



## **Integrating Historical Awareness into High School History Learning**

*Received: 07-09-2024; Revised: 25-11- 2024; Accepted: 08-05-2025*

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**Abstract:** This study aims to analyze (1) the reality of history learning, (2) the efforts of teachers in fostering historical awareness in history learning, and (3) the supporting and inhibiting factors in instilling historical awareness through history education. This research employs a qualitative method with a phenomenological approach and is presented through descriptive analysis. The subjects of the study are history teachers and students at SMAN 6 Metro. Data collection techniques include interviews, observations, and documentation. The research findings show that: (1) history learning at SMAN 6 Metro is based on the independent Curriculum, and teachers apply various teaching methods and media suited to the material being taught; (2) teachers promote historical awareness by using historical content that includes values of nationalism and patriotism, building direct engagement with students, applying innovative and effective teaching methods, and organizing field trips or historical excursions; and (3) supporting factors include the professionalism of history teachers, while inhibiting factors include incomplete school facilities, the lack of a history laboratory, unsupportive student attitudes, and limited time allocation for history learning. Based on these findings, it is recommended that schools improve the facilities that support history education, provide further training for history teachers, and ensure sufficient time allocation for teaching history.

**Abstrak:** Penelitian ini bertujuan untuk menganalisis (1) realitas pembelajaran sejarah, (2) upaya guru dalam menumbuhkan kesadaran sejarah dalam pembelajaran sejarah, dan (3) faktor pendukung dan penghambat dalam menanamkan kesadaran sejarah melalui pendidikan sejarah. Penelitian ini menggunakan metode kualitatif dengan pendekatan fenomenologi dan disajikan melalui analisis deskriptif. Subjek penelitian adalah guru sejarah dan siswa di SMAN 6 Metro. Teknik pengumpulan data meliputi wawancara, observasi, dan dokumentasi. Temuan penelitian menunjukkan bahwa: (1) pembelajaran sejarah di SMAN 6 Metro berbasis pada Kurikulum Mandiri, dan guru menerapkan berbagai metode dan media pengajaran yang disesuaikan dengan materi yang diajarkan; (2) guru meningkatkan kesadaran sejarah dengan menggunakan konten sejarah yang mencakup nilai-nilai nasionalisme dan patriotisme, membangun keterlibatan langsung dengan siswa, menerapkan metode pengajaran yang inovatif dan efektif, dan menyelenggarakan karyawisata atau ekskusi sejarah; dan (3) faktor pendukung

*meliputi profesionalisme guru sejarah, sedangkan faktor penghambat meliputi fasilitas sekolah yang belum lengkap, kurangnya laboratorium sejarah, sikap siswa yang kurang mendukung, dan terbatasnya alokasi waktu untuk pembelajaran sejarah. Berdasarkan temuan ini, direkomendasikan agar sekolah meningkatkan fasilitas yang mendukung pendidikan sejarah, memberikan pelatihan lebih lanjut bagi guru sejarah, dan memastikan alokasi waktu yang cukup untuk pengajaran sejarah.*

**Keywords:** Planting, Historical Awareness, History learning

## INTRODUCTION

The advancement of information and communication technology has led to significant transformations across various aspects of human life (Alruwais et al., 2018; A. Setiawan & Muhtadi, 2019). These developments have also contributed to changes in societal norms and behaviors. The strong influence of global culture, especially its negative aspects, has gradually eroded public appreciation for national cultural values (Ivygina et al., 2018). This is evident in the tendency of some Indonesians to favor foreign cultures over their own heritage. In the midst of globalization and its demands for progress, the existing cultural values within the student generation are increasingly being affected (Silitonga, 2020).

According to research conducted by Fadli, there are several strong indications that students' historical awareness still needs to be developed (Fadli et al., 2021). This is evident from field observations outside the classroom, which reveal that some students are still late for flag ceremonies, do not maintain proper posture during formal stances, and do not take the national anthem seriously for instance, by deliberately singing differently or disturbing others during the ceremony. Observations inside the classroom also show a lack of historical awareness, as some classrooms are missing essential elements such as photos of national heroes, national symbols, and maps of Indonesia. These behavioral patterns may reflect a deeper issue: the declining internalization of historical and national values among students, which can be influenced by

rapid changes in communication technology that often shift young people's attention away from national identity and historical consciousness (Mukhibat & Effendi, 2020). Not putting the flag in front of the class, not being disciplined in going to class, and not completing assignments on time, not using good and correct Indonesian when expressing opinions (Sung, 2020).

One of the fundamental challenges facing education today is the moral decline among the younger generation. Education is not only expected to transfer knowledge but also to shape students' character and behavior both inside and outside the classroom (Alper & Deryakulu, 2016; Meijer et al., 2015). However, in reality, many adolescents engage in negative behaviors, including juvenile delinquency, which has become a persistent issue in both educational and societal contexts (Thijssen et al., 2022). This erosion of national and moral values is a growing social phenomenon that can be observed across many regions (Adli & Fatimah, 2019; Maulani et al., 2022; Nucci et al., 2014; Sakki & Pirttilä-Backman, 2019). Various complex factors contribute to this trend, including the negative impacts of globalization and westernization, which have penetrated the still-fragile foundations of national identity and integrity (Pradana et al., 2021; Silitonga, 2020).

At a time when shocks to the nation's integrity are occurring, components of the nation, including the younger generation, are more preoccupied with practical and momentary matters (Haniah et al., 2020; Revell & Arthur, 2007). This ahistorical

condition of the nation can also be seen in the social behavior of students (Fahmy et al., 2015; Khoshnodifar et al., 2020; Sri Latifah, 2014).

Regarding the low level of students' historical awareness such as lack of participation in flag ceremonies and the absence of national symbols in classrooms reflect symptoms that align with (Subaidi, 2020b) view on the erosion of national values and asocial behavior. These findings indicate that the issue of historical awareness is not an isolated matter, but rather part of a broader problem concerning national character and identity. Primordialism, individualism, and even separatism have truly threatened the integrity of the nation. Most of the nation's children do not want to know that this nation was born through a long historical journey, thanks to the hard work of the nation's warriors, the endless sacrifices of the founding fathers, and the spilled blood of heroes for independence. National and moral values among students have really reached an alarming level (Endaryati et al., 2020; Maulani et al., 2021; Subaidi, 2020b).

In practice, history learning in schools faces significant challenges. Many students show low interest and passive attitudes toward history lessons (Novalinda et al., 2018; Takenaka & Soga, 2019a, 2019b). History is often perceived as boring because it relies heavily on memorization rather than critical engagement. As a result, students struggle to connect with historical content in meaningful ways. This issue persists across various educational levels, although the structure of history learning may differ for example, history is taught as a separate subject at the high school level, but integrated into social studies at the elementary and junior high school levels is not beneficial because the study is about the past. History learning is considered to have no significant contribution to the dynamics and development of the nation

(Amboro et al., 2022; Bunari et al., 2023, 2024).

Low motivation to learn is also closely related to students' awareness of history which they do not yet fully possess (Abbas et al., 2023; Edling et al., 2020; Jafar, 2021; Lu et al., 2021). History is still considered material for memorization and nostalgia for the past, both by history students and non-history students. But when they are asked about age and regional origin as well as other things related to identity, they can be answered easily. They unconsciously forget that all the answers refer to past experiences and information, which is nothing but history. This reality shows that without realizing it, even though it is not stated explicitly, they have historical awareness. And at least with that awareness, they can know who they are now (Sariyatun et al., 2018).

On a broader scale, the current generation must know the identity of their nation and country. It's not enough to live in one area. They need to know the background of national identity, which involves the region in the past (Gestsdóttir et al., 2018; Nitko & Brookhart, 2011). If students become unfamiliar with the culture closest to them, they will not know their nation's culture well and themselves as members of the nation's culture. In such a situation, he is very vulnerable to the influence of outside culture and even tends to accept outside culture without a process of consideration (valuing). This tendency occurs because he does not have norms (anomie) and national cultural values that can be used as a basis for making considerations. The stronger the basic considerations he has, the stronger his tendency to grow into a good citizen. In this way, students will become Indonesian citizens who have insight, ways of thinking, ways of acting, and solving problems in accordance with the norms and values characteristic of Indonesia (Subaidi, 2020a; Zamecnik et al., 2022).

The role of the history teacher is also really important for the process of cultivating historical awareness (Jaskulowski & Surmiak, 2017; Rulianto & Hartono, 2018; Yudiana, 2020), the history teacher has a role which is referred to as transmitting historical knowledge and encouraging students to build their own knowledge. Another thing is that teachers must of course have wisdom in themselves so they can set an example in speaking and behaving. Everyone agrees that history learning does not only focus on cognitive aspects, but rather there is a balance between cognitive, affective, and skills aspects. Understanding the facts (name, place, time) is indeed important, but what is more important is that students are able to answer a problem with a historical thinking framework (cause-effect, synchronic-diachronic). So it can raise students' historical awareness in high school) (Adli & Fatimah, 2019; Boty et al., 2023). Developing critical thinking power is also a factor that has the potential to develop students' awareness in the context of the past. Historical awareness can, among other things, be seen from the aspect of love for the homeland, or in other words, the attitude of nationalism and patriotism reflects historical awareness. If the concepts of historical awareness are presented to students, then students will undoubtedly verbally state that they have a sense of love for their homeland, nationalism, and patriotism (Adli & Fatimah, 2019; Jaskuowski & Surmiak, 2015).

Based on the background above, the researcher, in this case, feels the need to discuss more deeply historical awareness, which is very important and is needed when developments in the current era of globalization are so rapid with all their influences and impacts on the younger generation, namely students, and of course, this will also have an impact on character and behavior in daily life both in the school and community environment. Therefore, research is needed regarding the cultivation of historical

awareness in history learning in high school. For this research, the researcher took the location at SMAN 6 Metro because this school is a high school that does not have many students with the hope that the historical awareness of students will also be high considering that teachers can observe and understand students fully. Even though there are only a few students, they are on their way. History subject teachers have tried to implement the cultivation of historical awareness in history learning although in the process of course there are still factors that hinder the cultivation of students' historical awareness. Based on the background above, the researcher studied deeply the cultivation of historical awareness in history learning and found out what factors encouraged and hindered the process of cultivating historical awareness at SMAN 6 Metro.

## METHOD

This study employs a qualitative approach aimed at understanding social phenomena from the participants' perspective (Gläser-Zikuda et al., 2020). Participants in this research are individuals who are interviewed, observed, and asked to provide data in the form of opinions, thoughts, and perceptions related to the research topic. Understanding of the phenomenon is achieved through intensive interaction between the researcher and participants, as well as through the interpretation of meanings assigned by the participants to specific events or situations (Barus et al., 2020).

The qualitative approach adopted in this study is phenomenological in nature, as described by (Syahputra et al., 2021), which seeks to understand the subjective experiences of individuals as they are lived and interpreted. This approach emphasizes the importance of context in comprehending human behavior and aims to explore the deeper meaning behind every observed social symptom.

Qualitative research is both naturalistic and holistic, utilizing various data collection techniques such as in-depth interviews, participatory observation, and documentation. The goal is to explore meanings, concepts, characteristics, and symbols related to a particular phenomenon in a descriptive and contextual manner. This method is often referred to as a naturalistic approach because it is conducted under natural conditions without manipulating the research environment.

In this research, the focus is directed toward the process of cultivating historical awareness among students at SMAN 6 Metro. The researcher seeks to explore in depth how this process unfolds and to identify the supporting and inhibiting factors in the implementation of history learning aimed at fostering historical consciousness (Sakki & Pirttilä-Backman, 2019). The results of this study are expected to provide an accurate and comprehensive description of the phenomena under investigation.

## RESULTS AND DISCUSSION

### The Reality of History Learning

The reality of history learning at SMAN 6 Metro so far. The research results show that before the teacher carries out the learning process the teacher prepares the syllabus, lesson plans, and learning media. The syllabus used by history teachers is the syllabus prepared by the curriculum center and the preparation of lesson plans is discussed with history teachers at SMAN 6 Metro. The material used by history teachers is not only from textbooks obtained from the government, but teachers also use worksheets and sources from the internet. This is due to the limited number of books available in schools. Apart from sources from the government, there are also other sources that are used as references. Such as materials on the internet, and materials from worksheets that are used as additional teaching materials. This is due to the

constraints of limited textbooks from the government. This causes teachers to have to look for additional references to get around this.

In the teaching and learning process, teachers also use varied learning methods such as lectures, sociodrama, and discussion methods. Using varied methods will certainly make the learning process more interesting. History learning will become monotonous and boring if it does not use varied methods. Although in practice the method used must also be adapted to the historical material to be taught. Like the lecture method, it seems like an ordinary method and will be boring, but if used correctly, the lecture method will be effective in several historical materials. The lecture method is still needed in learning history, as stated by Mr. Joko, it is necessary to use varied methods so that students do not get bored easily and are not lazy in studying history. Such as lecture methods which are still needed, discussion methods, sociodrama, field trips, discussing local history and cultural history. Which is then readjusted to the historical material that will be discussed.

Based on interviews conducted by researchers with history teacher Mr. Joko, the methods used in learning history: First, the discussion method is an effective method in learning history, students are required to solve problems or topics in historical material that require analysis, using the discussion method will make students more involved in expressing their thoughts and also learning to train students to be able to have a wise attitude in deciding on decisions resulting from discussions that will be agreed upon by their group and will then foster good cooperation between their peers. As stated by Mr. Joko, the use of the discussion method is a method commonly used in history learning, because the use of the discussion method will foster students' activeness in learning history, learning to work together, and finding solutions to solve problems in historical

material. As well as fostering the activeness of students and each group to display or present the results of their discussions.

Second, the lecture method often referred to as the conventional learning method, is a one-way method from teachers to students which is conveyed orally in the form of information related to historical material. In practice, the lecture method is a method that is still needed in history learning if it is adapted to the material. History will be discussed. Based on the researcher's interview with Mr. Jokobeliau, the lecture method is a method that is still needed in history learning because there are historical materials that require more explanation to students. The use of the lecture method is also a method that is easy to combine with other methods, is flexible, and can make things easier. The teacher delivers material to students. However, its use must also be adjusted to the historical material to be discussed. Third, the sociodrama method, based on an interview with Mr. Joko, said that the sociodrama method is also suitable for use in history learning because it will foster students' creativity and foster students' courage and self-confidence. History learning that directly involves students will provide stronger memories in students' minds because they experience memorizing and remembering process by process to be able to display sociodrama related to historical material.

However, in its implementation, Mr. Joko said that the use of the socio drama method often experiences obstacles, especially regarding insufficient time to complete learning using the socio drama method so most students are not ready to perform optimally. This happens when students perform socio drama while reading the text that has been prepared, and not memorized or remembered in your head. so the performance didn't go well. It is not only a matter of time but also related to the students themselves because they do not have the seriousness to carry it out. In achieving student learning outcomes, of

course, the profession of a teacher cannot be separated from the activities of assessing, weighing, and measuring as a logical thing to find out whether the implementation of the learning plans that have been prepared at the beginning of each semester is in accordance with the teacher's targets. In this case, assessment is used to make decisions about whether students are successful or not in achieving predetermined competencies. Of course, each subject has its own assessment standards. However, in general, to assess and determine the achievement of a subject competency is to cover three aspects, namely the cognitive, affective, and psychomotor domains.

Likewise, the assessment carried out by Mr. Joko also carried out an assessment based on three aspects, namely the cognitive domain (knowledge), the affective domain (attitude), and the psychomotor domain (skills). It could be said that all subjects must contain cognitive, affective, and psychomotor elements. If it is related to Bloom's taxonomy regarding learning objectives, it is a hierarchical structure for identifying students' thinking skills from low to higher levels of thinking. However, in reality, not all learning has to reach the highest level. However, the use of Bloom's taxonomy is a model that is quite well known and is used as a guide in formulating learning objectives.

## **Teachers' Efforts to Instill Historical Awareness in History Learning**

The cultivation of historical awareness is very important as time goes by and the development of the era is currently increasingly rapid, historical awareness in learning history is something that can be done to shape students into individuals who understand and comprehend identity, values, and events that make today's world (Althof & Berkowitz, 2006; Pike, 2010). By understanding and understanding that past events have an influence on the present,

studying the changes that have occurred and the development of values in history provides a reflection and makes it possible to form a deeper understanding of the diversity that shapes humans into individuals who are able to appreciate and shape themselves today. The life experiences between previous generations will become an illustration for generations to be more open about their way of thinking so that they can provide a meaningful context for future generations.

Historical awareness related to the past will provide an understanding of the possible impacts of what could happen in the future, meaning that when an understanding of past patterns is embedded in our thinking, it will provide an overview of the possible impacts of our actions, thus making us able to prepare for the future. a brighter future and ready to face the challenges that will occur in the future. In this case, historical awareness in history learning is important to form critical thinking and have an attitude that can reflect the values of nationalism and patriotism that can be adopted in history learning (Mulyana, 2013; Pradana et al., 2021; Pranata et al., 2020; Surandi et al., 2020). By studying and understanding history through various historical learning sources, of course, in this case, teachers have a very important role in trying to instill historical awareness in students.

Efforts to instill historical awareness in students at SMAN 6 Metro show that Mr. Joko has tried to instill historical awareness in students based on the results of observations and interviews conducted by researchers at SMAN 6 Metro. The existing history learning was then developed by teachers using various methods and models. Interesting learning so that students actively participate in learning history. Mr. Joko also makes use of the smallest things in cultivating historical awareness in students, as well as utilizing local history and local culture which provide meaning to their values and culture.

In line with what Sofan said, the learning design designed by history teachers can serve as a basis for strengthening the development and instillation of values in history learning (Amri, 2013). It is hoped that by specifically designing history learning with local learning sources, it will be an inspiration for teachers and students to develop their local knowledge. Local sources can be used for learning according to the local context where they are located. Learning designs can contain national character values that can be integrated with the material being taught.

The following are history teachers' efforts to instill historical awareness in history learning: (1) teachers instill historical awareness starting from small things about each student's personal self by giving assignments that require students to actively analyze and be aware of their own history. It self, in this case, it makes students aware that historical awareness can start by knowing their own identity. This is also in line with Hasan's opinion. By knowing their age and regional origin and other things related to identity, they unconsciously forget that all the answers refer to experience. and past information, which is nothing but history (Hasan, 2012). This reality shows that without realizing it, even though it is not stated explicitly, they have historical awareness. And at least with that awareness, they can know who they are now.

This was also conveyed through an interview with Mr. Joko. Giving assignments related to self-identity will train students to be able to analyze, explain, and make students aware that they themselves are the driving force of history through small things about their own identity. (2) efforts to instill historical awareness with historical material that contains the values of nationalism and patriotism, which provides fundamental learning and opens students' understanding of the civilization of the Indonesian nation. Historical material is educational material that can describe and provide an overview of

historical facts that occurred, both regarding time, events, and important figures in Indonesian history, for example, historical material relating to the struggle of the Indonesian people to maintain the integration of the nation and state of the Republic of Indonesia (Arifin, 2021; Jaskulowski & Surmiak, 2017; Pradana et al., 2021).

This makes it possible to require students to be able to analyze and think critically and provide awareness of the importance of unity and brotherhood as the glue of the nation in facing national disintegration (3) teachers actively participate in approaching students in learning history by providing enlightenment not to carry out actions that could destroy values and morals, as well as providing an overview of current phenomena, making it easier for students to realize and be able to take lessons from the history they have studied. (4) teachers use innovative and effective history learning methods with a project-based learning approach that involves and requires students to be able to design, explore, and analyze using activities as the medium. Using project-based methods will provide more significant memory and increased historical awareness compared to conventional learning approaches (Smith, 2020). (5) field trips or historical field trips have a good opportunity to increase students' historical awareness in direct history learning at historical sites or local culture which will provide experiences and memories for students and increase direct understanding and fulfill human needs in understanding history.

Field trips and historical field trips can fulfill students' curiosity needs in understanding history and provide enlightenment and awareness so that they continue to preserve regional culture and historical tourism, not only to raise awareness and understanding of history but also to deepen feelings of awe and pride about the struggles of the characters or the struggles of the heroes. Just like what Mrs. Rita did in

using historical tourism as a method that can increase students' historical awareness, one of which is by visiting the grave of Sultan al-Malik ash-shalih as the founder and first king of the Islamic Kingdom of Samudra Pasai, whose grave is located at North Aceh. Not only visiting historical tourism which has the potential to raise students' historical awareness, but also getting to know the culture in their own area, in this case, Mr. Jokom took students to the place of Gayo kerawang craftsmen to find out the history of Gayo kerawang. Kerawang Gayo is one of the cultural heritages of the Gayo tribe from Central Aceh which holds many moral messages, advice, and ancestral trust for future generations. Visiting directly, will certainly help students to continue to remember and record it in their memories and will increase awareness of the cultural history of their own region.

### **Encouraging and Inhibiting Factors in Instilling Historical Awareness in History Learning**

In the implementation of cultivating historical awareness, of course, there are several things that encourage or hinder the ongoing activities or process of cultivating historical awareness in schools. The following are factors that encourage the cultivation of historical awareness at SMAN 6 Metro; namely the professionalism of history teachers is the main factor in cultivating historical awareness (Anggraeni & Setiawan, 2022; Endaryati et al., 2020; J. Setiawan & Wulandari, 2018), the history learning process will run well when teachers have the expertise to teach science according to expertise in their field, in this case history learning must be held by undergraduate history education graduates, a phenomenon that is still frequently encountered, especially in regional areas, is when teachers who teach history lessons are not history education graduates.

Then, based on the results of observations and interviews conducted by researchers, the use of varied learning methods and models can encourage the cultivation of historical awareness, this has been realized by Mr. Joko. Where Mr. Joko uses more project-based and utilization methods that are able to produce work and form a good analytical spirit for students and effective learning models, one of which is the discovery learning model which requires students to be active and able to analyze learning activities (Ashaver, 2013). Therefore, the competence possessed by teachers is very important and influences the process of cultivating historical awareness. This can be seen based on observations made by researchers in several classes. It appears that students who have good historical awareness are students who have good enthusiasm for learning history. As stated by Mr. Joko, that there are differences between students who have good historical awareness and those who do not, one of which is students who are active in history learning activities, have a good curious spirit which requires students to want to ask questions continuously, and have a critical attitude and a strong memory of history.

The following are factors that hinder the instilling of historical awareness in history learning at SMAN 6 Metro: (1) Incomplete facilities. Incomplete facilities can also hinder the learning process and instilling historical awareness at SMAN 6 Metro, based on interviews and observations by researchers. However, this school has indeed provided a projector to support history learning in class, but like other supporting devices it is not yet available, such as a mini speaker for video playback, so the teacher himself has the initiative to bring a personal mini speaker, then based on observations made by researchers. In the library, history textbooks are still limited to Indonesian history and specialization books, while there are no books related to local history or international history.

(2) There is no history laboratory room, and there is no real history laboratory room that is also needed to collect students' work assignments regarding history learning, as stated by Mr. Joko that there is a special room for placing and compiling students' historical work. In the form of actual assignments are also needed so that the results of assignments or work related to history can be seen, and when students return to see the results of their work and assignments they can remember and increase their awareness of history. (3) Students' Attitudes, students' attitudes are one of the main factors that hinder the cultivation of historical awareness, the different backgrounds of students also influence students' learning motivation at school.

As stated by Alhadi, satisfaction of the need for self-esteem leads to feelings of self-confidence, worth, strength, capability, and adequateness, because they are useful and needed in the world (Alhadi & Nanda Eka Saputra, 2017). However, failure to meet these needs will result in feelings of inferiority, weakness, and helplessness. These feelings in turn give rise to despair. So it becomes a challenge for teachers to continue to strive to teach, provide motivation, and foster a good learning atmosphere. Students who do not have motivation in history lessons tend to get bored when history lessons take place, this results in students lacking enthusiasm to take history lessons, and when they have no interest in history lessons it will certainly make students unable to properly understand the meaning of history learning (Alhadi & Nanda Eka Saputra, 2017; Pianda, 2018; Takenaka & Soga, 2019a, 2019b; Villena Taranilla et al., 2022).

Based on observations made, it turns out that there are many students who do not have the enthusiasm to learn history, this can be seen through their attitude and behavior when the history lesson changes, there are students who deliberately enter the class late, do not have an attitude that is ready to start the lesson

history. This kind of attitude can also be categorized as that they do not have a good historical awareness because they consider studying history as something that is not important, and based on the researcher's interview with Mr. Joko, it turns out that the learning motivation of students is still lacking, due to the number of students which is not much also means that students do not have learning competition between peers so that they feel safe without having to study hard. This is also an obstacle not only for history lessons but also for other lessons.

This is a challenge for the teaching staff at the high school to continue to use effective methods and approaches so that students are willing to learn and follow history lessons well. (4) the limited time allocation for history lessons is also a factor that hinders the instilling of historical awareness in history learning in schools, whereas there is quite a lot of history learning material so its implementation cannot run optimally if the teacher does not use effective and appropriate methods according to the history lesson material of course, will experience obstacles in cultivating historical awareness.

Based on the explanation above, the researcher in this case provides an illustration of the existence of a strong link between internal and external factors. History teachers who are competent in their field and have good student learning motivation in taking history lessons will facilitate the emergence of students' good historical awareness at school. The use of appropriate, varied, and effective learning methods can increase students' historical awareness. As well as complete school facilities, sufficient time allocation will help teachers build the cultivation of historical awareness by planning effective learning methods in each of the many historical materials.

## CONCLUSION

The pervasive influence of globalization, exemplified by Western cultural trends and the Korean Wave, has been shown to negatively affect students, thereby underscoring the importance of continuously fostering historical awareness. History education serves as a vital instrument for reinforcing national identity and internalizing cultural values. The conclusions of this study are as follows: (1) history instruction at SMAN 6 Metro is implemented in accordance with the independent Curriculum, wherein teachers employ a variety of pedagogical methods and learning media tailored to the instructional content; (2) the cultivation of historical awareness is achieved through history materials that emphasize the values of nationalism and patriotism, supported by teacher engagement with students, the application of innovative and effective instructional approaches, and experiential learning through historical field trips; and (3) factors that support the development of historical awareness include the professionalism of history teachers, whereas hindering factors encompass inadequate school infrastructure, the absence of a dedicated history laboratory, passive student attitudes, and insufficient time allocation for history subjects.

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