ironworking practices, social structures, customary leadership, and traditional defense strategies (Soffian, et al., 2020). Context-based learning approaches, such as Contextual Teaching and Learning (CTL), encourage students to actively observe, question, and critically analyze their findings (Hakim, et al., 2018). Thus, ancient heritage sites function not merely as historical objects, but also as instruments for cultivating students' analytical, creative, and evaluative thinking skills.

The utilization of Matano's ancient heritage as a learning medium in East Luwu represents a concrete implementation of the broad and contextual conception of instructional media. Instructional media should not be understood solely as visual aids or technological devices, but as any means capable of conveying educational messages and stimulating students' cognitive processes, emotions, and attention. In this context, Matano's ancient heritage serves as a learning medium that offers more tangible and meaningful learning experiences, as students interact directly with historical objects that are closely connected to their social and cultural environment. Consistent with the view that instructional media may include both physical and social environments, Matano's ancient heritage fulfills these characteristics as an environment-based medium. The sites, artifacts, and historical narratives associated with the Lake Matano area function not only as sources of historical information but also as stimuli for curiosity and emotional engagement. Research findings indicate that when Matano's historical material is delivered through visual and audiovisual media, such as instructional videos, students demonstrate greater focus and enthusiasm compared to conventional lecture-based methods. This suggests that instructional media serve as critical stimuli in fostering effective learning processes.

Furthermore, the utilization of Matano's ancient heritage aligns with the concept of instructional media as channels of educational communication. In this regard, the heritage of Matano operates as a communicative medium that conveys historical messages through diverse forms, including visual representations (images and videos), environmental contexts (historical sites), and direct experiential engagement. Such media assist teachers in presenting instructional content in a more concrete and accessible manner. The findings reveal that students who engage in learning through heritage-based media demonstrate a more comprehensive understanding of local historical material, as instructional messages are delivered through complementary channels.

The use of Matano's ancient heritage as a learning medium also reflects the application of experiential learning principles. This approach underscores the importance of students' active involvement in learning experiences that are directly relevant to the subject matter. The findings indicate that learning activities incorporating direct experiences—whether through visits to historical sites or visual simulations presented in instructional videos—have a more substantial impact on students' comprehension. Students do not merely receive information passively; rather, they participate in observing, reflecting upon, and relating historical material to realities familiar to them. In this context, Matano's ancient heritage may be regarded as direct purposeful experiences that enable students to learn through meaningful engagement.

The utilization of Matano's heritage as a learning medium is likewise consistent with the Contextual Teaching and Learning (CTL) approach as articulated by (Sanjaya, 2011). CTL emphasizes the necessity of connecting instructional content to students' real-life contexts in order to enhance meaningful learning. The findings demonstrate that students more readily

comprehend historical material when it is linked to their immediate environment. The ancient heritage of Matano provides a concrete local context, enabling students to connect concepts of prehistoric history and past civilizations with the life of the surrounding community. This connection encourages students to perceive history not as an abstract body of knowledge, but as an integral component of their identity and social experience.

The delivery of local historical content through visual and audiovisual media, such as instructional videos based on Matano's heritage, has proven effective in attracting students' attention and fostering learning enthusiasm. This condition is consistent with the findings of Murtini et al., (2022) which indicate that contextual learning approaches utilizing environmental and real-life experiences significantly enhance students' understanding compared to conventional instructional methods, as students actively construct knowledge through interaction with relevant learning contexts. Moreover, the use of Matano's ancient heritage as a learning medium positively influences students' interpretation and internalization of historical material. Context-based learning enables students to relate past events and heritage remains to the contemporary social and cultural life of the East Luwu community. The findings of Murtini et al. (2022) further demonstrate that contextual approaches promote more comprehensive and meaningful understanding, as instructional material is delivered through direct experiences and multiple communication channels. Accordingly, Matano's ancient heritage functions not only as a medium for transmitting historical information but also as a means of cultivating historical consciousness and fostering students' appreciation of local cultural heritage.

In conclusion, based on the research findings and the theoretical foundation of Contextual Teaching and Learning, Matano's ancient heritage holds a strategic function as an environment-based and local wisdom-oriented instructional medium. Its utilization not only supports the effective delivery of historical content but also contributes to the development of historical awareness, appreciation of local culture, and students' critical thinking abilities. Matano's heritage should therefore be understood not merely as a preserved cultural asset, but as an educational medium capable of enriching learning experiences and rendering history instruction more contextual, participatory, and meaningful for students in East Luwu.

The Utilization of Matano's Ancient Heritage as a Learning Medium for Students

The utilization of Matano's ancient heritage in history education may be implemented through several strategic approaches. First, direct observation of sites and artifacts enables students to engage in contextual learning processes, allowing historical theories to be connected with tangible evidence encountered in the field (Kriyantono, 2014; Susilo, 2020). Second, this heritage may serve as the basis for project-based or exploratory assignments, such as the preparation of historical reports, presentations, or reconstructions of local culture, in alignment with the principles of the Kurikulum Merdeka, which emphasizes project-based learning (Fikriyani, et al., 2024). Third, the integration of historical heritage with information technology, such as photographic documentation, video production, or three-dimensional modeling, can enhance students' interest and motivation in studying history (Melamba, et al., 2023). In addition, collaboration with village authorities, cultural institutions, and local museums may enrich learning experiences and provide broader insights into the historical, social, and economic values of the local community (Coppenger & Lee, 2021). When implemented through appropriate strategies, Matano's ancient heritage functions not only as a learning medium but also as a vehicle for character education and the reinforcement of local identity.

The utilization of Matano's ancient heritage as a learning medium for students in East Luwu represents a pedagogical innovation that integrates local learning resources with contextual and experiential learning approaches. Within educational theory, instructional media are not limited to visual or audio aids; rather, they encompass all means capable of conveying messages and stimulating students' cognitive, emotional, and attentional engagement in ways that promote effective learning processes (Sukardi, 2003). In this context, Matano's ancient heritage, including the Rahampu'u Site, the underwater remains of Lake Matano, the Makole Tomb, and the ancient fort, may be understood as authentic instructional media that present historical facts in tangible and concrete forms rather than abstract representations. Their presence within the students' immediate geographical environment renders them both physically and emotionally proximate, thereby facilitating their integration into history instruction.

The utilization of Matano's ancient heritage as a learning medium begins with careful instructional planning by educators. History teachers must align basic competencies and learning objectives with the potential of historical sites located in Matano Village. Within the Kurikulum Merdeka framework, instruction is directed toward enabling students to construct knowledge independently through exploration, observation, and reflection. Accordingly, Matano's ancient heritage may be incorporated through project-based learning, outdoor learning activities, and the Contextual Teaching and Learning (CTL) approach, which emphasizes the relationship between subject matter and students' real-life experiences (Metrahultikultura & Gunartati, 2023). Through systematic planning, historical heritage sites become not merely objects of visitation, but integral components of a structured and meaningful learning process.

One concrete form of utilizing Matano's ancient heritage as a learning medium is through direct observation activities at historical sites. Such activities allow students to see, touch, and closely examine historical evidence that they may previously have encountered only in textbooks. For instance, at the Rahampu'u Site, students can observe the structure of ancient settlements, architectural remains, and the geographical context that influenced the life of the Matano community in the past. This form of observation provides a concrete and meaningful learning experience, as students gain insight not only into "what happened," but also into "how" and "why" those historical events occurred. Learning experiences that involve direct engagement have been shown to strengthen conceptual understanding and enhance students' analytical thinking skills (Anisa, 2017).

The utilization of the underwater heritage of Lake Matano as a medium for history instruction possesses distinctive characteristics (Soffian, et al., 2020). Pottery fragments and iron implements discovered at the bottom of Lake Matano constitute tangible evidence of human activity and the development of metallurgical technology within the Matano community in the past (Triwurdjani & Adhityatama, 2019). In instructional practice, teachers may employ documentation from underwater archaeological research such as photographs, videos, and scientific reports as supporting media. Students can be guided to analyze the functions of these artifacts, their production processes, and the role of Lake Matano as a center of social and economic life. Accordingly, history learning does not remain confined to political dimensions (Purnamasari, 2023), but also encompasses technological, economic, and environmental aspects, thereby broadening students' perspectives on the dynamics of past societies.

Beyond observation and artifact analysis, the utilization of Matano's ancient heritage as a learning medium may also be implemented through structured discussion and reflective activities. Following field visits or documentary studies, students may be encouraged to discuss their findings in groups. Such discussions foster the articulation of opinions, the formulation of

questions, and the connection of newly acquired information with historical concepts previously studied in the classroom. According to Sunarsih (2021), the Contextual Teaching and Learning (CTL) approach positions students as active subjects who construct knowledge through interaction and reflection. In the context of Matano, discussions concerning the role of the Makole as a customary leader, the function of the ancient fort as a defensive system, or the significance of the iron industry in community life may serve as vehicles for instilling values of leadership, independence, and cooperation.

The utilization of the Makole Tomb in Matano as a history learning medium introduces an educational dimension related to social structure and traditional leadership systems. Through site-based learning centered on the tomb, students may gain an understanding of concepts such as authority, legitimacy, and the role of customary leaders in regulating communal life. Teachers may relate this material to broader discussions of traditional governance systems in Indonesia, thereby enabling students to recognize the diversity of leadership forms throughout the archipelago. The tombs of customary leaders often function as significant symbols within the social structure of a community and may serve as authentic historical sources. When utilized appropriately, the Makole Tomb is understood not merely as the final resting place of a customary leader, but as a learning resource imbued with profound cultural and historical significance.

Similarly, the utilization of Matano's ancient fort as a learning medium offers students opportunities to comprehend aspects of defense and geopolitics within traditional societies. The ancient fort reflects defensive strategies, construction technology, and the socio-political conditions of the past. In instructional activities, students may be invited to analyze the fort's location, architectural form, and the potential threats faced by the Matano community. Such activities may be linked to broader topics concerning conflict, warfare, and interregional interactions in Indonesian history. Wibowo (2012) asserts that learning approaches integrating environmental analysis and social context enhance students' critical thinking capacities. Therefore, the ancient fort of Matano may be effectively utilized as a learning medium that connects the physical, social, and political dimensions of history.

The utilization of Matano's ancient heritage as a learning medium may also be advanced through an interdisciplinary approach. History instruction can be integrated with other subjects, such as geography, sociology, and environmental studies. Lake Matano, for example, may serve as a cross-disciplinary object of inquiry that connects historical analysis with geographical and ecological conditions. Students may examine how the natural environment influenced settlement patterns, livelihoods, and the technological development of the Matano community. This approach aligns with the perspective of Oviemhada, Mouftaou, and Wood (2021), who emphasize the importance of instructional design and decision-making grounded in local environmental contexts. Through an interdisciplinary framework, learning becomes more holistic and closely aligned with students' lived experiences.

In practice, the utilization of Matano's ancient heritage as a learning medium also requires support from multiple stakeholders. Collaboration among schools, local government authorities, cultural institutions, and community members is essential to ensure the sustainability and effectiveness of site-based history learning. The involvement of local community members as resource persons or guides provides significant added value, as students gain knowledge directly from cultural practitioners. Melamba et al. (2023) assert that community engagement in disseminating the values of historical sites strengthens collective understanding and awareness. Within the educational context, such collaboration fosters a more inclusive and participatory learning ecosystem.

The utilization of Matano's ancient heritage as a learning medium is likewise closely related to the development of educational tourism and geopark initiatives. Site-based history instruction may serve as an avenue for introducing students to the concept of the Matano Geopark and the Malili Lake System at an early stage. Students not only learn about history and culture, but also develop an understanding of the importance of geological and environmental conservation as part of global heritage. Suardana et al. (2024) maintain that sustainable tourism development requires the active involvement of local communities and younger generations. By incorporating ancient heritage into instructional practices, schools contribute to preparing a generation that is aware of both the potential and the responsibility associated with managing geopark areas.

The utilization of Matano's ancient heritage may further be optimized through digital technology. Documentation of sites in the form of photographs, videos, digital maps, and three-dimensional models can function as supplementary instructional media in the classroom. Technology enables students to access and examine historical heritage in greater depth, even when field visits are not feasible. Fikriyani et al. (2024) emphasize that the integration of local learning resources with digital technology enhances students' interest and engagement. Consequently, the utilization of Matano's ancient heritage is not confined to physical spaces, but may also be developed within interactive virtual learning environments.

The utilization of Matano's ancient heritage as a learning medium for students in East Luwu constitutes an effective, innovative, and contextually relevant instructional strategy aligned with contemporary educational demands. Through direct observation, artifact analysis, reflective discussion, interdisciplinary approaches, and the integration of digital technology, Matano's historical heritage can be systematically incorporated into history education. Such utilization not only enhances students' understanding of local history, but also strengthens cultural identity, environmental awareness, and twenty-first-century competencies. With appropriate pedagogical planning and multi-stakeholder support, Matano's ancient heritage holds considerable potential to serve as a distinguished learning medium that enriches history education in East Luwu while simultaneously promoting cultural preservation and sustainable regional development.

The Impact of Utilizing Matano's Ancient Heritage as a Learning Medium for Students in East Luwu

The utilization of ancient heritage as a learning medium has a significant impact on students' learning processes. First, the use of historical sites enhances students' motivation and interest in learning because they engage through direct experience and real observation, rather than solely through texts or lectures (Kusumaningsih, et al., 2025)). Second, ancient heritage supports the development of critical, analytical, and creative thinking skills, as students are encouraged to interpret artifacts, understand socio-cultural contexts, and connect the past with present conditions (Susilo & Asmara, 2025; Susilo, 2020) Third, this utilization strengthens students' understanding of local identity and cultural values, enabling them to appreciate historical heritage and support the preservation of historical sites in their surroundings (Abdillah, et al., 2022). Other emerging impacts include the enhancement of project-based learning experiences, engagement in field activities, and the ability to compile scientific historical reports or documentation (Hamzah, et al., 2024). Overall, the use of Matano's ancient heritage as a learning medium not only improves students' cognitive quality but also fosters cultural awareness, social responsibility, and practical competencies in studying local history.

The utilization of Matano's ancient heritage as a learning medium has a highly significant impact on both the learning process and outcomes of students in East Luwu, encompassing

cognitive, affective, and psychomotor dimensions (Lazuardi, 2023). Historical remains such as the Rahampu'u Site, the underwater artifacts of Lake Matano, the Makole Tomb, and ancient fortifications function not merely as relics of the past but transform into authentic learning resources that provide contextual and meaningful educational experiences. Concrete and experiential learning media, as argued by Sukardi (2003), enhance students' comprehension because they are actively involved in processes of observation, interpretation, and reflection. When students learn history not solely through abstract texts but through tangible evidence within their own environment, history education becomes more dynamic and socially relevant to local socio-cultural realities (Pajriah & Suryana, 2021).

From a cognitive perspective, the impact of utilizing Matano's ancient heritage is reflected in students' improved understanding of both local and national historical concepts (Lionar, et al., 2020). Students are not merely able to memorize chronological events or historical terminology; they also comprehend the interconnections between past events, technological developments, and the socio-cultural dynamics of the Matano community. For instance, through the study of iron and pottery artifacts discovered in Lake Matano, students can understand that the Matano region once served as an advanced iron industry center prior to the colonial period, thereby challenging the prevailing view that metallurgical technology developed only in certain regions of the Indonesian archipelago (Triwurjani & Adhityatama, 2019; Soffian, et al., 2020). Such understanding enriches students' historical perspectives and helps them recognize Indonesian history as the product of contributions from diverse local communities, including the people of Matano.

In addition, learning based on historical heritage encourages the development of higher order thinking skills. Students are trained to analyze the functions and meanings of historical remains, compare past and present conditions, and draw conclusions based on data they collect in the field (Sulistyo, et al., 2022; Soffian, et al., 2020). According to Wibowo (2012), learning that involves direct experience and real-world problem solving can enhance students' analytical, critical, and reflective abilities. In the context of Matano, students not only observe ancient fort structures or the Makole Tomb, but are also guided to reason why the fortifications were built, how traditional defense systems operated, and what role customary leadership played in maintaining social stability. This process enables students to actively construct their own knowledge rather than passively receive information.

From an affective perspective, the utilization of Matano's ancient heritage has a strong impact on students' attitudes, values, and awareness (Arafah, 2024) Direct interaction with local historical sites fosters a sense of belonging and pride in regional cultural heritage. Students become more aware that history is not something distant or unfamiliar, but rather an integral part of their own identity and community. This aligns with Susilo's (2020) view that the use of museum- and site-based learning resources can enhance historical awareness and appreciation of cultural values. Through visits and learning activities at Matano sites, students learn to appreciate the struggles, local wisdom, and technological achievements of past societies.

The historical awareness that emerges from heritage-based learning also contributes to character formation. Values such as responsibility, environmental concern, cooperation, and respect for cultural diversity can be instilled more effectively through direct engagement at historical sites. When students realize that these historical remains are vulnerable to damage and require preservation efforts, they are encouraged to develop a more caring and responsible attitude. Melamba et al. (2023) emphasize that socializing the values of historical sites to the community, including younger generations, is an important step in building collective awareness for safeguarding cultural heritage. In the educational context, this means that

students become not only consumers of knowledge but also agents of cultural preservation (Susanti & Miftahuddin, 2021).

Another affective impact is the increase in students' learning motivation. History learning that utilizes ancient heritage introduces varied methods and learning environments beyond the conventional classroom setting. Field observations, group discussions, and site-based projects make the learning process more engaging and challenging. According to Sunarsih (2021), the Contextual Teaching and Learning (CTL) approach enhances students' motivation because they directly perceive the connection between instructional material and real life. In East Luwu, students involved in heritage-based learning at Matano tend to show greater enthusiasm in attending history lessons, asking questions, and discussing their findings.

From a psychomotor perspective, the utilization of Matano's ancient heritage provides opportunities for students to develop various practical skills. Activities such as site observation, data recording, photography or videography, preparation of field reports, and presentation of findings train skills in observation, documentation, communication, and teamwork. These skills are highly relevant to the demands of the Merdeka Curriculum, which emphasizes the development of twenty-first-century competencies, including creativity, collaboration, and information literacy. Fikriyani et al. (2024) state that the use of locally based learning resources enhances students' practical skills because they are directly involved in exploring and analyzing historical sources (Maslahah & Rofiah, 2022).

The impact of utilizing Matano's ancient heritage can also be viewed from a social and community perspective. When historical sites are used as learning media, more intensive interaction occurs between schools, local communities, and other stakeholders. Students can learn directly from customary leaders, site custodians, or local residents who possess knowledge of Matano's history and culture. This interaction not only enriches the learning experience but also strengthens the relationship between educational institutions and the community. Abdillah et al. (2022) highlight the importance of multi-stakeholder collaboration in developing locally based innovations, including in the field of education. By involving the community in history learning, students gain broader and more contextual perspectives.

Furthermore, the utilization of Matano's ancient heritage as a learning medium also influences students' awareness of sustainability issues. Lake Matano and the surrounding historical sites are not only cultural heritage assets but also components of an ecosystem that must be preserved. History learning integrated with environmental issues helps students understand the interconnections between past human activities, present environmental conditions, and future sustainability challenges. Ovienmhada, Mouftaou, and Wood (2021) demonstrate that participatory and locally grounded approaches can enhance public understanding of environmental governance. In the educational context, students can be encouraged to reflect on how past Matano communities interacted with their environment and what lessons can be drawn for contemporary natural resource management.

The impact of utilizing Matano's ancient heritage also carries long-term implications for the development of educational tourism and the local economy. Students who possess strong historical understanding and awareness have the potential to become agents of promotion and preservation of cultural heritage in their region. This aligns with the concept of sustainable tourism, which emphasizes local community participation and the preservation of cultural values (Suardana et al., 2024; Coppenger & Lee, 2021). Through heritage-based history learning, students can understand that cultural heritage holds not only educational value but also social and economic value when managed sustainably (Sariyatun & Marpelina, 2024).

Within the context of the Matano Geopark and the Malili Lake System, the use of ancient heritage as a learning medium also supports efforts to strengthen the educational function of

the geopark area. Students engaged in site-based learning within the geopark framework gain deeper understanding of the region's geological, historical, and cultural significance. Damayanty, Fedryansyah, and Gutama (2025) emphasize that community involvement, including that of younger generations, is a key factor in the successful management of risk-based and sustainability-oriented areas. Thus, history learning grounded in Matano's heritage has implications not only for individual students but also for collective efforts to safeguard and sustainably develop the region.

The impact of utilizing Matano's ancient heritage as a learning medium is multidimensional and interconnected. From a cognitive perspective, students gain deeper and more contextual historical understanding. From an affective perspective, historical awareness, local pride, and concern for cultural preservation are strengthened. From a psychomotor perspective, various practical skills relevant to twenty-first-century learning demands are developed. These impacts demonstrate that the use of local historical heritage is not merely an alternative teaching method but an effective pedagogical strategy for enhancing the quality of history education in East Luwu. With proper integration into the curriculum and support from multiple stakeholders, Matano's ancient heritage can continue to function as a living history laboratory that provides meaningful learning experiences for younger generations while contributing to cultural preservation and sustainable regional development.

Conclusion

Based on the discussion regarding the utilization of historical remains in Matano Village as a learning medium for history education among students in East Luwu, it can be concluded that the sites and artifacts in Matano Village play a strategic role in enhancing the quality of contextual and meaningful history learning. Ancient remains such as the Rahampu'u Site, the underwater relics of Lake Matano, the Makole Tomb, and ancient fortifications serve not only as authentic evidence of past Matano society but also as instructional media that connect historical theory with real field experiences. The utilization of these historical remains is carried out through direct observation, project-based exploration aligned with the Merdeka Curriculum, documentation activities, and collaboration with village authorities and cultural institutions. Through these approaches, students engage in active, critical, and creative learning processes. The impact of this utilization is reflected in increased learning motivation, enhanced analytical thinking skills, improved ability to relate the past to contemporary contexts, and strengthened understanding of local identity and cultural values. Furthermore, heritage-based learning fosters awareness of cultural and environmental preservation, aligning with efforts to develop the Matano Geopark and the Malili Lake System. Thus, Matano's ancient heritage functions not only as a source of historical knowledge but also as a medium for character education, practical competency development, and the reinforcement of students' engagement in safeguarding and appreciating the cultural heritage surrounding them. This conclusion underscores the importance of integrating local learning resources into the school curriculum in order to create history education that is more dynamic, meaningful, and oriented toward the intellectual, social, and cultural development of students in East Luwu.

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