



## Local History Learning Based on Family History

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**Abstrak:** There remains a stigma that history learning is perceived as boring and merely recounts dates, figures, and places of historical events. Students' low interest in history subjects is reflected in their limited participation, such as lack of motivation to study history, weak reading skills, and minimal engagement in asking or answering questions posed by teachers during classroom lessons. Therefore, this study was conducted to examine history learning at the senior high school level. The objectives are to explore students' perceptions and interest in history, to describe family-based local history learning as an engaging and meaningful alternative, and to explain its benefits for students. The research method employed is a literature review, with sources collected from ebooks and articles. The findings indicate that family-based local history learning can serve as an engaging and meaningful alternative to traditional history instruction. The conclusion emphasizes that meaningful and engaging history learning begins with creative teachers who are able to design and implement lessons that allow students to truly experience the benefits of studying history.

**Keywords:** digital history; family history; local history

**Abstrak:** Masih ada stigma bahwa pembelajaran sejarah merupakan pembelajaran yang membosankan dan hanya menceritakan fakta tahun, tokoh, dan tempat dari suatu peristiwa sejarah saja. Minat peserta didik untuk mengikuti mata pelajaran sejarah yang rendah ditunjukkan oleh tingkat partisipasi yang rendah dalam pembelajaran sejarah, seperti tidak memiliki minat belajar sejarah, rendahnya kemampuan peserta didik membaca, dan rendahnya partisipasi peserta didik untuk bertanya dan menjawab pertanyaan yang dilontarkan oleh guru dalam pembelajaran sejarah di kelas. Oleh karena itu, penelitian ini dilakukan untuk mengkaji pembelajaran sejarah yang dilaksanakan di jenjang SMA. Tujuan penelitian ini adalah mengkaji persepsi dan minat peserta didik terhadap sejarah, mendeskripsikan pembelajaran sejarah lokal berbasis keluarga sebagai alternatif yang menarik dan bermakna, serta menjelaskan manfaatnya bagi peserta didik. Metode penelitian yang digunakan dalam penelitian ini adalah kajian pustaka dengan mengumpulkan sumber-sumber yang berasal dari ebook dan artikel. Hasil dari penelitian ini menunjukkan bahwa pembelajaran sejarah lokal berbasis sejarah keluarga dapat menjadi alternatif pembelajaran sejarah yang menarik dan bermakna. Kesimpulan dalam penelitian ini adalah bahwa pembelajaran sejarah yang menarik dan bermakna dimulai dari peran guru kreatif yang mampu merancang dan melaksanakan pembelajaran sejarah yang menarik dan bermakna sehingga pembelajaran sejarah yang diajarkan dapat dirasakan manfaatnya oleh peserta didik.

**Kata Kunci:** digital history; sejarah keluarga; sejarah lokal



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## Introduction

History learning plays a crucial role in shaping students' historical awareness, social identity, and thinking skills. From a modern educational perspective, history is understood not only as the study of past events but also as a means to understand present conditions and plan for a better future. Levstik and Barton (in Supriatna, 2019) emphasize that history learning should help students understand the relationship between the past, present, and future. Therefore, ideally, history learning should not only focus on mastering historical facts but also provide meaningful learning experiences relevant to students' lives.

However, in practice, history learning in schools is often oriented toward presenting historical facts chronologically and emphasizing national history. This approach leaves historical material feeling distant from students' lived experiences, thus undermining their intellectual and emotional engagement in the learning process. Various studies have shown that many students view history as boring and uninteresting (Fru, 2015; Mustamiria, Syahrudin & Chalimi, 2021; Nuhiyah et al., 2024; Pratama et al., 2023; Yulifar & Agustina, 2020; Yulifar & Aman, 2023). This situation indicates that history learning still faces challenges in creating engaging and meaningful learning experiences for students.

The dominance of national history learning also results in a lack of attention to local history, which is actually closer to students' lives. As a result, many students lack knowledge of the history of their surroundings, and many are unaware of their own family history, such as the names of their grandparents. This situation demonstrates a paradox in history learning, as according to Hasan (2012), the goals of history education in high school are: 1) Developing an in-depth understanding of selected historical events, both local and national; 2) Developing critical and creative thinking skills; 3) Building social awareness and a spirit of nationalism. 4) Developing curiosity, inspiration, and aspirations; 5) Developing heroic and leadership values and attitudes; 6) Developing communication skills; 7) Developing the ability to search, process, package, and communicate information (research/learning skills). Meanwhile, according to Wasino (2012), the general objectives of history learning are: 1) Understanding processes; 2) Understanding change over time; 3) Understanding origins (geneology); 4) Teaching logic for critical thinking; 5) Developing self-understanding; 6) Teaching about the distribution of ethnic groups, nations, and multicultural cultures. [d1.1]

In the context of history education, an introduction to local history is important because it enables students to understand the development of society in their immediate environment. Widja (1989) states that learning local history can provide concrete examples of the dynamics of societal development that can be directly observed by students. In line with this, the concept of living history emphasizes that history learning can be conducted by utilizing real-life experiences surrounding students, such as their residential environment, family circumstances, culture, and social phenomena in society (Darmawan, 2007; Widja, 1989). This approach enables students to learn history in a more contextual and meaningful way because the learning material is directly related to their lives.

Several previous studies have examined the development of local history learning in various forms, such as the history of community struggles, kingdoms during the Hindu-Buddhist and Islamic periods, local historical sites, local wisdom values, and the use of media such as museum dioramas (Anggoro et al., 2020; Bhaskara, 2024; Ma'mun & Arofah, 2024; Maslahah & Rofiah, 2019; Maulana, 2018; Prasetyo & Kumalasari, 2021; Rahayu et al., 2025; Sudarto, 2021). These studies show that the use of local history can increase students' interest in learning and understanding of history.

However, most of this research still focuses on local history related to major events, important figures, historical sites, or specific cultural heritage. Studies specifically developing

family history-based local history learning are still relatively limited. Yet, family history is a part of social history that can serve as a gateway for students to understand origins (geneology), social identity, and the connection between personal experiences and broader historical dynamics. According to Sjamsuddin (2012), family history is not only related to families with political power but also encompasses families from various social, economic, and cultural backgrounds.

Based on this, this study proposes a family history-based local history learning approach through a family history writing project as an implementation of the living history concept in history learning. This approach allows students to trace family origins, explore historical experiences within the family environment, and connect these experiences to the broader historical context. The novelty of this research lies in the development of local history learning that focuses on family history as the primary learning resource through a student-led family history writing project. This approach not only introduces local history relevant to students' lives but also encourages their active involvement in the process of historical research in a simple way.

Therefore, this study aims to examine students' perceptions and interests in history subjects in high school, describe family history-based local history learning as an engaging and meaningful alternative, and explain its benefits for students. The urgency of this research lies in the fact that history learning in schools is still perceived as boring because it focuses on chronological and national facts, thus failing to provide learning experiences relevant to students' lives. The lack of attention to local and family history deprives students of opportunities to understand social identity and the connection between personal experiences and broader historical dynamics. This study offers a new approach through family-based local history learning, which can enhance students' engagement, interest, and meaningful experiences in studying history.

### **Research Methods**

The research method used by the researcher was library research. According to Zed (2004), library research, often referred to as a literature study, is a series of activities related to data collection methods, reading, recording, and processing research materials. Meanwhile, according to Sugiyono (2012), a literature review relates to theoretical studies and other references related to the values, culture, and norms that develop in the social situation being studied. Furthermore, library studies are crucial in conducting research, as research cannot be separated from scientific literature. Data collection used in this study came from books, journals, and other sources.

The data sources used in this study were secondary sources derived from books, journal articles, and dissertations. The researcher collected sources derived from journal articles. The publication years of the journal articles used in this study ranged from 2002 to 2025, totaling 30 articles. Meanwhile, data from books and dissertations were collected from 1989 to 2025, totaling 7 books and dissertations.

The data analysis used in this study employed content analysis using a qualitative approach. The analysis process involved several stages: (1) inventorying and grouping sources by theme, such as local history teaching materials, learning media, and pedagogical approaches; (2) data reduction by selecting information relevant to the research focus; (3) categorizing and interpreting the data to identify patterns, concepts, and relationships between ideas; and (4) compiling the analysis results in descriptive form to draw conclusions regarding local history learning.

## Research Result

### Local History Learning

Local history learning consists of the words learning and local history. Learning is a series of processes carried out by teachers both in and outside the classroom to achieve learning objectives stated in the curriculum. According to Sulfelmi (in Djono, 2023), history learning is defined as a system consisting of objectives, materials, students, teachers, conditions, methods, and learning evaluation. History learning is a process carried out by history teachers to achieve learning outcomes (CP) formulated by the government in curriculum documents. In order to achieve CP, a history teacher needs to map student abilities and also observe student interests in studying the subject at school.

The definition of local history according to Darmawan (in Ningrum & Agustiningsih, 2021) explains that local history is a form of historical writing within a limited scope, including exclusive locations. The objectives of local content are as follows: 1) teaching materials will be more easily absorbed by students; 2) learning resources in the area can be better utilized for educational purposes; 3) Students can apply the knowledge and skills they learn to solve problems encountered around them; 4) Students become more familiar with the natural conditions, social environment, and cultural environment in their area; 5) Students can increase their knowledge about their area; 6) Students are expected to be able to help their parents and help themselves in order to meet their life needs; 7) Students become familiar with their environment and avoid alienation from their own environment (Hatmono, 2021; Susilo et al., 2025).

This agrees with the opinion of Ningrum & Agustiningsih (2021) that local history learning is very important for students as a source of history learning because it will make students directly connected with situations that occurred in the past in their area. Based on previous research, local history learning has a positive impact on students, such as increasing historical awareness, critical thinking, creative thinking, nationalism, historical comprehension, and character (Anggoro et al., 2020; Iswanto et al., 2015; Lazmihfa, Waluyo, Herman J, Haryanto, 2020; Mahfud et al., 2024; Maslahah & Rofiah, 2019; Ningrum, 2021; Rahayu et al., 2025; Shavab, 2023; Syahidah & Setiawati, 2018; Syahputra et al., 2020). Therefore, local history learning can be an alternative that can be used in history teaching.

As a reference for history teachers in teaching local history in the classroom, it is necessary to have references or a selection of local history teaching topics tailored to students' interests and abilities. According to Widja (1989), the local history teaching topics that teachers can implement in class are as follows:

**Table 1.** Topics in Local History Teaching

No	Topics
1.	Compiling a Family History
2.	Observing Population Settlements
3.	Observing Population Development from a Historical Perspective
4.	Observing Local Historical Monuments
5.	Observing Social Development or Change
6.	Observing the Development of Community Economic Life
7.	Observing the Influx of New Technology into the Village
8.	Observing Village Government Past and Present

Source: Research Data, 2025

The local history teaching topics outlined above can serve as a guide for each history teacher in selecting a topic. Of course, topic selection requires consideration of various factors,

such as the student's circumstances, the student's living environment, and local customs. In the context of the current research, the researcher focuses on writing family histories. Writing family histories is an example of implementing history learning based on critical pedagogical thinking. Writing family histories is an alternative way to translate history learning into meaningful learning.

The choice of writing family histories as a local history topic discussed in history classes is due to the perceived benefits it offers to students. These benefits include developing historical writing skills and understanding the origins of their families. The practice of creating family history writing projects is rarely used by history teachers as an engaging and meaningful method of history learning.

### **Critical Pedagogy**

Critical pedagogy is defined as an educational theory and learning practice designed to build critical awareness of oppressive social conditions (Hidayat, 2013). Others define it as a learning approach that seeks to help students question and challenge domination, dominant beliefs, and practices (Hidayat, 2013; Monchinski, 2011; Sudirman, 2019). One prominent thinker in critical pedagogy is Henry Giroux. His critical pedagogy is based on several key principles that emphasize the importance of social justice, critical thinking, and student empowerment. Some of these key principles include; 1) Critical thinking and reflection; 2) Focus on student independence and voice; and 3) Critical pedagogy as a form of cultural practice ((Mariani, 2025).

Critical pedagogy, in this context, is how history teachers position students as co-creators of knowledge, bringing their life experiences, cultural backgrounds, and critical inquiry into the learning process (Essabari & Mhamed, 2025; Pada et al., 2025). History lessons dominated by national history often disengage students or make them feel disconnected from their daily lives. It is hoped that the concept of "making connections" (as cited by Cooper, 2018) will provide a more down-to-earth history learning experience, closer to the conditions experienced by students in their daily lives, both at school and in their homes.

History learning in the context of critical pedagogy is about realizing student-centered history learning, a situation where teachers have traditionally been dominant in history instruction. However, the role of teachers remains in history learning, not entirely delegated to students. The teacher's role in history learning is as a facilitator and guide. Furthermore, the teacher's role is to spark students' knowledge. Students in the classroom need to be motivated, guided, and accustomed to being actively involved in learning. This is due to the low level of student desire to learn history, such as low curiosity, lack of interest in learning history, low interest in reading, and asking questions during the learning process (Aryani & Tarunasena, 2021; Iryani et al., 2025; Silmi & Kusmarni, 2017). This fact demonstrates the need for teachers to direct and guide students so they can play an active role in history learning. This allows student-centered history learning, as envisioned in the concept of critical pedagogy, to be implemented in the classroom.

### **Creative Pedagogy**

Creative Pedagogy is the art of teaching and educating students based on teacher creativity in the learning process, both inside and outside the classroom. Teacher creativity in teaching is related to designing and preparing teaching materials, managing the classroom, using a variety of methods, utilizing learning media, and developing evaluation instruments (Febriyanti & Tarunasena, 2021). Regarding creative pedagogy, which can be implemented in a personal approach, creative pedagogy is an alternative art of teaching that can be implemented

by teachers. This can be an alternative method for educating students in the 21st century because creative pedagogy can be adapted to the interests, talents, competencies, creativity of teachers, and the socio-cultural context of students (Supriatna & Maulidah, 2020). A creative teacher is able to plan, design, teach, and evaluate learning by adapting to what students need at that time. Creative pedagogy is an alternative for history teachers to apply this in history learning. Therefore, history learning is not simply recounting past events without teaching their relevance to the present. History teachers must be able to create contextual history lessons in accordance with the principles of creative pedagogy.

This means that creative pedagogy is down-to-earth, closely related to the teaching profession. Therefore, creative pedagogy can be implemented by all teachers throughout Indonesia, without exception, provided the teacher has the will to implement creative pedagogy. Implementing creative pedagogy is not difficult because creativity stems from the teacher's imagination. As stated by Supriatna & Maulidah (2020), even in the view of Greek philosophers, the concept of creativity encompasses the freedom to think, act, and produce. Therefore, a creative history teacher is one who is free to think, act, and produce. However, in reality, history teachers must still comply with the regulations implemented by the government. Creative history teachers can embody the meaning of freedom to think, act, and produce within the framework of implementing the independent curriculum. One manifestation of a creative history teacher is developing their imagination in their work.

So, the source of creative pedagogy comes from the teacher's imagination, which has a broad reach and is limited only by the teacher's mind. From this imaginative process, teachers will be able to create varied and enjoyable learning strategies and methods, the goal of which is to explore and uncover students' hidden potential. Student potential is like a hidden treasure that must be opened through effort and struggle to find the right key to unlock it. According to Supriatna & Maulidah (2020), a teacher's imagination about how to generate students' learning potential to have creative competence will lead them to the future. Of course, before generating students' learning potential with creative competence, a teacher needs to continue practicing and conducting research related to improving self-competence in order to improve the quality of history learning that can lead creative students to the gates of success. History teachers need to conduct mapping, both non-test and test methods. This is done to obtain data related to student abilities, as well as providing initial data for history teachers to use as a reference in designing interesting and contextual history learning. The next emphasis in creative pedagogy is the teacher's imaginative ability to design history lessons that will benefit students in the future. This is reinforced by the opinion of Supriatna & Maulidah (2020), who explain that a teacher's imagination about how the teaching and learning process will take place is a curriculum filled with various plans, expectations for learning success, and skills that students must possess.

Therefore, to implement creative pedagogy, a history teacher needs to design it carefully by first collecting data, both in the form of tests and non-tests. Next, the data collected from students is analyzed to serve as a reference or program plan for the history lesson. After planning, the next step is implementing creative pedagogy in history learning. This concludes with an evaluation of the steps taken in implementing creative pedagogy in history learning.

### **Making Connection**

Making connections is one of the concepts offered in creative history teaching. The concept of making connections is crucial in history teaching. This concept helps students understand and attempt to connect past events with the present. Learning must also facilitate students' ability to connect the material they are learning to their real-world situations. Brunner

(in Cooper, 2018) explains the concept of making connections, emphasizing the importance of making connections. He states that it is crucial to connect specific examples with general principles so that connections can be made in detail and placed in a memorable structural pattern.

Making connections is likened to a bridge, a tool for connecting things. In the context of history teaching, making connections serves as a bridge connecting a particular concept with the everyday realities seen, heard, and felt by students. Therefore, history teachers need to engage in extensive literacy to enhance their knowledge to support their pedagogical aspects in teaching history, which can offer contextual history learning that is beneficial to students. This aligns with the opinion of Mishra & Koehler (in Rahmadi, 2019), who explain that teaching activities are based on knowledge of the material to be taught (content knowledge), how to teach the material (pedagogical knowledge), and knowledge of the use of various technologies (technological knowledge).

The concept of making connections, therefore, is how history teachers seek ways to connect the material they learn with the real world of their students (Supriatna & Maulidah, 2020). Teaching local history to students is one example of making connections in history lessons. History teachers can use this concept to connect history learning from local history, close to the students' homes, to national history. This way, students learn about national history from local history, starting with the smallest unit closest to their homes, namely their families. Using this concept of making connections can be a solution to make history learning interesting for students, thus achieving engaging and meaningful history learning.

### **Contextual Teaching Learning**

According to Hasnawati (2006), the contextual approach is a highly appropriate vehicle for teachers to empower students' potential according to their needs, school environment, and life. Nurhadi (in Hasnawati, 2006) explains that contextual teaching and learning (Contextual Teaching and Learning) is a learning concept that helps teachers connect the material being taught to students' real-world situations and encourages students to make connections between their knowledge and its application in their lives as family members and members of society. Contextual learning is not a text that cannot be modified. Sholeh (2010) explains that contextual learning provides teachers with creative space to develop learning from theoretical to practical, from boring to enjoyable, from individual to group-based.

The essence of contextual learning is the connection of each material to real life. Therefore, contextual learning can be an alternative used in history teaching, making it engaging and engaging (Sulastri & Dwi, 2023). History teachers can design contextual history learning to be meaningful by linking history lessons to the circumstances surrounding the students' lives. This requires history teachers to be creative in crafting history lessons using this contextual approach. This aligns with Hasnawati's (2006) opinion that, for a contextual approach to be successfully implemented, teachers must be innovative, creative, dynamic, effective, and efficient in order to create a conducive learning environment. The essence of contextual learning is connectedness or making connections (Supriatna & Maulidah, 2020). Therefore, a history teacher must possess the ability to connect subject matter with students' abilities, interests, and motivations in learning history. This will ensure engaging history learning and motivate students to learn history.

Engaging history learning cannot be separated from the role of the teacher, who is a significant component of learning (Sulastri & Dwi, 2023). Therefore, a history teacher plays a crucial role in history learning, from designing history lessons to providing evaluations, both through tests and non-tests. Contextual history learning can be an indicator of whether a history

teacher is consistently improving their professional, social, and pedagogical competencies or simply fulfilling their obligation to provide historical material in the classroom. Designing contextual history lessons trains history teachers to continuously learn and delve deeper into engaging and meaningful history teaching methods for students. Implementing contextual history learning will not be straightforward; it requires a process by history teachers to refine and perfect the steps of contextual history learning to create engaging and beneficial history lessons for students.

The role of professional organizations or History Teachers' Councils (MGMP) also plays a strategic role in honing and sharing experiences in implementing contextual history learning in the classroom. In addition to sharing experiences among history teachers in implementing contextual history learning, classroom practice can also be conducted using the lesson study model. The steps above are one way to improve teacher competency in professional, social, and pedagogical aspects. By improving teacher competency, the character of a creative and innovative history teacher is formed. This creative and innovative character becomes the spirit that creates a history learning environment that attracts students' interest in learning history. This is further enhanced by the use of information technology in promoting digital-based history learning.

### **Historiography of Family History**

According to Sjamsuddin (2012), historiography, or historical writing, is a continuation of heuristics and source criticism. Therefore, historiography is a continuation of the previous stages, namely source collection and source criticism. Historiography is the final stage in the historical research method. Historiography is the process of writing history that results from the gradual process of historical research. In Indonesia, this type of "lineage" history has not yet developed, although its embryo is already present in certain families in the form of family trees (Sjamsuddin, 2012).

Writing family histories is still rare or lacking among some history teachers. However, it would be interesting and beneficial if this type of history writing could be taught to students at the vocational school (SMK/SMA/MA) level. Writing family histories will benefit students in understanding their family tree and will stimulate them to learn more about history, from local, national, to world history. When students are motivated to learn history, the subject will be loved and missed, thus creating meaningful and enjoyable history learning.

The assignment for writing family histories can be tailored by each history teacher. History teachers can implement local history learning in 10th grade, focusing on basic historical concepts. Students are given Student Worksheets (LKPD) for writing family histories. Furthermore, history teachers can choose to make history writing assignments a This is a semester-long project assignment. Therefore, this family history writing assignment will serve as a portfolio to be submitted before the final semester exam. As an illustration of the steps for writing a family history that can be implemented by each teacher. The implementation of family history-based local history learning can be carried out by providing material on historical research, historiography, and the relationship between history and social theory; creating a Student Worksheet (LKPD) that includes student identity, steps for writing family history, and other provisions adjusted to school conditions; directing students to digitize their family history writing according to their interests; discussing project progress in each meeting; setting a submission deadline; and finally assessing the family history writing produced by students.

## **Digital History**

Literally translated, "Digital History" means "digital history." However, this term is still unfamiliar to some history teachers. It is a relatively new term in Indonesian education. Lee (2002) explains digital history as follows:

"Digital history is the study of the past using a variety of electronically reproduced primary sources, texts, images, and artifacts, as well as constructed historical narratives, accounts, or presentations resulting from digital historical inquiry. Digital historical resources are typically stored as electronic collections in formats that facilitate their use on the world wide web."

According to Utami (2020), communication technology, information, and new media play a crucial role in digital history. Therefore, digital history is inextricably linked to developments in information technology and media. The connection between family history writing and digital history is fostered by family history-based local history learning that leverages current information technology developments. The digitization of children's family history writing assignments represents a creative pedagogical application relevant to 21st-century learning. Students can share their family history writing in digital form using information technology such as YouTube, blogs, and other technologies.

Digitizing student assignments is one way to ensure that their work is useful and doesn't simply disappear. By digitizing assignments in history, anyone can access or view their work for a long time, as long as the data is not deleted. Furthermore, by digitizing history assignments, students learn and are encouraged to be creative in creating assignments with maximum results, as they feel the assignment will be seen by many people. This fosters a work ethic within each student, fostering the highest level of creativity and dedication to their work.

Not many history teachers have done this in the digitalization of family history writing in local history lessons. In fact, there are still a few examples or assignments related to family history writing accessible to students on various social media platforms such as blogs, TikTok, Wattpad, and others. It is hoped that digitizing family history writing will increase student interest and engagement in studying history. Furthermore, it is hoped that students will develop writing skills that are beneficial to themselves and also improve their reading ability.

## **Conclusion**

The researchers concluded that the stigma surrounding history teaching, which suggests it's boring, uninteresting, and only teaches historical facts, is only true among some history teachers. Many creative history teachers are capable of designing engaging and meaningful history lessons. The challenge of creating engaging and meaningful history lessons lies with the teachers themselves; creativity in designing history lessons is absolutely essential. History teachers need to innovate to continually improve the quality of history teaching, ensuring that history lessons have a positive impact and are beneficial for students, and serve as a competitive advantage in the future. The implementation of family-based local history learning can be implemented in grade 10, either as a project spanning several meetings or as a semester-long project submitted before the final exam in the odd semester. History teachers should create Student Worksheets (LKPD) to guide students through the process, including explaining historical research methods, how to obtain information, developing questions for sources, and the process of family history historiography. Furthermore, teachers also give students the freedom to digitize their own family history into various digital formats, whether written on a blog or Instagram.

History learning can be implemented in collaboration with developments in information technology and social media platforms such as YouTube, TikTok, Blogger, and Instagram. The use of information technology in digitizing history is a manifestation of the digitalization of history. This digitalization is expected to increase student interest in studying history. Family history-based learning, in which teachers create family history writing projects, can stimulate students' creativity and produce tangible works in the form of written works about their family history. By utilizing information technology, students can store their family history writings in digital form. This way, each student's work can be accessed by anyone and can be preserved for a long time as long as there are no damages or problems with the student's digitalized writing. Learning about each student's family history serves as a bridge for students to learn local and national history, both in Indonesia and globally. Further research can be directed at examining the impact of family history-based local history learning. This research could lead to further research on the strength of family history-based local history learning's impact on historical awareness, nationalism, patriotism, perseverance, responsibility, or other aspects tailored to future research. Hopefully, this research will be useful as a reference for future researchers.

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