

Application of the Living History Learning Model Based on Heroic Values to Strengthen Nationalism among High School Students in Polewali Mandar Regency

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Abstract: This study aims to develop and test the effectiveness of the Living History learning model based on the value of struggle in improving students' understanding of history and strengthening nationalism in Polewali Mandar Regency. This model was adapted using the *Research and Development (R&D)* approach based on the *Dick and Carey* development model, which emphasizes systematic steps in designing, developing, and evaluating learning products. The research was conducted by involving 10th and 11th grade high school students in Polewali Mandar Regency, who participated in experience-based learning activities, such as historical event simulations, historical dramas, and visits to relevant local historical sites. Data were collected through observation, interviews with teachers and students, and questionnaires to measure students' level of nationalism before and after the implementation of the learning model. The results of the study show that the Living History model based on the value of struggle successfully increased students' understanding of history and strengthened their sense of pride and spirit of nationalism. This model has also proven to be effective in internalizing national values in students' characters, in accordance with the principles of Deep Learning as outlined in the Merdeka Curriculum. The uniqueness of this study lies in its experience-based approach that connects students emotionally with historical events. The practical implication of this research is the importance of integrating experience-based learning models into the history curriculum to increase students' sense of pride and nationalism. This research contributes new insights into the development of more relevant and contextual history learning in Indonesia.

Keywords: Deep Learning, Experience-Based Learning, History Education, Living History

A. Introduction

History education in Indonesia currently still relies on conventional methods that focus more on memorizing historical facts and events without delving deeper into the meaning and context behind these events. As a result, the younger generation feels

increasingly disconnected from their nation's history, reducing their sense of pride and nationalism (Suciati, Kumalasari, & Setiawan, 2023). Students often view history as a boring subject that is irrelevant to their lives, which reduces their motivation to learn more deeply (Kurniawan, Asmara, & Putra, 2020). Although this method has been used in the Indonesian education system for many years, its positive effects on historical understanding and national values are still limited due to the lack of contextual experiences in the learning process.

However, history learning that is isolated from direct or contextual experiences often fails to create a strong emotional connection between students and the historical material being taught (Yusuf, Habibie, Efendi, Kurnia, & Kurniati, 2023). Despite the general understanding of the limitations of this conventional method, much remains unknown about the application of learning models based on direct experience, such as Living History, which can increase students' emotional connection to history and strengthen their nationalism. This model allows students to not only learn history theoretically, but also experience historical events directly through simulations and visits to historical sites, which have been proven to improve their understanding of history and national values.

The current situation shows that with the implementation of the Merdeka Curriculum, which emphasizes more in-depth and contextual learning, the space for applying models such as Living History is increasingly open. Research by Kurniawan et al. (2020) shows that learning based on direct experience can change students' perceptions of history and increase their emotional connection to the material being taught. The uniqueness of this model lies in its approach, which integrates national values and the spirit of the nation's struggle with students' direct experiences in learning history. Thus, the Living History model becomes a means to make history more alive and relevant to students, deepening their understanding of the Indonesian nation's struggle and increasing their pride in their country (Suryani, 2018).

The contribution of this study is significant in providing new insights into how experience-based history learning can strengthen students' nationalism and character. This model not only teaches history as a series of facts but also as an emotional journey that connects students with the national values inherited from the nation's heroes. This study aims to answer the question of the extent to which the application of the Living History learning model based on the values of the struggle for independence can improve historical understanding, strengthen national pride, and shape the character of students at Polewali Mandar Regency High School. Can this model increase students' emotional connection to the nation's history and foster their sense of pride and nationalism?

B. Methods

This study utilised a Research and Development (R&D) approach with the Dick and Carey development model, which emphasises systematic steps in designing, developing, and evaluating learning products. This approach was chosen because it provides clear guidance in developing and implementing effective learning models, and allows researchers to test and refine models based on feedback received during the study (Prasetio, Nugroho, & Suparman, 2021).

Research Steps

This research went through the following stages:

1. **Identification of Learning Needs:** The first step was to analyse the history learning needs in Polewali Mandar Regency. The researchers conducted interviews with 10 history teachers and 5 principals from senior high schools in the region to find out the challenges in history learning and the extent to which the values of struggle and nationalism could be applied in learning.
2. **Designing the Learning Model:** Based on the results of the needs analysis, a Living History learning model based on the value of struggle was designed. This model involves direct experiences, such as historical event simulations, historical dramas, and visits to historical sites. The designed model is tailored to local characteristics and the relevance of the nation's struggle for students in Polewali Mandar Regency.
3. **Developing the Learning Model:** At this stage, teaching materials and learning instruments were developed, including the preparation of lesson plans (RPP) that integrated the values of struggle and experience-based learning. The learning content was adapted to the local context and historical relevance for students.
4. **Learning Implementation:** The designed learning model was tested in a class of 100 high school students in Polewali Mandar Regency. Learning activities involved historical event simulations, discussions, and visits to historical sites to bring contextual history learning to life. Each learning session lasted 90 minutes, with a total of 8 sessions conducted over 4 weeks.
5. **Evaluation and Revision:** After implementation, researchers collected feedback from students and teachers to evaluate the effectiveness of the learning model. This evaluation was carried out using instruments such as questionnaires and direct observation during learning activities. Based on the evaluation results, the learning model was revised to improve its quality.

Respondents and Research Location

This research was conducted at a high school in Polewali Mandar Regency, which was purposively selected because it had the potential to integrate history learning based on the values of struggle and direct experience. The research respondents consisted of: 1) Student, this study involved 100 high school students consisting of 50 tenth-

grade students and 50 eleventh-grade students, with a gender ratio of 50% male and 50% female. These students were selected purposively based on their involvement in history learning and their readiness to participate in the experience-based learning model; 2) History Teachers, the researchers involved 5 history teachers from various senior high schools in Polewali Mandar Regency, who had at least 5 years of experience teaching history and were competent in teaching experience-based learning; 3) School Principals, the researchers also involved 5 school principals representing 5 senior high schools in Polewali Mandar Regency to provide perspectives on policies and support for the implementation of experience-based learning models in their schools.

Data Collection Instruments

Data was collected using the following instruments: 1) Observation: The researchers conducted direct observations of learning activities taking place in the classroom, including historical simulations, discussions, and visits to historical sites. The purpose of these observations was to observe the level of student engagement and the effectiveness of the learning model; 2) Interviews: Semi-structured interviews were conducted with history teachers and school principals to explore their views on the implementation of the Living History learning model, the challenges faced, and its impact on student nationalism. Examples of interview questions: 'What are the main challenges in teaching the value of struggle through history learning?'; 'How do you assess the change in students' attitudes towards nationalism after participating in this learning?'; 3) Questionnaire: The questionnaire was used to measure changes in students' nationalism before and after the implementation of the learning model. This questionnaire consisted of 20 items arranged on a 5-point Likert scale, with the following answer options: (1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly agree. The following are examples of items in the questionnaire: 'I feel proud of the struggles of Indonesian heroes.'; 'The history of the nation's struggles greatly influences the way I view this country.'; 'I feel responsible for maintaining Indonesia's independence.' The validity of the questionnaire was tested on 30 students outside the research sample. The pilot test results showed good construct validity and high reliability, with a Cronbach's alpha of 0.86, indicating excellent internal consistency; 4) Pre-Test and Post-Test: The pre-test was conducted before the learning began to measure students' understanding of the nation's struggle, while the post-test was conducted after the learning model was implemented to measure changes in students' understanding and nationalism.

Data Analysis

The data collected from interviews, observations, and questionnaires were analysed qualitatively and quantitatively. The data from the interviews and observations were analysed using thematic analysis techniques. The data was organised based on

relevant categories, such as the influence of the learning model on student engagement, changes in nationalistic attitudes, and evaluations of experience-based learning activities. Data from questionnaires and pre-tests and post-tests was analysed using descriptive statistics to see changes in students' levels of nationalism and historical understanding. The t-test was used to determine whether there was a significant difference between students' pre-test and post-test scores, indicating the impact of implementing the Living History learning model. To ensure the validity and reliability of the data, this study used source triangulation and method triangulation: 1) Data obtained from students, teachers, and principals were compared to ensure consistency and accuracy of findings; 2) Data collected from various methods (interviews, observations, questionnaires, and tests) were combined to provide a more comprehensive picture of the learning model's influence on students' historical understanding and nationalism.

C. Results and Discussion

Identification of Heroic Values

The Living History learning model applied in this study aims to integrate national values contained in the history of Indonesia's struggle for independence into every aspect of learning. Values such as courage, fighting spirit, cooperation, and sacrifice are important elements applied in historical simulations. In each learning activity, students are given the opportunity to play the role of independence fighters, which requires them to work together to achieve a common goal, namely national independence. This simulation not only teaches the importance of togetherness, but also introduces them to the value of sacrifice for the nation and country. This shows that experience-based history learning, as applied in the Living History model, is very effective in strengthening students' sense of pride and nationalism, because they not only learn historical facts, but also feel them emotionally through direct experience (Khotimah, 2023). Through this approach, students are invited to understand and internalize the national values contained in the history of the nation's struggle, so that they can develop a deep love for their homeland. As explained by Wiyono & Udayana (2024), through an in-depth learning approach, which is also stated in Permendikbud No. 13 of 2025, students can be directly involved in a learning process that is contextual and relevant to their real lives, which strengthens their understanding of history while fostering a spirit of nationalism. This experience-based learning allows students to see firsthand and feel how the struggles of the Indonesian nation in the past taught them important values, such as cooperation, unity, and sacrifice for the common good.

This experience-based Living History learning model is highly relevant to the principles in Permendikbud No. 13 of 2025, which emphasizes the importance of contextual learning that integrates character values into students' daily lives. Learning

history through event simulations and visits to historical sites allows students to experience firsthand how important these national values are in their lives. The historical sites they visit bear silent witness to the nation's struggles, providing an emotional experience that deepens their love for their homeland. This provides a more vivid and contextual experience, making history not just a boring subject, but a source of meaningful and relevant life lessons for their lives (Suryani, 2018). Not only that, in this experience-based learning, students are also given the opportunity to reflect on and appreciate the meaning of each historical event, which increases their understanding of how history shapes the identity of this nation and country. This experience-based learning is very important to help students not only memorize historical facts, but also apply them in their daily lives, both inside and outside of school. For example, in historical simulation activities, students not only play the roles of historical figures, but they also directly experience the challenges faced by national heroes and work together to overcome these challenges. These activities provide space for students to internalize national values, such as cooperation, sacrifice, and fighting spirit, which are very relevant to their lives today. Overall, the results of this study show that the Living History learning model based on fighting spirit values is not only effective in improving students' understanding of history but also in strengthening their pride in the nation's struggle. This learning provides an opportunity for students to experience history as part of their lives and internalize national values in their daily behavior. Thus, this experience-based learning is very important in strengthening students' nationalism and character, making them the next generation of the nation who have a high sense of love for the country and are ready to face the challenges of the times (Suryani, 2018).

Student Response and Engagement

The Living History learning model applied in this study showed very positive results in terms of student engagement in history learning activities, as well as having a significant impact on their sense of nationality and nationalism. One of the main findings in this study is that more interactive and experience-based methods are able to make students more emotionally involved in history learning. Previously, history was often viewed as a boring and difficult subject for many students. However, through an approach that encourages students to be directly involved in the learning process, they not only learn about historical facts, but also experience them as something more vivid and relevant to their lives. This proves that an experience-based approach, such as that applied in the Living History model, is effective in improving understanding and connecting history with students' daily lives.

In historical event simulations, for example, students are given the role of independence fighters who must work together to achieve a common goal gaining independence. Activities like this teach them important values such as cooperation, sacrifice, and fighting spirit. This process not only introduces them to the cognitive

aspects of history, but also evokes feelings of empathy and pride in the nation's struggle. Through this experience, students feel more connected to historical events and emotionally deepen their understanding of national values, which in turn strengthens their sense of nationalism. As found by Suryani (2018), experiential learning is very effective in improving students' understanding of national values and providing them with space to internalize these values in their daily lives.

Research by Ichsan et al. (2023) also supports these findings, showing that student involvement in activities based on direct experience, such as simulations or discussions about the nation's struggle, can improve their attitudes toward history and nationalism. Students feel more connected to the values taught, which deepens their pride in their homeland. By understanding historical events through simulations that involve them directly, students do not just listen to historical stories, but also live and appreciate the meaning of the nation's struggles, which enriches their understanding of their role in maintaining the independence of this nation.

The application of the Living History model in history learning also has a positive impact on the development of students' character, particularly in social and national aspects. Siswanto (2020) explains that learning that integrates character education with history learning, as done in historical event simulations, has a major impact on increasing students' social awareness and spirit of nationalism. This learning does not only focus on achieving academic goals, but also on developing students' character, namely how they feel and apply national values in their daily lives.

The role of teachers as facilitators in Living History learning is very important in instilling national values in students. Teachers do not only function as conveyors of information, but also as role models who show how history and national values can be internalized in students' real lives. As explained by Ichsan et al. (2023), the role of teachers is crucial in fostering students' nationalistic attitudes, because teachers serve as concrete examples that students can see and feel. Teachers' active involvement in guiding and directing students during historical simulations and other experience-based activities greatly influences the depth of students' understanding of the values being taught.

Student involvement in experience-based activities also encourages them to be more motivated in learning. This more active and interactive learning makes students feel more involved and more enthusiastic about exploring history in a more enjoyable and relevant way. This active involvement shows that history learning does not have to be limited to theory and memorization of facts. Instead, history can be used as a life lesson that can inspire students to participate in strengthening their identity and national spirit. For example, activities such as visits to historical sites allow students to experience firsthand how history has shaped this country and connect it to the nation's struggles. This deepens their understanding of how national values and

fighting spirit have been embedded in the historical journey of the Indonesian nation, which ultimately strengthens their pride in their homeland.

Overall, experience-based learning, as applied in the Living History model, allows students to not only understand history cognitively, but also to internalize and apply national values in their daily lives. This type of learning provides students with the opportunity to feel the fighting spirit embodied in the Indonesian nation's struggle, ultimately strengthening their love for their homeland. Thus, the Living History model has proven effective in enhancing students' nationalism, as it allows them to learn history in a more vivid and meaningful context.

The Role of Teachers and School Support

In implementing the Living History learning model, the role of teachers is very important. Teachers not only function as conveyors of information, but also as facilitators who are able to guide and support students in understanding and internalizing the national values contained in the nation's history. In this context, teachers become mentors who provide guidance and supervision during historical simulations, discussions, and visits to historical sites. This type of learning connects students directly with the historical events that shaped the Indonesian nation. This provides students with the opportunity to not only understand history cognitively, but also to feel it emotionally, which in turn strengthens their sense of pride and nationalism (Rostikawati et al., 2020).

As facilitators, teachers play an active role in creating deep and relevant learning experiences for students. Experience-based learning, such as the Living History model, allows students to play a direct role in historical events, which not only enriches their knowledge but also builds stronger emotional bonds with the material being studied. This is particularly important in history learning because it allows students to understand that history is not just a collection of isolated facts, but a journey of struggle full of national values that need to be appreciated and applied in their daily lives (Rostikawati et al., 2020).

Research by Rofiun et al. (2025) shows that active teacher involvement in experience-based learning can increase student motivation and deepen their understanding of the material being taught. Teachers who integrate character into every learning activity can help students not only understand historical facts but also realize the importance of national values, fighting spirit, and cooperation. By directing students to see history in the context of their real lives, teachers play a major role in strengthening the spirit of nationality and nationalism, which are the basis of character education (Suryani, 2018).

The effective implementation of the Living History learning model also cannot be

separated from the support provided by the school. Schools, as educational institutions, have an important role in providing adequate facilities to support experience-based learning processes. Facilities such as conducive classrooms, relevant learning tools, and access to historical sites that can be used for learning visits are needed to ensure that this learning model runs well. According to Faldy Palembang and Sumual (2021), adequate infrastructure support is a crucial factor in the quality of learning, especially in experience-based activities that involve external resources such as visits to historical sites.

Furthermore, collaboration between teachers, schools, and parents is also an important element in the successful implementation of the Living History learning model. In experience-based learning, parents can play a role in supporting activities conducted outside the classroom, such as visits to historical sites or discussions about the nation's struggles. Research by Nizar et al. (2025) shows that close collaboration between schools and parents will strengthen the internalization of national values in students. Parents who are involved in their children's education can help connect what is learned in school with everyday life, making it easier for students to apply national values in their actions.

This collaboration is also important to strengthen students' understanding of the importance of maintaining national unity, which must not only be understood academically but also applied in their lives as part of society. Through experience-based activities such as historical simulations, visits to historical sites, and discussions about the nation's struggles, students are expected to directly experience the spirit of nationalism and internalize the values they learn. Thus, the role of teachers as facilitators of character education, support from schools in providing adequate facilities, and collaboration with parents are very important in the successful implementation of the Living History learning model.

Overall, the Living History learning model not only provides deeper historical knowledge but also serves as a tool to foster students' national character. All these elements, from the role of teachers and school support to parental involvement, work together to ensure that history learning is not merely about teaching historical facts, but also about shaping students' character to love their country and appreciate the struggles of national heroes. Thus, this learning model has the potential to strengthen students' sense of nationalism and shape a young generation that is not only academically intelligent, but also has a strong sense of nationalism.

Challenges and Solutions

The Living History learning model, which prioritizes direct experience in the history of Indonesia's struggle, has great potential to increase students' understanding of national values and strengthen their sense of nationalism. However, even though this

model has proven to be effective in providing positive impacts, its implementation is not without challenges. One of the main challenges faced is the limitation of adequate resources and facilities. Learning activities such as visits to historical sites or simulations of historical events require careful planning and sufficient resources, in terms of budget, time, and other supporting facilities.

In many schools, especially those in remote areas or with limited resources, the means to support this experience-based learning are often very limited. These facility limitations are a significant obstacle to the optimal implementation of the Living History learning model. According to research conducted by Rofiun et al. (2025), in schools with limited access to facilities, experience-based learning often encounters difficulties. To overcome this problem, one solution that can be implemented is to enhance partnerships between schools and institutions or organizations that have access to historical sites or other important places. Such partnerships will provide opportunities for students to participate in field trips without being burdened by geographical limitations and the facilities available at school.

In addition, another important challenge is the low level of digital literacy among students and teachers. The Living History learning model not only relies on traditional learning methods but also utilizes technology such as historical documentary videos, interactive learning platforms, and other digital-based learning tools. The use of this technology requires sufficient digital skills from teachers and students. Unfortunately, many teachers and students do not yet have adequate digital skills, which hinders the effectiveness of this learning method. Hartono (2021) in his research states that low digital skills among teachers and students can hinder the implementation of technology in experience-based learning. Therefore, the solution that can be taken is to provide structured digital training for teachers and increase student access to technology. This will enable them to utilize technological tools to explore historical material in a more in-depth and interactive manner.

Another important issue to consider is the involvement of parents and the community in supporting experiential learning. In the Living History model, support from families is crucial, especially when activities involving students are carried out outside the classroom, such as simulations or history-based projects. Often, parents are not actively involved in their children's education, especially in extracurricular activities that require extra time and attention. Research by Nizar et al. (2023) reveals that collaboration between schools and parents can increase the effectiveness of experience-based learning, as involved parents can provide the support and encouragement necessary for students to participate more actively in these activities. Therefore, establishing better communication and collaboration between schools and parents is very important in supporting the success of this learning model.

The solutions proposed to overcome these challenges are not limited to improving

physical facilities and digital skills training, but also include strengthening the social and cultural aspects of education itself. The implementation of the Living History learning model requires the active involvement of various parties, including the government, educational institutions, teachers, and parents, to create a conducive learning environment. The government can provide support by allocating funds for more adequate facilities, while schools must actively collaborate with various parties to improve access to the necessary educational resources. At the local level, schools can partner with cultural and historical institutions to facilitate visits to historical sites or use local materials that can add depth to learning.

Furthermore, increasing student motivation to engage in experience-based learning is crucial to ensuring the success of this model. One way to do this is by linking history learning to students' needs and interests. Learning that is relevant to their lives will be more easily accepted and understood by students. The experience-based approach, which connects history with students' real lives, can strengthen their motivation to learn, remembering that history is not just facts to be memorized, but a living story that gives meaning and lessons to their daily lives (Suryani, 2020).

Overall, although there are several challenges that must be faced in implementing the Living History learning model, appropriate solutions and collaboration between various parties can help overcome these obstacles. By strengthening learning facilities, providing sufficient training to teachers in digital skills, and increasing parental involvement in supporting experience-based learning, this model can be implemented more effectively and sustainably. Thus, Living History not only enriches students' understanding of history, but also serves as an important means of fostering a sense of pride, nationalism, and strong national character among the younger generation.

Impact on Character Education

Living History-based learning as applied in this study shows a significant positive impact on students' character education, especially in increasing their sense of nationalism. One of the main approaches in this model is to bring students to experience history firsthand, which is done through various interactive activities such as historical event simulations, historical dramas, and visits to historical sites. By being directly involved in these experiences, students not only gain cognitive knowledge about historical events, but also feel a deep emotional connection to the struggles of the Indonesian people. This has a powerful impact on the formation of students' pride in their homeland, as they begin to understand and relive the struggles of a nation that sacrificed so much to achieve independence.

The application of the Living History model not only fosters a deeper historical awareness, but also contributes greatly to the character building of students, particularly in terms of togetherness, appreciation of diversity, and fighting spirit. For

example, through historical event simulations, students play the role of independence fighters who must work together to achieve a common goal—namely, the independence of the nation. This activity teaches them the importance of cooperation, sacrifice, and a fighting spirit without despair, which are core values in building national spirit. These values are closely related to the seven habits emphasized in Permendikbud No. 13 of 2025, in which the habits of positive thinking, hard work, mutual respect, and building positive relationships are an integral part of student character development. By integrating these habits into experience-based learning (), students not only gain cognitive knowledge of history but also learn to internalize these values in their daily behavior, whether at school, home, or in the community (Suryani, 2020).

Furthermore, this experience-based learning makes an important contribution to the formation of students' national identity. According to research by Ahmad et al. (2024), the Living History approach in history teaching allows students to develop a deeper historical awareness, which not only influences their knowledge but also stimulates empathy and critical thinking skills. By gaining a deeper understanding of the nation's struggles, students begin to relate the national values contained in history to their current social and cultural conditions. This allows them to better understand how the struggles of the nation's heroes are relevant to the contemporary challenges and problems faced by Indonesian society. Thus, students not only appreciate the meaning of history, but also internalize and apply these values in their daily lives, strengthening their sense of pride as part of the Indonesian nation.

In addition, Living History learning has been proven to increase student motivation. Learning that integrates direct experiences, such as visits to historical sites or participation in historical dramas, provides opportunities for students to learn in a more lively and interesting context. Unlike conventional learning methods that focus more on memorizing historical facts, this approach involves students directly in the learning process, which improves their understanding of historical events. For example, when students visit historical sites related to the nation's struggle, they not only learn historical facts, but also feel and understand the great sacrifices made by the heroes. This gives deeper meaning to history lessons and makes students more interested and motivated to learn.

Research by Wijayanti et al. (2022) also confirms that experiential learning, such as Living History, can increase student engagement in the learning process and encourage them to apply national values in their daily lives. History learning not only serves as a transfer of knowledge, but also as a means to shape students' character with a national perspective. When students can relate what they learn to the national values they observe in their daily lives, they are better able to apply these values in various situations they encounter.

Overall, the Living History learning model has proven effective in enhancing students' sense of nationalism and character, not only through cognitive understanding of history, but also by building students' emotional connection to the nation's struggle. Experience-based learning provides students with the opportunity to directly experience the fighting spirit and national values contained in the history of Indonesia's struggle. This shapes students into individuals who have a high sense of pride in their homeland, appreciate diversity, and have a strong spirit of nationalism. This model, which combines direct experience with historical understanding, gives students a broader insight into their role as the nation's next generation, while strengthening their character as citizens who love their homeland.

D. Conclusion

This study shows that the Living History learning model based on the value of struggle significantly improves students' understanding of history and strengthens their sense of nationalism in Polewali Mandar Regency. With an experience-based approach, such as historical event simulations, historical dramas, and visits to historical sites, students not only learn historical facts but also feel them emotionally, which deepens their connection to the nation's struggle. This learning internalizes national values, such as cooperation, sacrifice, and fighting spirit, which are in line with the objectives of Deep Learning in the Merdeka Curriculum. Students learn to connect historical knowledge with their daily lives, which strengthens their sense of pride and nationalism.

The practical implication of this research is the importance of integrating experience-based learning into the history curriculum in Indonesia to increase students' pride in their homeland and spirit of nationalism. The Living History model can be a solution to overcome the challenges of history learning that is separated from the real context. By providing students with direct experiences, they will be more connected to the nation's history and national values.

Recommendations for future research are to test the effectiveness of the Living History model in schools with different contexts, especially in areas with limited resources. In addition, research can explore the use of technology in experiential learning to overcome physical resource limitations, such as historical sites, by using virtual tours and interactive learning applications. This model is expected to be expanded to schools throughout Indonesia to shape a young generation with character and love for their homeland.

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