



Analysis of the Needs of Local History LKPD the Berau Kingdom in History Learning at Public Senior High School 10 Berau

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Abstract: This study aims to describe students' prior knowledge of the local history of the Berau Kingdom, analyze the need for student worksheets (LKPD) based on that local history, and depict the actual conditions of local history learning in Class XA of SMA Negeri 10 Berau. The study employed a descriptive qualitative approach with a focus on needs analysis. The research subjects were 27 students of Class XA selected through purposive sampling. Data were collected through a four-point Likert-scale questionnaire supplemented by open-ended questions and classroom observations, and were then analyzed using percentage techniques and descriptive qualitative analysis. The results revealed three key findings. First, students' prior knowledge of the Berau Kingdom's local history was in the low to moderate category, with positive response rates not exceeding 48.1%, the lowest being recognition of important historical figures (37.0%). Second, a significant instructional gap was identified: only 25.9% and 22.2% of students considered the existing textbooks and worksheets to cover Berau Kingdom's local history. In comparison, 63.0% expressed a need to study it, and 66.7% believed that a locally based LKPD would improve their understanding. Third, classroom observation confirmed that history learning remained entirely centered on national textbooks, with all aspects of local history integration unfulfilled. However, students showed genuine enthusiasm when local contexts were mentioned. These findings constitute valid baseline data as a scientific foundation for developing an LKPD based on the local history of the Berau Kingdom in subsequent research.

Keywords: Berau kingdom; history learning; LKPD; local history; needs analysis

Abstrak: Penelitian ini bertujuan untuk mendeskripsikan pemahaman awal peserta didik terhadap sejarah lokal Kerajaan Berau, menganalisis kebutuhan LKPD berbasis sejarah lokal Kerajaan Berau, serta menggambarkan kondisi nyata pembelajaran sejarah lokal di Kelas XA SMA Negeri 10 Berau. Penelitian menggunakan pendekatan kualitatif deskriptif dengan fokus analisis kebutuhan (*needs analysis*). Subjek penelitian adalah 27 peserta didik Kelas XA SMA Negeri 10 Berau yang dipilih melalui teknik *purposive sampling*. Data dikumpulkan melalui angket skala *Likert* empat poin yang dilengkapi pertanyaan terbuka dan observasi kelas, kemudian dianalisis menggunakan teknik persentase dan analisis kualitatif deskriptif. Hasil penelitian menunjukkan tiga temuan pokok. Pertama, pemahaman awal peserta didik terhadap sejarah lokal Kerajaan Berau berada pada kategori rendah hingga sedang, dengan persentase jawaban positif tidak ada yang melampaui 48,1%, terendah pada pengenalan tokoh-tokoh penting (37,0%). Kedua, terdapat kesenjangan bahan ajar (*instructional gap*) yang signifikan: hanya 25,9% dan 22,2% peserta didik yang menilai buku teks dan LKPD yang tersedia telah memuat sejarah lokal Kerajaan Berau secara memadai, sementara 63,0% menyatakan kebutuhan untuk mempelajarinya dan 66,7% meyakini LKPD berbasis sejarah lokal akan meningkatkan pemahaman mereka. Ketiga, observasi kelas mengonfirmasi bahwa pembelajaran sejarah masih sepenuhnya berpusat pada buku teks nasional dengan seluruh aspek integrasi sejarah lokal belum terpenuhi, meskipun peserta didik menunjukkan antusiasme yang

nyata ketika konteks lokal disinggung. Temuan ini membentuk *baseline data* yang sah sebagai fondasi pengembangan LKPD berbasis sejarah lokal Kerajaan Berau pada tahap penelitian selanjutnya.

Keywords: analisis kebutuhan; LKPD; kerajaan Berau; pembelajaran sejarah; sejarah lokal



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Introduction

History learning at the senior high school level plays a strategic role in shaping students' historical awareness and national identity (Pranoto et al., 2025). Through learning history, students are not only equipped with knowledge of past events but also trained to think critically, understand cause-and-effect relationships, and internalize values relevant to their lives in the present and future (Rosanawati, 2024; Manja et al., 2024). However, current history learning practices tend to be oriented towards large-scale national history, while local history, which serves as the foundation of students' regional identities, receives insufficient attention in the formal learning process (Sutimin et al., 2025; Karsiwan, 2023). This situation is problematic in itself, considering that local history is actually an important foundation for developing students' sense of belonging, regional pride, and contextual understanding of the surrounding socio-cultural environment (Syahputra et al., 2020). Taufik Abdullah (1990) emphasized that local history is not merely a complement to national history but also holds its own significance in shaping the identity and historical awareness of local communities (Azizil et al., 2022). The absence of local history material in formal education is not simply a matter of curriculum completeness, but also addresses a more fundamental issue: the right of students to understand their own historical roots and cultural identity through structured educational pathways (Mastuti et al., 2023; Famella et al., 2025).

East Kalimantan, a province rich in historical heritage and local civilization, boasts numerous historical objects worthy of being introduced to the younger generation through formal education. One such example is the Berau Kingdom, an Islamic kingdom estimated to have existed around the 14th century and one of the oldest kingdoms in Kalimantan. Founded by Baddit Dipattung, who later assumed the title Aji Raden Suryanata Kesuma, the kingdom split into two twin kingdoms: the Gunung Tabur Kingdom and the Sambaliung Kingdom. The Berau Kingdom boasts a long history, encompassing political, religious, economic, and cultural dimensions, making it highly relevant for integration into high school history instruction. Ironically, however, the historical legacy of the Berau Kingdom has never been systematically incorporated into the development of school teaching materials, including at Berau State Senior High School 10, which is directly linked to the kingdom's history. The lack of local history teaching materials on the history of the Berau Kingdom has led to students' poor understanding of their own regional history and deprived them of the opportunity to develop identity, a sense of belonging, and pride in their local cultural heritage through meaningful learning.

On the other hand, the introduction of the Independent Curriculum (Curriculum Merdeka) opens up broader opportunities for learning grounded in local contexts and regional wisdom. According to the Learning Outcomes (CP) for Phase E of the 10th-grade History subject, students are expected to connect basic historical concepts to historical phenomena in their immediate environment (Mubarak, 2022). Furthermore, through the Pancasila Student Profile Strengthening Project (P5), schools are encouraged to integrate local wisdom values and regional cultural identity into learning activities (Kemendikbudristek, 2022). Thus, the Independent Curriculum explicitly provides academic and curricular legitimacy for integrating local history learning, including the history of the Berau Kingdom, into the student learning experience. However, this open curricular space has not

been matched by adequate teaching materials. Student Worksheets (LKPD) were chosen as the focus of development in this study because LKPD are learning tools specifically designed to guide students' independent and structured learning activities, unlike other teaching materials such as modules or textbooks, which are more informative. LKPDs play a crucial role in facilitating independent learning, encouraging critical thinking activities, and helping teachers deliver material in a structured manner (Prastowo, 2015). To date, LKPDs based on the local history of the Berau Kingdom are not yet available at SMA Negeri 10 Berau. The absence of LKPDs is a real obstacle to optimizing contextual and meaningful history learning.

Before developing teaching materials, the first scientific step is a needs analysis (Khasinah & Elviana, 2022). Morrison et al. (2004) define needs analysis as a systematic process to identify gaps between existing learning conditions (what is) and desired conditions (what should be), so that the development of teaching materials is truly based on the actual needs of students and the learning context, not merely the developer's assumptions. Without an adequate needs analysis, designed pedagogical interventions risk being irrelevant, inefficient, and unable to address real-world problems. Morrison et al. (2004) identified three main components of needs analysis: learner analysis, which examines students' characteristics and prior knowledge; content analysis, which identifies required materials based on learning objectives; and context analysis, which considers the learning environment, including the availability of teaching materials. These three components formed the basis for developing the dimensions of this research instrument.

Several previous studies have examined the urgency of analyzing the needs of local history-based teaching materials for school history teaching. Rohman & Fajri (2023), in their research at Sabilillah High School in Sampang, found that existing history teaching materials have not effectively encouraged critical thinking skills and active student participation, so updating the teaching materials to be more relevant to the local context is an urgent need. The study also emphasized that needs analysis is an initial step that cannot be ignored before developing teaching materials, so that the resulting product truly addresses real gaps in the field. In line with these findings, Firmansyah & Chalimi (2022) in their research at State High Schools in Pontianak City, West Kalimantan, identified that teachers' lack of literacy regarding local historical sources is a major obstacle in developing innovative teaching materials, so that teachers tend to rely on national textbooks that do not represent the richness of regional history. Furthermore, the study found that the most needed local history material is the history of the development of Islamic kingdoms in West Kalimantan. This finding has high relevance to the context of this research considering that the Berau Kingdom was also an Islamic kingdom in the Kalimantan region. In a more recent context, Destani & Wargadalem (2026), through a FlipHTML5-based learning media needs analysis study at MAN 1 Ogan Ilir, found that 91.4% of students considered local history material important to learn because it directly relates to their environment and regional identity. However, learning that is still dominated by conventional methods has not been able to meet students' learning needs optimally. These three studies collectively strengthen the argument that a systematic, locally context-based needs analysis is a fundamental scientific prerequisite before developing teaching materials.

While these studies have provided a strong foundation, some gaps have not been addressed by previous studies. First, no research has specifically examined the need for student worksheets (LKPD) based on the local history of the Berau Kingdom as an object of study in formal history instruction at the high school level. Second, existing studies generally focus on general needs analysis of teaching materials without elaborating on the local historical dimension as the basis for the proposed teaching material content. Third, East Kalimantan, particularly Berau Regency, with its rich history of the Berau Kingdom, has never been the focus of academically published research on needs analysis of local history teaching materials. This is where the novelty of this research lies, namely placing the history of the Berau Kingdom as an object of local historical study which is specifically analyzed

within the framework of the need for developing LKPD in class X history learning based on the Independent Curriculum - something that has never been done by previous research.

Based on the above considerations, this study aims to: (1) describe the initial understanding of grade X students of SMA Negeri 10 Berau regarding the local history of the Berau Kingdom; (2) analyze the needs of students for LKPD based on the local history of the Berau Kingdom in history learning; and (3) describe the actual conditions of local history learning in grade X of SMA Negeri 10 Berau based on the results of class observations. By achieving these three objectives, this study is expected to produce valid and measurable baseline data as a scientific foundation for the development of LKPD based on the local history of the Berau Kingdom comprehensively in the next research stage. This study makes a dual contribution to the advancement of science. Theoretically, this study enriches the field of history education, especially in analyzing the needs of local history-based teaching materials, while expanding the academic treasury on the Berau Kingdom as a subject of local history in East Kalimantan, which remains very limited in the context of formal education. Practically, the findings of this study can be used as a basis for history teachers in developing learning resources that are contextual and relevant to the Learning Outcomes of the Independent Curriculum, as well as being the basis for school policies in encouraging the provision of local content teaching materials that are appropriate to the geographical and historical conditions of the local area.

Research Methods

This research employs a descriptive qualitative approach with a focus on needs analysis (Sugiyono, 2022). This qualitative approach was chosen because the research aimed to understand the actual conditions of local history learning in depth and in context, rather than to test statistical hypotheses or generate broad generalizations. The research was conducted at SMA Negeri 10 Berau, Berau Regency, East Kalimantan Province, in the even semester of the 2025/2026 academic year.

The product used as a reference for the needs in this research was the Student Worksheet (LKPD), which is conceptually positioned as a printed teaching material that also functions as a learning medium, not as an assessment instrument. As teaching material, the LKPD contains materials, learning activities, and exercises that guide students in a structured understanding of the local history of the Berau Kingdom. As a medium, the LKPD serves as a means of conveying information and connecting the teaching material with students' learning experiences in the classroom (Prastowo, 2015). This conceptual positioning is crucial because it serves as the basis for developing the needs questionnaire framework, whose items are to capture students' perceptions of the content, presentation, and usefulness of the Student Worksheets (LKPD) as teaching materials—not as a measurement tool for learning outcomes.

The population and sample in this study comprised 27 10th-grade students at SMA Negeri 10 Berau, selected through purposive sampling. The selection of 27 subjects was based on three considerations. First, 10th-grade students are studying local history material in accordance with the Merdeka Curriculum structure for the current semester, so the population is indeed only 27 students (a total sampling of the available population). Second, in exploratory-descriptive needs analysis studies, the goal is not to generate statistical generalizations across populations but rather to obtain valid, contextual baseline data at a specific locus (Morrison et al., 2004; Khasinah & Elviana, 2022). Third, the number of 27 subjects was deemed adequate for descriptive qualitative research because it allowed for in-depth triangulation between questionnaire data and observation data from the entire class, without requiring probabilistic sampling techniques that require a larger number of subjects (Sugiyono, 2022).

Data collection was conducted using two complementary techniques: questionnaires and classroom observations. The questionnaire was developed through the stages of constructing a grid based on indicators of teaching material needs—covering aspects of material, presentation, language,

and usability—which were then elaborated into statements on a four-point Likert scale (Strongly Agree, Agree, Disagree, Strongly Disagree), supplemented by open-ended questions to explore students' initial understanding of the local history of the Berau Kingdom. Instrument development adhered to the principle of content validity through expert judgment, as recommended in the procedures for developing non-test instruments (Azwar, 2016; Sugiyono, 2022). It should be emphasized that the Likert scale in this study was not intended for statistical hypothesis testing, but rather as a structured instrument for mapping student perceptions and needs. The results were interpreted descriptively and confirmed through triangulation with classroom observation data (Creswell & Poth, 2018). Classroom observations were conducted in a participatory manner to obtain a realistic picture of the state of history learning, including the use of teaching materials, the methods applied, and the integration of local history material into the classroom learning process.

Data analysis was carried out through two integrative and mutually reinforcing channels.

1. Closed-ended questionnaire data were analyzed quantitatively using a percentage technique with the following formula:

$$P = \frac{f}{N} \times 100\%$$

where P is the percentage of need, f is the frequency of responses, and N is the number of respondents. The percentage results are interpreted using the level-of-need criteria adapted from Arikunto (2013): 81%–100% (very needed), 61%–80% (needed), 41%–60% (moderately needed), and ≤40% (less needed).

2. Open-ended question data were analyzed qualitatively through coding and categorization to identify dominant themes emerging from student responses, based on the thematic analysis model (Braun & Clarke, 2006).
3. Observational data were analyzed using the interactive model of Miles et al. (2014), which consists of data reduction, data presentation, and conclusion/verification.

These three analysis paths were then integrated through technical triangulation, namely crossing findings from questionnaire data, open-ended question data, and observation data to produce conclusions regarding LKPD needs that are comprehensive, mutually confirmatory, and scientifically accountable (Sugiyono, 2022).

Research Result

Research Data

This needs analysis study used two data collection instruments: a four-point Likert-scale student questionnaire and a learning observation sheet. Data were collected from 27 10th-grade students at SMA Negeri 10 Berau. The results are presented in accordance with the three main dimensions of the questionnaire and the findings of the classroom observation conducted on April 29, 2026.

1. Students' Initial Understanding of the Local History of the Berau Kingdom

The first dimension of the questionnaire measures the extent to which students had prior knowledge about the Berau Kingdom before the structured learning intervention. The tabulated results are presented in Table 1.

Table 1. Distribution of Responses for the Dimension of Students' Initial Understanding (n=27)

No	Pernyataan	SS (%)	S (%)	TS (%)	STS (%)	SS+S (%)
1	Mengetahui keberadaan Kerajaan Berau di Kalimantan Timur	29,6	18,5	33,3	18,5	48,1
2	Memahami garis besar sejarah berdiri dan berkembangnya Kerajaan Berau	11,1	33,3	51,9	3,7	44,4
3	Mengenal tokoh-tokoh penting dalam sejarah Kerajaan Berau	14,8	22,2	55,6	7,4	37,0
4	Mengetahui peninggalan sejarah Kerajaan Berau	7,4	40,7	40,7	11,1	48,1
5	Memperoleh informasi sejarah Kerajaan Berau dari pembelajaran di sekolah	18,5	25,9	40,7	14,8	44,4

Source: Research Data, 2026

The data in Table 1 indicates that students' initial understanding of the local history of the Berau Kingdom falls into the low to moderate category. The percentage of positive responses (SS+S) across all items on this dimension did not exceed 50%, with the lowest score recorded in item 3, concerning recognition of important figures in the Berau Kingdom (37.0%). Fifty-five percent of students stated they were unfamiliar with important figures, such as kings and clerics, who played a role in the spread of Islam in the Berau Kingdom. This indicates that their understanding of local historical figures is very limited. Furthermore, item 5 shows that only 44.4% of students reported obtaining information about the history of the Berau Kingdom from school lessons.

In comparison, the remaining 55.6% stated they did not receive such information through formal channels. These findings provide a strong initial signal that local history learning has not been systematically integrated into the classroom teaching and learning process. In response to the first open-ended question, the majority of students who were able to answer described the Berau Kingdom as the oldest Islamic kingdom in East Kalimantan, established in the 14th century, with the first king, Baddit Dipattung, holding the title Aji Raden Suryanata Kesuma. Some also mentioned its division into the Sambaliung and Gunung Tabur Sultanates. However, some students provided very brief, incomplete answers, or claimed complete ignorance of this history, further confirming the low level of local history literacy among students.

2. Need for Local History Teaching Materials

The second dimension examines students' perceptions of the current availability of local history teaching materials and their need for more contextual teaching materials. The distribution of responses is presented in Table 2.

Table 2. Distribution of Responses for the Need for Teaching Materials Dimension (n=27)

No	Pernyataan	SS (%)	S (%)	TS (%)	STS (%)	SS+S (%)
6	Buku teks memuat materi sejarah lokal Kerajaan Berau secara memadai	7,4	18,5	63,0	11,1	25,9
7	Sekolah menyediakan LKPD/modul sejarah lokal Kalimantan Timur	0,0	22,2	51,9	25,9	22,2
8	Guru secara rutin menyampaikan materi sejarah lokal Berau di kelas	25,9	29,6	33,3	11,1	55,6

9	Merasa perlu mempelajari sejarah lokal Kerajaan Berau di kelas X	29,6	33,3	29,6	7,4	63,0
10	Ketersediaan LKPD sejarah lokal akan membantu pemahaman	18,5	48,1	29,6	3,7	66,7
11	Materi kontekstual lebih mudah dipahami daripada materi sejarah umum	11,1	40,7	29,6	18,5	51,9

Source: Research Data, 2026

Items 6 and 7 reflect the actual availability of teaching materials in schools. Only 25.9% of students assessed that textbooks adequately covered the local history of the Berau Kingdom. The figure was even lower for item 7, where only 22.2% stated that their schools provided worksheets or modules on East Kalimantan local history, with 0% voting "Strongly Agree." This confirms a significant instructional gap between the need for local history learning and available resources.

In contrast, items 9 and 10 demonstrate that students have a fairly high awareness of the urgency of local history materials. 63.0% of students stated that they felt the need to study the local history of the Berau Kingdom as part of their 10th-grade curriculum. Furthermore, item 10 recorded the highest positive percentage on this dimension, at 66.7%, as students believed that the availability of local history-based worksheets would help them better understand regional history. Item 11 indicates that 51.9% of students agree that material that is contextual and close to their lives is easier to understand than general and abstract history material. Overall, the data on this dimension indicates that despite the limited availability of local history teaching materials in schools, students' awareness of their need and usefulness is relatively high.

3. Expectations Regarding the Characteristics of Ideal Student Worksheets

The third dimension explores students' expectations regarding the form, content, and function of the local history-based student worksheets they need. The distribution of responses is presented in Table 3.

Table 3. Distribution of Responses for the Expectations Dimension Regarding Ideal Student Worksheets (n=27)

No	Pernyataan	SS (%)	S (%)	TS (%)	STS (%)	SS+S (%)
12	LKPD tampilan menarik, berwarna, dilengkapi gambar/ilustrasi	29,6	22,2	22,2	25,9	51,9
13	LKPD dilengkapi peta wilayah & gambar peninggalan sejarah	37,0	18,5	14,8	29,6	55,6
14	LKPD memuat narasi historis lengkap dengan bahasa yang mudah dipahami	33,3	18,5	22,2	25,9	51,9
15	LKPD menyajikan sumber sejarah (naskah, tradisi lisan, artefak)	29,6	25,9	22,2	22,2	55,6
16	LKPD memuat aktivitas analisis sumber, diskusi, dan <i>inquiry</i>	29,6	18,5	33,3	18,5	48,1
17	LKPD mendorong berpikir kritis, bukan sekadar hafalan	22,2	25,9	33,3	18,5	48,1
18	LKPD dapat meningkatkan rasa bangga terhadap identitas lokal Berau	22,2	25,9	33,3	18,5	48,1
19	Sejarah lokal penting bagi generasi muda Kalimantan Timur	33,3	14,8	22,2	29,6	48,1

20	Mendukung pengembangan LKPD berbasis sejarah lokal	33,3	18,5	22,2	25,9	51,9
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Source: Research Data, 2026

Overall, students' expectations for the ideal student worksheet ranged from 48.1% to 55.6% in the positive category (SS+S). Items 13 and 15 achieved the highest percentage (55.6%), indicating that students strongly desired a worksheet that included regional maps, images of historical relics, and presentations of historical sources such as ancient manuscripts, oral traditions, and cultural artifacts. This finding was reinforced by responses to the third open-ended question, where more than 20 of the 27 respondents explicitly mentioned images, illustrations, maps, and infographics as the most desirable components of a history worksheet. Several students also expressed their hope that the worksheet would include primary source analysis activities, comparative tables, and questions connecting past events to their current lives in Berau.

Meanwhile, for the second open-ended question regarding the material they most wanted to learn, three interest clusters were identified: (1) the origins and periodization of the Berau Kingdom, which was the dominant cluster, with 12 students mentioning it; (2) the process of Islamization and important figures (5 students); and (3) cultural heritage and artifacts of the Berau Kingdom (5 students).

4. Results of Class XA Learning Observations

Learning observations were conducted on Wednesday, April 29, 2026, in Class XA of SMA Negeri 10 Berau, with 27 students. The results are summarized based on four main aspects of observation, as presented in Table 4.

Table 4. Summary of Class XA History Learning Observation Sheet Results

No	Aspek yang Diamati	Hasil	Keterangan
A	Ketersediaan dan Penggunaan Bahan Ajar		
1	Guru menggunakan buku teks sebagai bahan ajar utama	Ya	Materi didominasi narasi sejarah nasional secara makro; keterkaitan dengan peristiwa daerah belum tampak
2	Guru menggunakan LKPD sebagai bahan ajar pendamping	Ya	LKPD yang digunakan berasal dari penerbit luar, bersifat umum, belum mengakomodasi konten lokal Berau
3	LKPD yang digunakan memuat sejarah lokal Kalimantan Timur	Tidak	Tidak ditemukan lembar kerja yang mengeksplorasi situs atau sejarah lokal wilayah Kalimantan Timur
4	Tersedia bahan ajar lain selain buku teks	Tidak	Sumber belajar pendukung sangat terbatas; tidak ada modul khusus sejarah lokal
B	Integrasi Sejarah Lokal dalam Pembelajaran		
5	Guru menyampaikan materi sejarah lokal Kerajaan Berau	Tidak	Penyampaian materi terpaku pada kurikulum nasional tanpa menyisipkan sejarah Kesultanan Sambaliung atau Gunung Tabur
6	Terdapat media belajar sejarah lokal di ruang kelas	Tidak	Tidak terlihat media visual seperti peta kekuasaan Kerajaan Berau atau gambar peninggalan sejarah lokal
7	Siswa mendapat tugas berkaitan dengan sejarah lokal Berau	Tidak	Tugas siswa sepenuhnya merujuk pada latihan soal di buku paket nasional

C Aktivitas dan Keterlibatan Peserta Didik			
8	Siswa aktif bertanya dan merespons pertanyaan guru	Ya	Interaksi cukup baik, namun pertanyaan siswa masih bersifat administratif atau mengulang isi buku teks
9	Siswa antusias saat materi sejarah lokal disinggung	Ya	Muncul ketertarikan dan rasa ingin tahu yang lebih besar saat guru memberikan contoh konteks lingkungan sekitar
10	Siswa kesulitan memahami materi sejarah yang abstrak	Ya	Siswa cenderung sulit menginternalisasi materi yang lokasi peristiwanya jauh dari pengalaman fisik mereka
D Suasana dan Kualitas Pembelajaran			
11	Metode pembelajaran bervariasi (tidak hanya ceramah)	Tidak	Ceramah satu arah masih mendominasi karena minimnya bahan ajar interaktif berbasis riset lokal
12	Suasana kelas kondusif dan mendukung pembelajaran efektif	Ya	Kelas tertib, namun kurang dinamis akibat rendahnya keterlibatan aktif siswa dalam eksplorasi materi
13	Pembelajaran terlihat bermakna dan relevan bagi siswa	Tidak	Siswa belum mampu menghubungkan nilai-nilai masa lalu dengan identitas diri mereka sebagai warga Berau

Source: Research Data, 2026

The observation results showed a pattern consistent with the questionnaire data. Of the 13 aspects observed, 7 were unfulfilled, all centered on local history integration, the availability of contextual teaching materials, a variety of learning methods, and the relevance of learning to students' lives. Specifically, all aspects in dimension B (Integration of Local History in Learning) showed negative results, indicating that the local history of the Berau Kingdom was not present at all in the history learning ecosystem in Class XA.

Discussion

One noteworthy finding is aspect 9: although local history was not formally facilitated, students demonstrated significant enthusiasm and curiosity when the teacher mentioned examples related to their surroundings. This indicates an underutilized motivational potential. Additional observer notes also highlighted three fundamental issues: the neglected potential of students' curiosity due to the lack of independent exploration tools, the gap between national teaching materials and local contextualization needs, and the urgency of developing student worksheets (LKPD) that systematically integrate local values within a meaningful historical learning framework.

Overall, the results of this study address three established research questions: students' initial understanding of the local history of the Berau Kingdom, the need for local history-based LKPD, and the actual conditions of local history learning in Grade XA of SMA Negeri 10 Berau. The first finding indicates that students' initial understanding falls within the low to moderate category, with the percentage of positive responses (SS+S) not exceeding 48.1% across all items in the initial understanding dimension. The item with the lowest percentage was the introduction of important figures of the Berau Kingdom (37.0%), indicating that local historical figures such as kings and clerics who played a role in the Islamization of the Berau region are largely unknown to students. This is not an isolated phenomenon. Amalina (2019), in her research at two high schools in Madiun Regency, found that students' understanding of their region's local history was still very low, and this was directly correlated with the lack of local history teaching materials used in the learning process. In other words, the low initial

understanding of the Berau Kingdom among 10th-grade students at Berau State Senior High School 10 is not solely a matter of cognitive capacity, but rather a logical consequence of the lack of learning tools that systematically present local content within their learning environment.

The fact that only 44.4% of students reported obtaining information about the history of the Berau Kingdom from formal school learning further strengthens this interpretation. Kholiq (2025) emphasized that ideal history learning should not rely solely on memorizing national historical facts but should encourage students to become familiar with local events relevant to their lives. When local content is absent from learning, students lose the emotional and intellectual foundation needed to develop meaningful historical awareness. This is relevant to the findings of this study, where most students who were able to describe the Berau Kingdom in open-ended questions relied solely on knowledge they gained outside of formal learning, rather than from structured classroom teaching and learning processes.

The second and most crucial finding of this study is the significant instructional gap between the actual availability of teaching materials and students' needs. Only 25.9% of students assessed that textbooks adequately covered the local history of the Berau Kingdom. In contrast, the availability of worksheets (LKPD) or local history modules in schools was even lower, with only 22.2% of students acknowledging this, with 0% choosing "Strongly Agree." These findings align with Amalina (2019), who concluded that the textbooks used in the schools she studied did not support a culture of local history literacy due to the dominance of national history content that did not allow for contextual local narratives. Sagita & Yefterson (2023), in their research at SMAN 7 Padang, also confirmed that the LKPD used by students did not include local history material and only contained material descriptions and general practice questions, resulting in a lack of understanding of contextual local history material. The conditions found at SMA Negeri 10 Berau essentially represent a similar problem on a different scale, namely complete dependence on national textbooks that are structurally not designed to accommodate the depth of local history content across regions in Indonesia.

However, the data also revealed an optimistic dimension. 63.0% of students expressed a need to learn the local history of the Berau Kingdom, and 66.7% believed that the presence of local history-based worksheets would improve their understanding—the highest figures among all items in this dimension. These high percentages indicate that the gap is not caused by low intrinsic student motivation, but rather by inadequate facilitation in the provision of teaching materials. Anggraini & Yefterson (2023) found a similar situation, where grade 10 students at SMAN 8 Padang actually needed innovative and responsive teaching materials, while teachers needed interactive teaching materials to facilitate the delivery of the material. This condition was also confirmed by Chalimi (2024), who found that at SMAN 6 and SMAN 8 in Pontianak City, teachers faced limited resources to develop textbooks covering local history. Consequently, teachers were forced to search for local history materials themselves outside of teaching hours and experienced difficulties in integrating local history sources into the learning materials. In line with this, Azizi, Rustamana, and Putra (2022) empirically demonstrated that the use of local history-based learning resources had a more significant impact on increasing students' historical awareness than conventional student worksheets (LKPD). The experimental class's N-Gain (0.31) was higher than the control class's (0.13), and the t-test results showed a significant difference at the 95% confidence level. Thus, the need for local history-based LKPDs for the Berau Kingdom is twofold: from students, who require contextualized local content, and from teachers, who require learning tools capable of filling gaps not addressed by the national textbook.

The third finding from classroom observations reinforced and confirmed all questionnaire findings. All aspects of the local history integration dimension showed unmet needs. There was no presentation of Berau Kingdom history material in the learning process, there were no visual media for local history in the classroom, and all student assignments still referred to exercises from the national textbook. The one-way lecture method still dominated due to the lack of interactive teaching materials based on local research, and learning did not appear meaningful to students in the context of their identity as Berau natives. This situation aligns with Kholiq's (2025) analysis, which identified limited local history resources, limited time allocation, and a lack of innovation in facilitating student learning as inherent challenges in local history learning in high schools. Amalina (2019) also emphasized that low local history awareness among students is directly related to the lack of systematic efforts by teachers and schools to integrate regional history into learning.

One observational finding that deserves special attention is the spontaneous enthusiasm students display when teachers allude to examples related to their surroundings. Sagita & Yefterson (2023) explain this phenomenon through a contextual learning perspective: students' minds naturally seek meaning in real-world situations, so the geographic and cultural proximity between learning content and students' lives is a key factor in fostering authentic learning engagement. This motivational potential should be the primary pedagogical foundation for developing a worksheet (LKPD) based on the Local History of the Berau Kingdom, designed to bridge the gap between classroom history and the local identity students live out every day.

Conclusion

This needs analysis study concluded three main points that sequentially answered the research objectives. First, the initial understanding of Class XA students of SMA Negeri 10 Berau regarding the local history of the Berau Kingdom was in the low to moderate category, with the percentage of positive answers (SS+S) in the initial understanding dimension not exceeding 48.1%. Familiarity with important figures of the Berau Kingdom was recorded as the lowest (37.0%), and only 44.4% of students admitted to obtaining information about local history through formal learning at school. Second, there was a significant instructional gap between actual conditions and student needs: only 25.9% and 22.2% of students considered the existing textbooks and LKPD to adequately cover the local history of the Berau Kingdom, while on the opposite side, 63.0% of students stated the need to study local history and 66.7% believed that the presence of LKPD based on local history would improve their understanding. Third, classroom observations confirm that history learning in Grade 10A remains conventional and entirely focused on national textbooks, with all aspects of integrating local history into learning showing unsatisfactory results.

Nevertheless, students demonstrated clear enthusiasm when the local context was discussed in the lesson, indicating a potential for under-utilized motivation. These three findings collectively form valid baseline data that serves as a scientific foundation for the development of student worksheets (LKPD) based on the local history of the Berau Kingdom in the next research phase. Based on these findings, the researcher recommends that the LKPD development be designed to integrate contextual historical narratives, visualizations in the form of maps and images of relics, and activities based on primary source analysis that align with student expectations. Schools are advised to consider the results of this study in developing more systematic and sustainable local history learning materials. Further research is recommended to move to the design and validation stages of LKPDs developed based on this needs data, to produce teaching materials that are truly responsive to the characteristics and cultural context of students in Berau Regency.

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