



## USE OF KEDATON TEMPLE AS A SOCIAL LEARNING RESOURCE TO IMPROVE UNDERSTANDING OF HISTORICAL HERITAGE IN INDONESIA

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### *Abstract*

The aim of this research is to analyze the potential of Kedaton Temple as a social studies learning resource to increase students' understanding of historical heritage in Indonesia. Preliminary data collected shows that only a few students achieve adequate understanding in historical heritage material in Indonesia, while the rest show a low level of understanding. Preliminary observations show that students' lack of interest in social studies subjects is one of the main factors influencing low learning achievement. This research uses a qualitative approach with a case study method. The data analysis method used is an interactive model, which includes data reduction stages, data presentation, as well as drawing conclusions and verification. Data was collected through observation, interviews and documentation, then analyzed using triangulation techniques to ensure the validity of the results. Researchers applied source triangulation by comparing information from madrasa heads, social studies teachers, and Class VI students at MI Raudlatul Mutaallimin, in order to understand teachers' planning strategies for utilizing Kedaton Temple as a local learning resource. Social studies learning on Indonesian historical heritage material using a local history approach and the book "Candi Kedaton" has made a significant contribution to the learning experience of class VI students at MI Raudlatul Muta'allimin. Teachers succeeded in creating an interesting and meaningful learning atmosphere, enriching students' knowledge of local history, and increasing their interest, motivation and involvement. Constructivist and contextual approaches, together with the use of local historical sources, are effective in increasing students' learning interest and understanding. Teachers' perceptions and abilities are very important in utilizing Kedaton Temple as a learning resource. However, factors such as limited time allocation, costs, and temple conservation pose challenges in using it as a learning resource.

**Keywords:** *Kedaton Temple, Social Studies Learning Resources, Social Studies Teacher Perceptions, Learning Outcomes*

### INTRODUCTION

Education is the main foundation in the development of a nation. In Indonesia, the education system has a very vital role in shaping the character, intelligence and insight of the younger generation. However, challenges in the learning process are often faced by teachers, especially social studies teachers, who have to create interesting and meaningful learning experiences for students amidst limited facilities and resources. Azzahra, Gusti, & Widodo (2023) said that teachers, as the main movers in implementing the curriculum, should have the ability to design original and innovative learning activities according to the nature of the material being taught, with the aim of achieving the desired

learning outcomes.

The concept of social studies education, involving the development of knowledge, attitudes and social skills to form good individuals, has become an important part of discussions about the curriculum and education system in Indonesia. This is also part of the social education program in the context of formal education. Meanwhile, the aim of social studies subjects in elementary schools is to develop religious attitudes in students, encourage honesty, democracy, creativity and critical thinking skills. Apart from that, this lesson also aims to increase interest in reading, enthusiasm for learning, high curiosity, concern for oneself and the environment, active participation in the development of social and cultural life, as well as

good communication skills (Anggraeni, Rustini, & Wahyuningsih, 2022).

Teachers often face big challenges in creating meaningful and relevant learning experiences for students, especially when talking about understanding historical heritage in Indonesia in class VI social studies material. In an effort to bridge this problem, the use of appropriate and valuable learning resources in the learning process becomes very important. Meanwhile, Nachrawie (2017) said that the use of the environment as a learning resource is based on the concept of the four pillars of learning proposed by UNESCO including: Learning to know, Learning to do, Learning to life together, Learning to be.

Learning from the surrounding environment provides significant experience because of the connection between what is learned and the situation around it. Warner, Eames & Irving (2014) explain that “many teachers engage their students in experiential learning in nearby local environments. Often these teachers partner with passionate, knowledgeable outdoor and environmental educators to provide experiences that can foster knowledge and attitudes of caring in students” (p. 83).

This research is based on awareness of the importance of integrating local history in the social studies learning process for class VI MI Raudlatul Mutaallimin students on historical heritage material in Indonesia. In the context of this research, it is analyzing the potential for using Kedaton Temple as a social studies learning resource, with a focus on its influence on students' learning understanding. Preliminary data collected shows that only a few students achieved adequate understanding in historical heritage material in Indonesia, while the rest showed a low or very low level of understanding. The survey also shows that students' lack of interest in social studies subjects is one of the main factors influencing low learning achievement in these subjects so that learning strategies that are more interesting for students are needed (Wajilah, 2024).

The use of local history as social studies learning material in formal educational institutions in Indonesia has become common practice. Such as research by Mulyono in (2019) which utilized Dieng Temple as a learning resource for junior high school social studies in Wonosobo, Leo Agung (2019) who developed Toponymy in Vorstelanden Surakarta, and Sulisty (2019) who utilized historical sites from the Colonial period in Batu City as a learning

resource. Apart from that, Bella, Farhan, Ayundasari, & ..., (2023) utilized Songgoriti Temple as a source for learning local history, as a historical source and combined it with an environment-based learning model. A study conducted by Fauzan, Wijayanti, & Nurholis (2023) utilized the Ronggeng Temple site as a source for learning history through media. morph transition powerpoint For Class X IPS II MA Fathurrahman Students.

Research on the use of local historical sources was also carried out by Mardiani, Fahriannor, & Subiyakto (2022) by utilizing the Agung Amuntai Temple site as a source for learning history at MAN 2 Hulu Sungai Utara. Utilizing learning resources that are located close to the surrounding environment can help teachers make the material taught to students more real. A study conducted by Asyadzili, Sendratari, Pageh (2020) Jawi Temple in Pasuruan Regency, East Java as a source of history learning for high school students shows that Jawi Temple can be used as a source of history learning for high school students through comic media, which can increase motivation and students' conceptual understanding of historical material.

The aim of this research is to analyze the potential of Kedaton Temple as a social studies learning resource to increase students' understanding of historical heritage in Indonesia. Preliminary data collected shows that only a few students achieve adequate understanding in historical heritage material in Indonesia, while the rest show a low level of understanding. Preliminary observations show that students' lack of interest in social studies subjects is one of the main factors influencing low learning achievement. .

Kedaton Temple, as a historical and cultural site, offers great potential as a relevant and interesting social studies learning resource to increase the understanding of class VI students at MI Raudlatul Mutaallimin regarding historical heritage material in Indonesia, but this potential has not yet been utilized properly by social studies teachers. at the Institution. The location of Kedaton Temple is in Kedaton hamlet, Andungbiru village, Tiris sub-district, Probolinggo Regency, and is still in the same area as MI Raudlatul Mutaallimin, namely Andungbiru village. This temple has typical Hindu characteristics with a size of 6 square meters and the year of construction is written on the steps. The relief on the edge of the stairs lists the year 1292 Saka or 1370 AD, believed to be a historical

site for the Shiva Hindu religion.

MI Raudlatul Mutaallimin Andungbiru, a general educational institution with Islamic religious characteristics located in Andungbiru village, has faced challenges in increasing class VI students' understanding of social studies subjects on historical heritage material in Indonesia. Initial observation results show that the majority of students have not reached an adequate level of understanding in historical heritage material in Indonesia. This is a serious concern because a lack of understanding in social studies subjects can hinder the development of students' understanding of history, geography and society. Students' understanding of Social Sciences is influenced not only by the content of the lesson material, but also by the teaching methods used by the teacher (Alam, Buatan, Siswa, & Dasar, 2023).

## RESEARCH METHOD

This research adopts a qualitative approach with a case study method to explore various aspects related to the use of Kedaton Temple as a social studies learning resource. This approach allows an in-depth analysis of the implementation, perceptions and obstacles faced in using Kedaton Temple as learning material about historical heritage in Indonesia, with the aim of gaining a comprehensive understanding.

The data analysis method used is an interactive model, which includes data reduction stages, data presentation, as well as drawing conclusions and verification. Data was collected through observation, interviews and documentation, then analyzed using triangulation techniques to ensure the validity of the results. Researchers applied source triangulation by comparing information from madrasa heads, social studies teachers, and Class VI students at MI Raudlatul Mutaallimin, in order to understand teachers' planning strategies for utilizing Kedaton Temple as a local learning resource.

## FINDINGS AND DISCUSSIONS

### Findings

This research focuses on four main aspects, so the research results can be described as follows:

#### 1. Integration of the Kedaton Temple site in Class VI social studies learning through books about Kedaton Temple as teaching materials.

The implementation of learning historical heritage material in Indonesia using a local history approach and utilizing the book "Candi

Kedaton" has made a major contribution to the learning experience of class VI MI Raudlatul Mutaallimin students. Social studies teachers have succeeded in creating an interesting and meaningful learning atmosphere, enriching students' knowledge of local history, as well as increasing their interest, motivation and involvement in the learning process. Implementing social studies learning using the book "Candi Kedaton" as teaching material through a constructivist, contextual approach and local historical sources is effective in increasing students' interest in learning.

The book "Kedaton Temple" as teaching material on historical heritage material in Indonesia is very effective in increasing the understanding and interest in learning of class VI MI Raudlatul Mutaallimin students. This book meets curriculum standards, uses visual illustrations and a glossary to facilitate understanding, and provides a meaningful learning experience and enriches students' insight into local and national history.

#### 2. Implementation of social studies learning by utilizing the Kedaton Temple site as a learning resource

Learning activities on historical heritage material in Indonesia using Kedaton Temple learning resources have increased enthusiasm, participation, interest and learning achievement for class VI MI Raudlatul Mutaallimin students. The relevance of the material to students' local lives makes learning more meaningful, encouraging deeper understanding and achieving optimal learning outcomes. The Kedaton Temple site is more than just a learning resource, but also a starting point for a deeper and more memorable learning experience for students.

This learning method has a substantial impact. Students not only directly experience local cultural heritage through visits to temple sites, but also experience a significant increase in understanding and appreciation of their cultural identity. Additionally, it was noted that this method effectively increases student engagement in the learning process.

#### 3. Evaluation of Learning Outcomes After Students Are Involved in Learning Activities

The implementation of learning evaluation of historical heritage material in Indonesia using Kedaton Temple teaching materials has shown that the evaluation method applied is effective in measuring student understanding. Observations,

written tests and oral tests show high student activity, understanding and achievement. The validity and reliability of the evaluation tools used ensure accurate and consistent results, providing a strong basis for decision making in the learning process. This combination of evaluation methods provides a more comprehensive picture of student abilities and achievements. Documentation of teacher assessment results also proves a real increase in student learning outcomes.

Evaluation and follow-up in learning historical heritage material in Indonesia with a focus on Kedaton Temple showed positive results. Analysis of the evaluation results helped identify areas of discussion that needed improvement, and follow-up strategies involving interactive teaching methods and temple mock-up projects proved effective. The practical involvement of students, in making temple mock-ups increases their engagement, understanding of the material, and collaborative skills. The follow-up learning designed by the social studies teacher successfully meets students' needs and potential, ensuring sustainable growth in the learning process.

#### **4. Supporting and Inhibiting Factors for Using Kedaton Temple as a social studies learning resource**

Teachers' perceptions and abilities are very important in utilizing Kedaton Temple as a social studies learning resource, providing interesting learning experiences for students regarding historical heritage in Indonesia. Awareness of the importance of preserving local historical heritage and good integration in the curriculum are the keys to success. The results of observations, interviews and documentation confirm the madrasa's commitment to ensuring the use of local learning resources such as temples becomes an integral part of the learning process. The use of local history sources has been well integrated into the curriculum and learning, with efforts to align visit schedules so as not to interfere with other subjects, showing serious attention to the quality of comprehensive and sustainable learning.

Based on observation, interview and documentation data, it can be concluded that the integration of Kedaton Temple in the MI Raudlatul Mutaallimin curriculum shows a commitment to utilizing local historical sources for social studies learning. Social studies teachers use Candi Kedaton as a relevant learning resource, enriching students' learning experiences and

improving the quality of learning. Resource support at the Kedaton Temple location is an important factor in its use as a learning resource. A well-maintained location and good accessibility make it easier for teachers and students to carry out study visits. Supporting facilities such as information boards and safe areas for exploration add to the educational value of this temple.

Limited time allocation for social studies learning is the main obstacle in utilizing Kedaton Temple as an effective learning resource. The proposed solution includes careful planning and time management strategies, as well as special time allocation for field visits to Kedaton Temple. The cost factor is also an obstacle in using Kedaton Temple as a social studies learning resource at MI Raudlatul Mutaallimin. To overcome this obstacle, careful planning and appropriate financing strategies are needed. Teachers are expected to be able to develop strategies to overcome cost constraints and utilize existing facilities

Conservation and maintenance of Kedaton Temple is also an inhibiting factor in its use as a learning resource. Damage or deterioration in the physical condition of temples can reduce the educational value that can be provided to students during field trips and interfere with their understanding of the historical stories contained in the reliefs.

## **DISCUSSION**

After researchers collect research data through observation, interviews and documentation, the next step is to carry out data analysis to provide a deeper understanding of the research findings. Based on the data obtained, the researcher then processed and explained the data in detail. The following is a summary of the results of data analysis originating from the observation, interview and documentation process, which includes the main findings revealed, in-depth interpretation of the data, as well as the implications arising from these findings:

### **1. Integration of the Kedaton Temple Site in Class VI Social Sciences Learning through the Kedaton Temple Book as Teaching Material**

The implementation of learning historical heritage material in Indonesia through a local history approach and the use of the Kedaton Temple book has made a major contribution to the learning experience of class VI students at MI Raudlatul Muta'allimin. The social studies teacher

succeeded in creating an interesting and meaningful learning atmosphere by integrating material about Kedaton Temple, a local historical heritage that is rich in cultural and historical value. Enriched history learning by utilizing historical heritage objects around students aims to increase their response and interest in history lessons (Far, 2020).

The implementation of social studies learning using the Candi Kedaton book as teaching material was carried out using a constructivist, contextual approach and local historical sources which proved effective in increasing students' interest in learning. This learning strategy provides learning experiences that are meaningful and relevant to students' real lives so that students' knowledge can be constructed from the initial knowledge they have. The constructivist approach used in this learning also encourages students to build their own knowledge through exploration, discussion and reflection. Students are invited to actively participate in the learning process, explore information about Kedaton Temple, and relate it to the knowledge they already have. Thus, students not only receive information passively but are also actively involved in forming their own understanding of local history (Magdalena, Agustin, & Fitria, 2024).

The contextual approach in using the Candi Kedaton book also plays an important role in increasing students' interest in learning. The material presented in this book is linked directly to students' daily lives and the environment around them, making learning more relevant and interesting. Through field trips to the Kedaton Temple site or through research projects that require students to seek additional information from various sources, students can see firsthand historical evidence and understand the importance of the site in the local historical and cultural context. These activities not only enrich their knowledge but also make learning more alive and real (Renhoat, 2023).

Apart from high enthusiasm, students also show great interest in the learning material. The relevance of the material to students' local life plays an important role in enhancing their interest. Through a strong connection between learning material and the surrounding reality, students feel more connected to the topic being studied. Students see the direct relevance of the knowledge they gain in everyday life, so they are more motivated to study seriously (Lestari, 2020).

Based on this explanation, the use of the book

"Candi Kedaton" as local history teaching material which is integrated with the MI Raudlatul Muta'allimin curriculum and presented with various approaches, provides meaningful learning for students in understanding historical heritage material in Indonesia. Problems in social studies learning at MI Raudlatul Muta'allimin on historical heritage material in Indonesia can be overcome through the use of the book "Candi Kedaton" with a constructivist, contextual approach and the use of local historical sources.

## **2. Implementation of Social Studies Learning by Utilizing the Kedaton Temple Site as a Student Learning Resource**

Learning at the Kedaton Temple location uses a field trip learning method which has a substantial impact on class VI students at MI Raudlatul Muta'allimin. Students not only directly experience local cultural heritage through visits to temple sites, but also experience a significant increase in understanding and appreciation of their cultural identity. Direct experience in the field with visits to temple sites, this activity provides an opportunity for students to be actively involved in the learning process, which ultimately increases their understanding of local history and culture. When students see and experience historical heritage in Indonesia for themselves through Kedaton Temple learning resources, students can relate the concepts learned in class to the reality around them, this can help to internalize knowledge in a deeper and more meaningful way (Asmara, 2019).

The implementation of learning activities at temple locations cannot be separated from learning theories: constructivism, contextual theory and the theory of using local historical sources.

### **a. Constructivist Learning**

Constructivist learning at the Kedaton Temple location emphasizes the active role of individuals in building knowledge and understanding through the process of building meaning based on experience, thinking and reflection. In constructivism theory, knowledge is not received passively, but is built by individuals through interaction with the environment and experiences. Through the use of Kedaton Temple learning resources students can build their own knowledge. They are actively involved in the learning process, exploring, asking questions, discussing and seeking understanding through interaction with learning material and with fellow students. Teachers act as facilitators who help

students understand concepts, encourage critical thinking, and facilitate the knowledge construction process (Kowarin, Sumolang, Makaluy, & Poch, 2023).

#### b. Contextual Learning

Contextual learning theory using the Kedaton Temple site emphasizes the importance of connecting lesson material with real situations. This approach aims to make learning more relevant and meaningful, so that students can understand academic concepts better and apply them in real life.

#### c. Theory of Local History Utilization

The use of local history in historical heritage material in Indonesia is a learning process that is an important basis for contextual and meaningful education. Learning at the Kedaton Temple location aims to optimize the potential of local history as a learning resource, but it is very important to understand the learning theories that underlie its practical implementation.

Utilizing learning theories in using local history as a learning resource, teachers create meaningful, relevant and inspiring learning experiences for students. More than simply conveying information, this approach allows students to build a deep understanding of their local historical and cultural heritage, while developing the skills and attitudes necessary to become open-minded and well-rounded global citizens.

Learning plan documentation also functions as an important evaluation tool for teachers to evaluate the effectiveness of learning and make improvements if necessary. Social studies teachers analyze lesson plans and student learning outcomes, teachers can identify the strengths and weaknesses of the learning methods applied, as well as develop better strategies to improve students' learning experiences in the future. Based on direct experience in the field and support from lesson plans carefully prepared by the teacher, this learning method has also succeeded in arousing students' interest in studying local history and culture. By presenting learning material in an interesting and relevant way to students' lives, teachers can build strong emotional connections between students and the learning material. This triggers students' curiosity and interest in better understanding and appreciating their own cultural heritage (Martha, Sa'diyah, Maulana, & Wardo, 2023).

The implementation of learning historical heritage material in Indonesia using Kedaton Temple learning resources has had a big positive

impact on class VI students at MI Raudlatul Muta'allimin. The integration of material about Kedaton Temple in learning not only increases students' enthusiasm, participation and interest in learning, but also improves their learning achievement. The relevance of the material to students' local lives makes learning more meaningful and provides a deep and memorable learning experience.

### 3. Evaluation of Learning Outcomes After Students Are Involved in Learning Activities

Evaluation of learning historical heritage material in Indonesia using Kedaton Temple teaching materials has shown that the evaluation method applied is effective in measuring student learning outcomes. Observations, written tests and oral tests are used as the main evaluation tools in measuring student activity, understanding and achievement. Observations are carried out to monitor student participation and engagement in learning activities, providing direct insight into their progress in understanding the learning material. Written tests are used to measure students' understanding of the key concepts being taught, while oral tests provide opportunities for students to verbally express their understanding (Yusuf, 2023).

#### a. Observation

Observation is an evaluation method that involves direct observation of student behavior and activities during learning activities at the Kedaton Temple site. Through observation, teachers can assess how students interact with the learning environment, how they observe artifacts, and how they participate in discussions and group activities. Observation allows teachers to identify students' active involvement, their ability to apply theoretical knowledge to real contexts, as well as their attitudes towards the material being studied (Nugroho, Subadi, & Fathoni, 2018).

Based on the results of observations and interviews during a visit to Kedaton Temple, data was obtained that the teacher observed how students analyzed the reliefs on the temple walls, interacted and discussed with their friends about the findings they saw. Students were active in learning at the temple location and the teacher also noted the students' ability to ask critical questions and connect the information obtained with previous knowledge through information from the book "Candi Kedaton".

#### b. Writing test

Written tests are an evaluation method commonly used to measure students' knowledge and understanding of the material they have studied. After a visit to Kedaton Temple, a written test can be used to assess how well students understand the historical, architectural and cultural information related to the temple. This test can include various types of questions, such as multiple choice, short answers, and essays (Sani, 2022).

#### c. Oral test

Oral tests are an effective evaluation method for assessing students' verbal abilities and communication skills. After learning activities at Candi Kedaton, oral tests have been used to evaluate how well students can explain the information they have learned, answer questions, and participate in discussions.

This oral test provides information about the success of learning using Kedaton Temple learning resources. The use of local learning resources allows students to demonstrate their understanding verbally, as well as develop critical thinking and clear communication skills. Oral test results show good success in learning, with data indicating increased student understanding.

### 4. Supporting and Inhibiting Factors for Using Kedaton Temple as a social studies learning resource

#### a. Supporting factors

Utilizing Kedaton Temple as a social studies learning resource has great potential to enrich students' learning experiences by linking local historical and cultural concepts with real life. Several supporting factors include linkages with the madrasah curriculum, social studies teachers' perceptions and abilities regarding the selection of learning resources, and resource support.

##### 1) Social Studies Teachers' Perceptions and Abilities

Teacher perception in learning involves selection, organization, and interpretation of information to form a meaningful understanding of the subject matter. This process not only depends on the physical stimulus, but also on the relationship between the stimulus and the surrounding environment and the individual's condition. Teacher perception can be explained as follows: a) The process of recognizing objects and events objectively with the help of the senses. b) Awareness of organizational processes. c) The use

of past experiences to give meaning to the senses. d) Factors that influence the perception process, including the organization's ability to differentiate between stimuli. e) Intuitive awareness of the truth or direct belief about something (Rahman, Nurhayati, & Luawo, 2021).

Social Sciences teachers' perceptions of Candi Kedaton's learning resources are an innovative step in enriching Social Sciences (IPS) learning. As a rich historical and cultural site, Kedaton Temple offers opportunities for social studies teachers to integrate the concepts of history, culture and past community life in learning. Teachers who are aware of the importance of preserving local historical heritage are able to integrate the use of Kedaton Temple effectively in the curriculum, making it the key to success in learning. The ability of teachers to understand the importance of good integration between local learning resources and learning materials, teachers can provide meaningful learning experiences for students (Prastowo, 2018).

#### 2) Integration with the Curriculum at MI Raudlatul Muta'allimin

##### a) Curriculum and Learning Time

Learning in Madrasas is based on KMA No. 347 of 2022 is a series of activities that run in synergy, from planning, implementation, to assessment/learning assessment, which are interconnected with each other. Learning planning is an activity carried out by educators to design learning activities so that they run effectively and efficiently in achieving learning goals.

Social studies education aims to create individuals who have in-depth knowledge and understanding of society and its culture. They are expected to be individuals who are religious, honest, democratic, creative, analytical, fond of reading, have good learning abilities, great curiosity, and care about the social and physical environment. Apart from that, it is hoped that they will be able to make a productive contribution to the development of social and cultural life. Social studies teaching has an important role in developing various aspects, including intelligence, skills, knowledge, sense of responsibility, and understanding of democracy (Artia et al., 2023).

The use of local historical sources that have been well integrated into the curriculum and learning at MI Raudlatul Muta'allimin by trying to align the visit schedule to Kedaton Temple so as not to interfere with other subjects is a serious

concern for the quality of comprehensive and sustainable learning. The learning program at the Kedaton temple location will provide students with a more comprehensive understanding of historical heritage material in Indonesia. Students not only gain knowledge about local history theoretically, but also have in-depth direct experience through visits to historical sites (Aswati, Fatma, Burhan, & Hisna, 2023).

#### b) Resource Support at the Kedaton Temple Location

The availability of adequate supporting facilities also contributes to increasing student interest in learning. With a comfortable and informative environment, students feel more interested in being involved in learning and are more open to exploring the concepts being taught. Thus, the resource support available at the Kedaton Temple location not only provides easy access for learning, but also creates a fun and meaningful learning environment for students. These facilities not only add to the educational value of the temple, but also support the realization of more effective and interesting learning in the field of social studies (Marhayani, 2018).

#### b. Obstacle factor

##### 1) Learning Time Allocation

A dense curriculum and limited learning time can hinder the use of Candi Kedaton in the social studies learning process. Teachers have difficulty setting aside sufficient time for field visits or learning activities related to historical sites, because the time allocation for social studies subjects is only 3 (three) lesson hours per week. This limitation is a major obstacle to exploiting the full potential of historical sites as effective learning resources.

Limited time allocation can also limit the teacher's ability to design and implement comprehensive learning activities at the temple location. Learning in the field requires thorough preparation, including planning transportation, time needed for travel, and organizing activities that are in accordance with the learning objectives that have been set. Additionally, with limited time, it is difficult for students to gain a deep and sustained learning experience at the temple site. A short visit is not enough to fully understand the history and cultural richness contained therein.

One proposed solution is to allocate special time in the learning schedule for a field trip to Kedaton Temple. By providing separate and regularly scheduled time, students can experience

learning at a temple without feeling rushed or worrying about not having enough time for other subjects. This setting will provide an opportunity for students to deeply explore this historic site, allowing them to learn more thoroughly and immerse themselves in the learning experience.

##### 2) Cost

Utilizing Kedaton Temple as a learning resource in social studies learning activities has educational benefits, but also requires significant costs and resources. Transportation costs to take students to the temple location are one of the main components that must be taken into account. Schools with limited budgets will have difficulty covering these costs. Apart from transportation costs, managing field visits also requires careful planning and funding. Schools need to ensure that the visit runs smoothly and safely, which means there must be adequate supervision and guidance throughout the activity. This includes assigning accompanying teachers, providing safety equipment, as well as logistical preparations such as food and drinks, as well as medicines for students during visits.

Overall, although the use of Kedaton Temple as a learning resource provides many benefits in social studies learning, challenges in terms of costs and resources cannot be ignored. Schools need to find creative solutions to overcome these obstacles, such as looking for sponsors, collaborating with related parties, or applying for financial assistance from the government. With the right commitment and support, this program can run successfully and provide a meaningful learning experience for students.

##### 3) Conservation and Maintenance Issues

Damage to structures can be caused by natural factors such as weather, earthquakes or erosion, as well as human activities such as the use of inappropriate chemicals in the maintenance process. This decline in physical condition not only reduces the aesthetic beauty of the temple but also reduces the amount of historical information that students can obtain. For example, eroded relief or collapsed building structures can remove important clues about people's lives and culture in the past.

Conservation and maintenance of Kedaton Temple is a factor that is an obstacle to its use as a learning resource at MI Raudlatul Muta'allimin. Damage or deterioration in the physical condition of a temple can directly affect the educational value that can be provided to students during field



trips. Apart from that, this can also interfere with students' understanding of the historical stories contained in the temple reliefs. Despite this, teachers and students still admit that Kedaton Temple still provides a valuable learning experience. Even though some of the reliefs were damaged, there are still other reliefs that can be understood and provide insight into Indonesian history. The comfortable atmosphere around the temple also provides opportunities for students to deepen their knowledge of history, even though the physical conditions of the temple may not be completely ideal (Saryono, Iriansyah, & Hardiyanto, 2024).

## CONCLUSION AND SUGGESTION

### Conclusion

The results of the research show that learning historical heritage material in Indonesia using a local history approach using the Kedaton Temple site makes a major contribution to the learning experience of class VI students at MI Raudlatul Mutaallimin. Various findings from this research can be concluded as follows:

1. The book "Candi Kedaton" as a social studies teaching material for class VI at MI Raudlatul Mutaallimin increases students' interest and understanding of local history and develops their critical and creative skills.
2. A field visit to the Kedaton Temple Site helps students understand and appreciate Indonesia's historical heritage in more depth, as well as increasing their involvement and social skills in the learning process.
3. Evaluation methods such as observation, written tests and oral tests show an increase in student understanding and achievement after learning at Candi Kedaton, with learning outcomes above the Minimum Completeness Criteria.
4. The use of Kedaton Temple as a learning resource is supported by teacher commitment and good facilities, but is constrained by limited time and budget. Solutions include careful planning and appropriate financing strategies.

Overall, the use of local learning resources such as Kedaton Temple has had a significant positive impact on student learning on historical heritage material in Indonesia.

### Suggestion

Based on the research findings, the following are several suggestions put forward by researchers, namely:

1. Strengthening Teacher Training, Social Studies Teachers need to receive ongoing training on local history-based learning methods, including the use of books such as "Candi Kedaton". This training will help integrate the material more effectively and interestingly.
2. Development of Interactive Teaching Materials, it is recommended to develop interactive teaching materials that can be used in conjunction with the book "Candi Kedaton". These teaching materials can include multimedia, digital learning modules, and mobile applications that support local history learning.
3. Collaboration with Cultural Institutions Collaboration with local cultural and archaeological institutions can enrich learning content. Teachers and students can gain direct access to historical sources, such as the Kedaton Temple site, to enhance the learning experience.

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