

Integration of Kesawan Region's History in History Learning: An Environment-Based Local History Approach

Surya Aymanda Nababan^{1*}, Ridho Gilang Amalsyah Saragih², Aditya Darma³, Nur'aini⁴

^{1,3,4} Pendidikan Sejarah Universitas Islam Sumatera Utara

²SMA Negeri 11 Kota Medan

Corresponding Author: Surya Aymanda Nababan

suryaaymanda@fkip.uisu.ac.id

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ABSTRACT

This study aims to describe the integration of the history of the Kesawan Area in history learning with an environment-based local history approach at SMA Negeri 11 Medan, identify supporting and inhibiting factors, and analyze their impact on students' historical awareness and cultural identity. The qualitative method of the case study was used with observation, interviews, and documentation. Data analysis followed the Miles, Huberman, and Saldaña models. The results showed that integration was carried out through structured planning, implementation, and evaluation. Supporting factors included teacher commitment and student enthusiasm; inhibitions included limited learning resources, time, and facilities. Integration had a positive impact on historical awareness, historical thinking, and cultural identity. Institutional support and the development of continuous teaching modules are needed.

INTRODUCTION

History learning at the Indonesian school level still faces fundamental problems when national and global narratives that are macro are more dominant than local history around students (Atmaja, 2017). History material often centers on major events, regime changes, and the role of national figures, while events, places, and community dynamics in the areas where students live lack adequate space. As a result, history is perceived as a series of memorization of dates and facts that are far from everyday life. In fact, local history has great potential to bridge historical knowledge with students' concrete experiences, while fostering awareness that they are part of an ongoing historical process. This condition becomes even more ironic when in many areas there is a historical heritage that is still physically standing, but not systematically connected to the school curriculum. The city of Medan, especially the Kesawan Area, is a clear example of this paradox.

The Kesawan area occupies an important position in the history of the growth of the city of Medan. Before 1880, this area was an ethnic Malay village which then developed rapidly after the opening of a tobacco plantation by Deli Maatschappij. This development attracted the arrival of workers and traders from various ethnicities, such as Malays, Karo, Arabs, Indians, and Chinese, so that Kesawan grew into a cultural meeting space that was reflected in the diversity of worship buildings, shops, and colonial architecture. The traces of this history can still be witnessed today through buildings such as Seng Hap 1881, Tjong A Fie House, AVROS Building, Warenhuis, Fish Tax, Gang Bengkok Mosque, and Tip Top. This area also witnessed important events such as the Medan Conference in 1947 which discussed the unity of Indonesia.

From the perspective of historical significance, the Kesawan Area has regional, national, and even international value, especially as a reference for past technological evidence and archaeological evidence. However, the wealth of history has not been systematically integrated into history learning in schools. Most high school students in Medan are not even familiar with the local historical sites in their city, and there is no strong integration between the formal curriculum and the local historical potential available. In fact, historical areas and buildings are learning resources that should be maintained and cared for because learning from historical sites provides knowledge about the relationships between places, the social conditions of past communities, and the reasons for choosing the location of the developed area.

In the past five years, a number of studies have explored the integration of local history into history learning with a variety of approaches. (Nur Ardyansah Susilo, Kabib Sholeh, 2026) researched the integration of historical values of the Sriwijaya Limestone City Inscription as a source of learning local history at SMA Negeri 2 Mendo Barat Bangka. They found that the integration of historical values, such as political, legal, religious, and social, into the material of the Srivijaya Kingdom in Phase E of the Independent Curriculum was able to strengthen students' historical awareness and historical thinking skills through the use of primary sources from the surrounding environment. (Ilham Rohman Ramadhana, Samuel Agus Triyantob, 2023) develop a historical-ecology

approach in learning contextual history in high school by using the ecological narrative of Tasikmalaya City as a learning resource.

The approach emphasizes the interconnectedness between social, environmental, and temporal dynamics, and shows that the integration of environmental issues with local contexts is relevant to the learning outcomes of the Independent Curriculum and can foster students' ecological awareness. The study indicates that an environment-based approach not only enriches historical understanding, but also develops responsibility for environmental sustainability. (Listyaputri & Patridina, 2022) It shows that history learning that accommodates the factual issues around students, in this case the history of disasters, can increase the relevance of history subjects, critical attitudes, historical thinking, and historical empathy. Meanwhile, (Syahputra et al., 2024) emphasized that the integration of local history materials in history lessons as a learning resource is able to provide experience to students in remembering the past of their region and projecting opportunities and challenges in the future. In the city of Medan in particular, there have been efforts to use historical sites as a source of learning local history for UISU history education students (Muharman et al., 2023), by utilizing sites such as Maimun Palace, Al-Mashun Grand Mosque, Tjong A Fie House, and the Kesawan area as contextual learning resources. However, the research focused on the university level, not on history learning at the secondary school level.

Based on the search for previous studies, there is a significant research gap. First, there has been no research that specifically examines the integration of the history of the Kesawan Area as a source of learning local history in history learning at the high school level. Existing research tends to use other sites such as the Kota Kapur Inscription, the ecological narrative of Tasikmalaya, or historical sites in Medan in general, without focusing on Kesawan as an area that has unique characteristics as a center of trade, a cultural meeting space, and a witness to the socio-political dynamics of the city. Second, the environment-based approach to local history has not been applied specifically to historic urban areas such as Kesawan.

Developed historical-ecology approach (Ilham Rohman Ramadhana, Samuel Agus Triyantob, 2023) emphasizes more on ecological narratives, such as forest management, natural disasters, and urbanization, while Kesawan offers a different dimension, namely a fostered environment that reflects inter-ethnic social, economic, and cultural interactions in urban spaces. Third, there has been no study that systematically identifies the supporting and inhibiting factors of the integration of Kesawan local history in the school environment, as has been done for other contexts. Research on local history in Medan also shows that historical sites have not been actively included in the discourse of formal history learning, so a stronger integration between local history and formal curriculum is needed. Fourth, although the Independent Curriculum provides space for contextual learning and the Pancasila Student Profile Strengthening Project with the theme of local wisdom, its implementation in the context of the use of historical areas such as Kesawan is still not academically documented. (Nur Ardyansah Susilo, Kabib Sholeh, 2026) confirms that the historical values of a site

can be integrated with the Phase E material of the Independent Curriculum, but such an integration model has not been developed for Kesawan.

The urgency of this research can be seen from three interrelated dimensions. From the educational dimension, the integration of Kesawan history in history learning answers the urgent need for contextual, meaningful, and oriented learning to strengthen students' historical thinking skills and historical awareness. Without such integration, the young generation of Medan will continue to lose their local historical literacy, as recognized by a number of cultural practitioners that the narrative about the city's history tends to disappear from the collective memory. From the dimension of heritage preservation, making Kesawan a source of historical learning means making this area part of educational life, not just a tourist attraction or abandoned building.

The revitalization of the 1881 Seng Hap shows that historical buildings can be revived without losing their historical value, and integration in learning will strengthen the educational function of this area. The existence of the Kesawan Area must continue to be maintained as a source of learning in understanding the city of Medan in the past, present, and future. From the dimension of curriculum policy, Permendikbudristek Number 12 of 2024 establishes the Independent Curriculum as a national curriculum with an emphasis on contextual learning and on the side of students. This curriculum provides legitimacy and space for the development of local history materials, but without systematic research, the space is at risk of not being filled optimally. Therefore, research on the integration of the history of the Kesawan Area in learning history with an environment-based approach to local history is not only relevant, but also urgent to be carried out in order to produce an integration model that is applicable, documented, and can be replicated in other local contexts.

THEORETICAL REVIEW

The Concept of Local History and Its Significance in History Learning

Local history is the study of events, places, and community dynamics that occur within the scope of a certain area, which is closely related to the life experiences of students. (Sariyatun, 2024) emphasizing that the integration of local history into the learning curriculum can strengthen students' identities through three main mechanisms, namely developing a sense of belonging and attachment to the community, increasing understanding of cultural roots, and developing critical thinking and problem-solving skills. Their research shows that in the context of Indonesia, which is rich in cultural diversity, strengthening identity through local history is becoming increasingly important amid the current of globalization that tends to homogenize culture and identity.

(Wijayanti, 2025) confirmed similar findings through their study of Kagaluhan values in Ciamis Regency. They found that the lack of integration of local history into the national curriculum resulted in a limited understanding of students' understanding of their regional cultural identity. Furthermore, history learning at the high school level is still oriented towards the national narrative, so it does not provide space for the exploration of local history that can enrich students' understanding of their cultural heritage. These findings indicate that local history

is not just a complement, but an essential component in the formation of students' historical awareness and cultural identity.

Environment-Based Approach in History Learning

An environment-based approach in history learning places the physical environment, both natural and built, as the main source of learning. In this framework, students are invited to observe, explore, and analyze historical objects around them. (Ilham Rohman Ramadhana, Samuel Agus Triyantob, 2023) develop a historical-ecology approach in the learning of contextual history in high school using the ecological narrative of Tasikmalaya City. This approach emphasizes the interconnectedness between social dynamics, the environment, and time as part of historical constructions that are relevant to the local context. They show that the ecological narrative of Tasikmalaya, ranging from forest management, the 1982 eruption of Mount Galunggung, to post-reform urbanization, reflects the long-term relationship between humans and the environment that shapes local identity.

In a broader context, environment-based history learning also includes the use of historical sites as open laboratories. Research on historical sites in Blitar City shows that the distribution of sites that are spatially adjacent and chronically sustainable allows the integration of place-based learning with area-based educational tourism. The use of these sites is able to support contextual, reflective, and experiential historical learning. In addition, the ecopedagogical approach in history learning, as developed through the use of the Pawon Cave Site, can develop ecological intelligence, instill green behavior, and build students' historical awareness.

Studies on outdoor learning in history learning also show that adaptive learning designs can accommodate various school conditions. Findings from research in five high schools/vocational schools in Surabaya revealed that teachers design outdoor learning-based experiential learning in various forms, ranging from direct visits with teacher assistance to group-based independent assignments. The main principle is to present relevant real objects and experiences, then direct students to process them. Thus, an environment-based approach not only enriches historical understanding, but also develops observation, collaboration, and information verification skills that are essential for meaningful history learning.

Kesawan Area as a Source of Local History Learning

The Kesawan area has a strategic position in the history of the growth of the city of Medan. Before 1880, this area was an ethnic Malay village which then developed rapidly after the opening of a tobacco plantation area on the land of Deli. The opening of the plantation attracted the arrival of laborers and traders from various ethnicities, including Chinese and Malacca, who came as contract coolies and traders (Pelawi & Sitanggang, 1997). As a consequence of the end of the employment contract with the Dutch, Chinese residents asked for the Kesawan area to be used as a trade area, so that this area developed into the first Chinatown in the city of Medan. At that time, shophouse buildings dominated Kesawan Street, which is now called Ahmad Yani Street.

The presence of Europeans in the city of Medan influenced the architectural style found in the Kesawan area, so that the physical manifestation of this area became a witness to the development of the city of Medan. Kesawan is considered the forerunner of Medan Metropolitan and has a significant role in the birth of the city of Medan (Nasution et al., n.d.). The significance test of the historical aspects of the Kesawan Area shows the category of regional, national, and even international significance, especially as a reference for past technological evidence and archaeological evidence. Historic areas and buildings in Kesawan are learning resources that should be maintained and maintained because learning from historical sites provides knowledge about the relationship between one place and another, the social conditions of the people who lived in the past, and the reasons for choosing the location of the developed area.

The existence of the Kesawan Area must continue to be maintained as a source of learning in understanding the city of Medan in the past, present, and future. A number of historical buildings in this area, such as Seng Hap 1881, the Old Mosque of Gang Bengkok, Rumah Tjong A Fie, and the AVROS Building, keep traces of the history of Deli trade and cultural acculturation that can still be witnessed today. Important events such as the Medan Conference in 1947 which discussed the unity of Indonesia also took place in this region, giving a national political dimension to the local history of Kesawan.

Integration of Local History in the Independent Curriculum

The Independent Curriculum established through Permendikbudristek Number 12 of 2024 provides a wider space for contextual learning and the development of local history materials. (Nur Ardyansah Susilo, Kabib Sholeh, 2026) researching the integration of the historical value of the Sriwijaya Lime City Inscription as a source of learning local history at SMA Negeri 2 Mendo Barat Bangka. They found that the historical values contained in the Limestone City Inscription, namely political, legal, religious, and social values, can be integrated with the material on the development of the Sriwijaya Kingdom in the Indonesian History subject phase E of the Independent Curriculum. This integration is able to support contextual learning, strengthen students' historical awareness, and develop historical thinking skills through the use of primary historical sources from the environment around students.

These findings are in line with research (Syahputra et al., 2024) which emphasizes that the integration of local history materials in history lessons as a learning resource is able to provide experience to students in remembering the past of their region and projecting opportunities and challenges in the future. However, there are significant challenges in its implementation. Teachers face problems in the form of the unavailability of local history materials in textbooks because local history materials have not been explicitly written in the curriculum. (Wijayanti, 2025) It also identifies limitations in curriculum policies, learning resources, and teachers' understanding as the main obstacles in implementing local wisdom values in history learning.

METHODOLOGY

Research Approach and Design

This study uses a qualitative approach with a case study design. The qualitative approach was chosen because the purpose of the research is to understand in depth how the integration of the history of the Kesawan Region in history learning with the environment-based local history approach is implemented, not to test hypotheses or generalize findings. The case study design allows the researcher to explore the phenomenon in a real context intensively and thoroughly, focusing on one school as a single case. The case study is considered appropriate because this study seeks to answer the "how" and "why" questions related to the integration process, supporting and inhibiting factors, and its impact on students' historical awareness. Previous research on learning local history at SMA Negeri 11 Medan also used a qualitative approach with a case study type, thus providing a strong methodological precedent for this research design (Asril, Ahmal, Nurdiansyah, 2025); (Nababan et al., 2025).

Location and Research Participants

The research was carried out at SMA Negeri 11 Medan, which is located at Jalan Pertiwi No. 93, Bantan Village, Medan Tembung District, Medan City. The selection of this location was based on two considerations. First, SMA Negeri 11 Medan has an openness to history learning innovations based on local wisdom, as shown by previous research which found that history learning based on local wisdom in this school is able to strengthen students' cultural identity and increase active participation through contextual learning. Second, geographically this school is located in the city of Medan, so it has adequate access to the Kesawan Area as a learning resource. The research participants were selected purposively, consisting of history teachers, class XI social studies students, vice principals in the field of curriculum, and other relevant related parties. Purposive sampling was used to ensure that participants had experience and knowledge that were in accordance with the focus of the research.

Data Collection Techniques

Data collection was carried out through three main techniques. First, participatory observation, which is used to directly observe the history learning process that integrates the Kesawan Area, including teacher-student interaction, the use of learning resources, and student responses. Observations are also carried out on field activities if there is a visit to the Kesawan Area. Second, in-depth semi-structured interviews, which are conducted with history teachers, students, and the school to explore understanding, experiences, perceptions, and challenges faced in the integration of local history. Third, documentation studies, which include analysis of curriculum documents, teaching modules, Learning Implementation Plans, teaching materials, and student reflection notes. The combination of these three techniques allows researchers to obtain rich and complementary data, as is commonly used in qualitative research on history education (Asril, Ahmal, Nurdiansyah, 2025); (Amri, 2026).

Data Analysis Techniques

Data analysis uses the interactive model Miles, Huberman, and Saldaña which consists of three streams of activities that take place simultaneously: data

condensation, data presentation, and conclusion/verification. Data condensation is carried out through the process of selection, focusing, simplification, and transformation of raw data from field notes, interview transcripts, and documents. Data presentation is carried out in the form of descriptive narratives, matrices, and charts to make it easier for researchers to see patterns and relationships between categories. Conclusions are drawn in stages and verified through re-checking of data, discussions with supervisors, and member checking. This analysis model has been widely used in qualitative research on history education, including in research on learning local history at SMA Negeri 11 Medan (Nababan et al., 2025); (Amri, 2026).

Data Validity

To ensure the validity of the data, this study uses source triangulation and triangulation techniques. Source triangulation is carried out by comparing information obtained from teachers, students, and school documents. Triangulation techniques are carried out by comparing data from observations, interviews, and documentation studies. In addition, member checking is carried out by asking participants to review interview transcripts and initial interpretations of the researcher to ensure accuracy and suitability of meaning. These techniques are standard in qualitative research to increase the credibility of findings (Amri, 2026).

RESULTS

Integration of History of the Kesawan Area in History Learning at SMA Negeri 11 Medan

Based on the results of observations, interviews, and documentation studies, the integration of the history of the Kesawan Area in history learning at SMA Negeri 11 Medan is carried out through three stages: planning, implementation, and evaluation. In the planning stage, teachers prepare teaching modules that integrate the historical material of the Kesawan Area into national history topics, especially the struggle for independence and resistance to colonialism. The topics chosen were the Medan Conference in 1947 and the development of Kesawan as a Deli trading center. In the implementation stage, teachers applied interactive lectures, group discussions, case studies, and project assignments. The media used included documentation photos, maps of the area, and video documentaries. Evaluation was carried out through written tests, project assessments, and student reflections.

Table 1. Design of Historical Integration of the Kesawan Area in History Learning at SMA Negeri 11 Medan

Components	Description	Implementation
Integration Topics	Medan Conference 1947; Development of Kesawan as a Deli trading center	Integrated into the material of the struggle for independence and resistance to colonialism
Method	Interactive talks, group discussions, case studies, project assignments	Applied in a variety of ways by topic

Media	Photographic documentation, map of the area, documentary video	Used to support visualization and contextualization
Evaluation	Written tests, project assessments, student reflections	Measuring cognitive understanding and attitudes

This table shows that the historical integration of the Kesawan Area was not carried out sporadically, but rather through a structured learning design. The choice of topics of the 1947 Medan Conference and the development of Kesawan as a Deli trading center demonstrate teachers' efforts to relate local events to the national narrative. The variety of methods and media indicates that teachers sought to accommodate the diverse learning styles of students. Evaluations that included written tests, projects, and reflections showed assessments not only on cognitive, but also affective aspects. Overall, this design reflects contextual learning practices that are aligned with the principles of the Independent Curriculum.

Supporting and Inhibiting Factors for the Historical Integration of the Kesawan Area

The results of the study identified supporting and inhibiting factors. Supporting factors include high commitment of history teachers, student enthusiasm, rich historical heritage of the City of Medan, and policy support for the Independent Curriculum. Inhibiting factors include limited systematic learning resources, time allocation, facilities and infrastructure for field visits, and the unavailability of local history materials in textbooks. Cost constraints to visit historical sites are also significant obstacles.

Table 2. SWOT Analysis of Supporting and Inhibiting Factors for the Historical Integration of the Kesawan Area

Categories	Factors	Impact on Integration
Strength	Teachers' commitment; students' enthusiasm; Medan's rich historical heritage	Encourage the implementation of contextual learning
Disadvantages	Limited learning resources; time allocation; facilities; visit costs	Limiting the frequency and depth of integration
Opportunities	Independent Curriculum; P5 local wisdom theme; Digital Technology	Opening up a space for learning innovation
Threats	Textbooks do not contain local history; busy schedules; budget constraints	Inhibits sustainability and replication

This SWOT table shows that the strengths and opportunities of integration lie in the human and policy aspects, while the weaknesses and threats lie in the

structural and resource aspects. Teachers' commitment and student enthusiasm are the main capital, while the Independent Curriculum and P5 provide legitimacy. However, the limitations of learning resources, time, facilities, and costs are systemic obstacles. The absence of local history materials in textbooks reinforces the threat to sustainability. This interpretation confirms that the integration of local history requires institutional support, not just individual teachers' initiatives.

The Impact of Historical Integration of the Kesawan Area on Students' Historical Awareness and Cultural Identity

The results of the study showed a positive impact on students' historical awareness and cultural identity. The increase in historical awareness can be seen from students' ability to connect local events with the national context, understand the value of struggle, and be proud of the cultural heritage of Medan City. Students show an understanding that the Kesawan Area developed from a Malay village to a trading center that reflects cultural acculturation. From the aspect of identity, students are stronger in identifying themselves as part of the Medan City community. Teachers report an increase in students' active participation in local historical discussions and projects.

Table 3. The Impact of Historical Integration of the Kesawan Area on Various Learning Dimensions

Dimensions	Indicator	Yield Trends
Cognitive	Understanding of local events; local-national connections; historical thinking	Increase
Affective	A sense of pride; historical empathy; appreciation of cultural heritage	Increase
Conatif	Discussion participation; project engagement; conservation initiatives	Increase
Identity	Awareness as part of the Medan community; local pride	Strengthening

This table shows that the impact of historical integration of the Kesawan Area is multidimensional. The improvement in the cognitive dimension can be seen from the ability of students to make connections between local and national events and develop historical thinking. The affective dimension increases through a sense of pride, historical empathy, and appreciation of cultural heritage. The conative dimension is reflected in active participation and preservation initiatives. The identity dimension is strengthened through awareness as part of the Medan community. This interpretation confirms that environment-based learning of local history not only transfers knowledge, but also shapes attitudes, skills, and identity.

DISCUSSION

Integration of History of the Kesawan Area in History Learning at SMA Negeri 11 Medan

These findings show similarities with research (Nur Ardyansah Susilo, Kabib Sholeh, 2026) which found that the integration of the historical value of the Limestone City Inscription into the material of the Srivijaya Kingdom in Phase E of the Independent Curriculum was able to support contextual learning and strengthen historical awareness. The similarity lies in the integration pattern that links local historical sources with national history topics. The difference is that Susilo et al. used inscriptions as a primary archaeological source, while this study utilized historic urban areas as an environment-based learning resource. Implicitly, this study expands the scope of learning resources from static artifacts to living cultural landscapes.

These findings are also in line with (Asril, Ahmal, Nurdiansyah, 2025) which shows that the implementation of local history-based learning at SMA Negeri 11 Medan is carried out through structured planning, implementation, and evaluation stages, with the Battle of Medan Area as the main topic. The similarity lies in the systematic structure of the stages. The difference, Asril et al. focus on battle events, while this study integrates the Kesawan area as an environment-based learning resource that includes spatial, architectural, and socio-cultural dimensions. Implicitly, the environment-based approach allows students to understand history through direct experience with space and place.

Furthermore, these findings reinforce (Ilham Rohman Ramadhana, Samuel Agus Triyantob, 2023) about the historical-ecology approach in learning contextual history in high school with the ecological narrative of Tasikmalaya City. The similarity lies in the use of an environment-based approach. The difference, Ramadhan et al. emphasize ecological narratives, while this study emphasizes the fostered environment of the Kesawan Area which reflects social, economic, and cultural interactions between ethnicities. The implication is that the environment-based approach to local history can be applied to various environmental typologies.

Supporting and Inhibiting Factors for the Historical Integration of the Kesawan Area

Findings on inhibitory factors consistent with (Aditya, 2026) which identifies obstacles to the implementation of the Independent Curriculum, including limitations in contextual teaching materials, technological infrastructure, and teacher training. The similarity lies in the identification of structural barriers. The difference is that at SMA Negeri 11 Medan, the main obstacle is not in teacher competence, but in the availability of teaching materials and facility support. The implication is that teacher professional development needs to be focused on providing learning resources and teaching aids.

These findings are also in line with (Wijayanti, 2025) which found that the lack of integration of local history into the national curriculum resulted in students' limited understanding of the cultural identity of their region. The similarity lies in the identification of the absence of local history material in the formal curriculum as the root of the problem. The difference is that this study shows that these limitations can be overcome through the creativity of teachers in developing

independent teaching modules. The implication is that the development of local history-based teaching modules needs to be institutionally facilitated.

The results of the study on supporting factors show similarities with (Syahputra et al., 2024) which emphasizes that the integration of local history material is able to provide experience to students in remembering the past of their region. The similarity lies in the recognition of the richness of local history as the main capital. The difference is that this study found that student enthusiasm is a significant supporting factor, while Garuda emphasizes the availability of learning resources. The implication is that the integration strategy needs to consider the affective dimension of students.

The Impact of Historical Integration of the Kesawan Area on Students' Historical Awareness and Cultural Identity

These findings are in line with (Amri, 2026) about place-based history learning through the exploration of the Vatunonju Site in Central Sulawesi, which found that field trips, artifact exploration, collaborative inquiry, and reflective reinterpretation increased students' historical empathy, cultural heritage awareness, and emotional engagement. The similarities lie in increased historical awareness and emotional engagement. The difference, Amri emphasizes, is megalithic sites, while this research focuses on historic urban areas that are still active. Implicitly, place-based learning is effective for both static sites and living areas.

These findings also reinforce (Aditya Darma, Surya Aymanada Nababan & Nur'aini, 2026) about the implementation of local history-based learning in Class XI-1 IPS SMA Negeri 11 Medan, which shows a positive impact on students' historical awareness. The similarity lies in the context of the location and the impact measured. The difference is that Nasution uses the topic of the Battle of the Medan Area, while this study uses the Kesawan Area. The implication is that various local history topics in the city of Medan can complement each other.

Furthermore, these findings are consistent with (Nababan et al., 2025) which examines history learning based on local wisdom and students' cultural identity at SMA Negeri 11 Medan. The similarity lies in the emphasis on the dimension of cultural identity. The difference is that Nababan et al. focus on general local wisdom, while this study uses historical areas. Implication, the integration of historical areas offers a more concrete and place-bound approach.

Overall, the integration of the history of the Kesawan Region in history learning with an environment-based local history approach improves cognitive understanding, historical awareness, cultural identity, and heritage preservation responsibilities. These findings imply that the development of this kind of integration model needs to be institutionally facilitated, supported by the availability of learning resources, and explicitly integrated into the curriculum so that it can be replicated sustainably.

CONCLUSIONS AND RECOMMENDATIONS

This study concludes that the integration of the history of the Kesawan Area in history learning at SMA Negeri 11 Medan is carried out through structured planning, implementation, and evaluation. Teachers associate local history with

national materials, especially the 1947 Medan Conference and the development of Kesawan as a Deli trading center. Supporting factors include teacher commitment, student enthusiasm, rich historical heritage, and support for the Independent Curriculum. Inhibiting factors include limited learning resources, time allocation, facilities, visit costs, and the unavailability of local history materials in textbooks. This integration has a positive impact on historical awareness, historical thinking skills, cultural identity, and student participation. Therefore, institutional support is needed in the form of developing teaching modules, providing learning resources, and strengthening curriculum policies so that the integration of environment-based local history can be sustainable and replicated.

FURTHER STUDY

Further research is suggested to test the effectiveness of the historical integration model of the Kesawan Area in other schools with different characteristics, develop systematic environment-based teaching modules, and evaluate the long-term impact on students' historical awareness and cultural identity. The study also needs to extend the object to other historical areas in Medan, integrate digital technology, and engage heritage preservation communities. Quantitative research to measure the significance of the impact is also needed.

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