

# Preserving Legacy: Developing an Interactive History Book for FKIP Universitas Sriwijaya

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## ABSTRACT

The Faculty of Teacher Training and Education (FKIP) at Universitas Sriwijaya has played a critical role in shaping Indonesia's education system by producing qualified educators. Despite its long-standing contributions, comprehensive documentation of its historical development remains scarce. This study aimed to develop an interactive digital history book for FKIP Universitas Sriwijaya. The research utilized a dual-method approach: historical research was used to gather and verify archival data, while the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) guided the development process. The book incorporated multimedia features such as archival photographs, background music, and a user-friendly interface to enhance engagement and learning. The interactive history book significantly improved students' understanding of FKIP's history. This was evidenced by a rise in average test scores from 37.5 (pretest) to 89.5 (posttest), with a statistically significant difference ( $p = 0.000$ ) shown through paired sample t-tests. Additionally, 85% of surveyed students reported feeling more connected to FKIP's legacy and expressed increased institutional pride. The integration of interactive elements was instrumental in increasing students' comprehension and emotional connection to FKIP's history. The digital format not only enhanced learning outcomes but also contributed positively to institutional identity. The interactive history book effectively documented FKIP's legacy and fostered student engagement. Future research could explore its long-term impact on institutional reputation, including alumni involvement, student enrollment, and public perception at broader levels.

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## 1. INTRODUCTION

The Faculty of Teacher Training and Education (FKIP) at Universitas Sriwijaya is one of Indonesia's prominent higher education institutions, located in Palembang, South Sumatra. Established as part of Universitas Sriwijaya, FKIP is dedicated to producing professional and competent teachers capable of contributing to educational development at local, national, and international levels. The faculty plays a

crucial role in preparing teachers in Indonesia for this role, particularly in South Sumatra. Since its inception, FKIP Universitas Sriwijaya has undergone various phases of development, reflecting the social, political, and educational dynamics of Indonesia (Subair, 2024). Over time, the faculty has continually adapted to contemporary demands through curriculum updates, teaching methods, and infrastructure improvements.

However, the lack of comprehensive historical documentation on FKIP Universitas Sriwijaya has posed several challenges. This limitation has affected not only students' and the public's understanding of FKIP Universitas Sriwijaya's contributions to educational history but also weakened institutional pride among students and alumni. This impact is further reflected in the limited availability of academic references addressing the history of higher education in South Sumatra.

Institutional historiography is grounded in the understanding that historical narratives play a crucial role in shaping the collective memory and identity of an institution, particularly educational institutions (Sakki, 2025; Susilo, Anwar, & Agung S, 2025). History functions not only as a record of past events but also as a means to strengthen a sense of community, foster pride, and affirm the values upheld by the institution (Chatterjee, 2020; Popa, 2022; Putra, 2021). In this context, historical narratives help reinforce the emotional connection between students, alumni, and the broader academic community.

When presented through interactive media, the theoretical approach used is constructivism, which emphasizes that learning is more effective when learners are actively engaged through experiences that integrate text, images, and sound simultaneously. This method of presenting history enhances comprehension while fostering a stronger sense of belonging to the institution (Mohammed & Kinyo, 2020; Popa, 2022; V & A, 2016). Therefore, integrating institutional historiography with interactive media serves as an effective educational strategy to instill institutional identity and promote a sustained sense of ownership and pride within the academic community.

The history of FKIP Universitas Sriwijaya is inseparable from the broader context of Indonesia's educational evolution. For instance, national education policies, such as Law Number 20 of 2003 on the National Education System and the implementation of the Independent Curriculum (*Kurikulum Merdeka*), have encouraged faculties to continuously innovate in teaching methods and curriculum updates. Moreover, FKIP Universitas Sriwijaya has witnessed pivotal events in the nation's history, including student movements and educational reforms in the last few decades. By documenting the history of FKIP Universitas Sriwijaya, a history book conceptualised in this study seeks to chronicle the faculty's journey while reflecting the social transformations and educational dynamics of Indonesia (Azizah, Alam, & Nursyaban, 2024; Putri & Syarifuddin, 2023).

To date, no comprehensive document or publication has thoroughly detailed the extensive history of FKIP Universitas Sriwijaya, including its role in producing competent teachers and its contributions to advancing education in Indonesia. While many FKIP Universitas Sriwijaya alumni and faculty members have made significant impacts in education, their contributions remain under-documented. This lack of documentation not only hinders recognition of their achievements but also weakens the faculty's institutional identity amid global competition and the increasing rivalry among educational institutions. Furthermore, the relationship between FKIP Universitas Sriwijaya's historical documentation and institutional pride requires attention. This historical book is expected to serve as a tool for fostering students' and alumni's pride in the faculty's role by presenting inspiring narratives of alumni contributions to education or reflecting on the institution's achievements within the context of national history.

The limited documentation of FKIP Universitas Sriwijaya's history also affects the availability of references for researchers and academics interested in exploring Indonesia's educational history. Information regarding the development of higher education in South Sumatra, particularly related to FKIP Universitas Sriwijaya, is challenging to access and is rarely utilised (Wiyanarti, Supriatna, & Winarti, 2020). Although the faculty has experienced various socio-political dynamics, such as changes in national education policies, student movements, and educational reforms, their impact on the faculty's transformation has not been comprehensively discussed. Additionally, FKIP Universitas Sriwijaya

requires an academic promotional medium to enhance its visibility at the national and international levels. Thus, the development of FKIP Universitas Sriwijaya's historical book becomes a vital step in documenting the faculty's journey, strengthening its institutional identity, and providing a valuable academic reference.

A previous study closely related to present one by Setiawan and Prabowo (2022), titled *"The History of the Establishment of 'Aisyiyah Higher Education Institutions (PTA) in Indonesia,"* suggests that Muhammadiyah and 'Aisyiyah higher education institutions have strong historical roots as part of social movements that transformed into higher education institutions. This process demonstrates continuity between the cultural values upheld by the Muhammadiyah and 'Aisyiyah social movements and the social needs that drove the establishment of these institutions. The aforementioned study on the history of Muhammadiyah and 'Aisyiyah higher education institutions aligns with the development of the historical book on FKIP Universitas Sriwijaya conducted herein, as both aim to document the historical journey of educational institutions as part of social movements and institutional transformation.

Accordingly, this study seeks to delve deeper into the development of FKIP Universitas Sriwijaya since its establishment, particularly concerning aspects of infrastructure, curriculum, and leadership structure, which have been integral to its historical journey. This study is expected to provide a clearer picture of how FKIP Universitas Sriwijaya has evolved and made an impact in the field of education in Indonesia. Furthermore, it aims to emphasise the importance of documenting history to strengthen institutional identity. The findings of this study are anticipated to be beneficial to many parties, particularly researchers interested in educational history and policy.

## 2. METHODS

This study employs a mixed-methods approach, integrating historical research methodology with development research to comprehensively achieve its objectives (Syahrizal & Jailani, 2023). The historical research methodology includes stages such as heuristics, source criticism, interpretation, and historiography (Huda, 2021; Rustamana, Zahwan, Hilmani, & Selma, 2024), which are applied to collect and analyse historical data related to the development of the Faculty of Teacher Training and Education (FKIP) at Universitas Sriwijaya. Meanwhile, the ADDIE model used in the developmental portion involves the stages of analysis, design, development, implementation, and evaluation (Andi Rustandi & Rismayanti, 2021; Putri & Syarifuddin, 2023; Taqwa & Raupu, 2022), used to design and produce the historical book of FKIP Universitas Sriwijaya. The research subjects of this study are students from the History Education Study Programme at FKIP Universitas Sriwijaya, located in the FKIP campuses in Indralaya District, Ogan Ilir Regency, and the city of Palembang.

The first stage in the historical methodology is heuristics, or the collection of sources. The data collection process involves both primary and secondary data through document analysis, in-depth interviews, and direct observation. At this stage, specifically, some initial difficulties and limitations were encountered regarding access to archives or required old data, such as the physical degradation of paper records, administrative barriers, and access restrictions or privacy policies. Additionally, this stage involves identifying and analysing gaps in the primary sources, such as a lack of relevant data, fragmented information, or biases in historical documentation. The second step is source criticism (Pahlevi, Asmi, Yusuf, & Dhita, 2021), which entails verifying and evaluating the authenticity and credibility of the collected sources. Once the historical sources are verified, the next step is interpretation, at which stage, an analysis of the obtained data is conducted to connect various significant events and decisions influencing the development of FKIP Universitas Sriwijaya. The final stage in the historical methodology is historiography, which involves writing and organising the research findings into a comprehensive historical narrative (Sair, 2014). The writing of the historical book of FKIP Universitas Sriwijaya is then followed by development research using the ADDIE model.

The initial stage in the ADDIE model is needs analysis (Ali, G et al., 2024). At this stage, a needs analysis questionnaire is distributed to students of the History Education Study Programme at FKIP Universitas Sriwijaya. The subsequent stage is the design stage, where an outline script is created along

with expert validation sheets in the form of questionnaires to be used as assessment instruments for content, media, and language experts. During the development stage, the draft is prepared using Microsoft Word and then converted into the FlipHTML5 format (Petun, Rochmat, & Zulkarnain, 2023).

The next stage is implementation, in which individual, small-group, and field tests are conducted. During this stage, criteria such as the accuracy of information, completeness of content, text structure, clarity of language, visualisation, reader engagement, and the relevance of the content to student needs were used to evaluate the draft of the book during the implementation tests. This process enables the collection of direct feedback and input from the student participants. The final stage is evaluation, where statistical analyses of pretest and posttest results from the students during the field trials are conducted (Fitri, Netriwati, & Andriani, 2021). The instruments used in this study include interview guides, document checklists, data recording tools, needs analysis statements, expert validation sheets, student response sheets, and product evaluation instruments. For example, the expert validation sheets include aspects such as the accuracy of historical data, narrative structure, and visual appeal, while the student response sheet assesses readability, interactive design, and the level of material comprehension. These instruments are designed to obtain valid data regarding the history of the Faculty of Teacher Training and Education at Universitas Sriwijaya and to evaluate the quality and effectiveness of the developed historical book.

### 3. FINDINGS AND DISCUSSION

The development process of the FKIP Universitas Sriwijaya historical book began with a historical research methodology comprising heuristics, source criticism, explanation, interpretation, and historiography stages to ensure the accuracy and validity of the historical data. Subsequently, the research process proceeded with the development portion employing the ADDIE model, consisting of the stages of analysis, design, development, implementation, and evaluation. The detailed stages in the development of the FKIP Universitas Sriwijaya historical book are outlined below.

#### 3.1. Historical Research

##### 3.1.1. Heuristics

The initial stage of this historical research portion is heuristics, which involves the collection of relevant historical sources. In this study, primary data were obtained from the archives of Rector's decrees (SK) from Universitas Sriwijaya, official documents from the Ministry of Education and Culture (Kemendikbud), university and faculty guidelines, as well as in-depth interviews with former FKIP Universitas Sriwijaya leadership. This stage aims to identify and gather valid and comprehensive information from various documents and related informants. The primary source most critical to this research was the Establishment Decree of FKIP issued by the Minister of Higher Education and Science (No. 6/1961, dated 13 June 1961) and signed by Iwa Kusumasumantri. Another essential source is the Rector's Decree regarding the merger of the Faculty of Education (FIP) and the Faculty of Teacher Training (FKg), which were re-established as a single Faculty (FKIP) based on Rector's Decree No. 2922/PT.11.1.1/c.2.a/1983, dated 5 September 1983.

The Rector's decrees from the early years reveal that the establishment of FKIP was closely tied to government policies focusing on strengthening teacher education. One significant document is the decree on the establishment of FKIP, which outlines the initial vision of the faculty as an institution dedicated to preparing highly competent teachers. Interviews with several former FKIP leaders revealed the challenges faced during the faculty's formation years, including limited facilities, a shortage of teaching staff, and inadequate funding support. Nonetheless, these obstacles were overcome through a clear vision and collaborative spirit.

Documents from the Ministry of Education highlight multiple curriculum revisions aimed at adapting to the demands of time and global dynamics. These transformations included a shift from content-based curricula to competency-based curricula. Internal FKIP archives also document several key decisions in the development of new study programmes to address educational needs. These

additions were made to broaden academic scope and provide students with more diverse options. Initially, the English B-1 Course was the first study programme offered. Today, FKIP has expanded to 15 study programmes in pursuit of its objectives. Interviews with former deans highlighted various strategies implemented to foster faculty progress, such as extending collaborative networks with other universities domestically and internationally.

### 3.1.2. Source Criticism

Once all sources related to the past of FKIP Universitas Sriwijaya had been collected, the next step is source criticism, a process of verifying and evaluating the authenticity and credibility of the gathered sources. In this study, verification was carried out by assessing the validity of Rector's decrees related to the establishment of FKIP Universitas Sriwijaya, along with various other educational policy documents. Furthermore, interviews with retired FKIP leaders provided direct perspectives that strengthened and confirmed the facts obtained from these archives and documents. The verification of historical sources faced several challenges such as limited access, document deterioration, and biases that influence the interpretation of facts. Further analysis had to be made regarding the authenticity of the collected documents, as well as an understanding of the socio-political context of their creation to ensure informational accuracy. This process involved more than merely gathering facts; it required a critical assessment of the sources' purposes and perspectives.

### 3.1.3. Source Interpretation

After the historical source verification process was completed, the next step was interpretation. During this stage, the collected data were analysed to link various events and significant decisions that influenced the development of FKIP Universitas Sriwijaya. Through interpretation, the social, academic, and policy dynamics underpinning curriculum changes, study programme expansions, and strategic decision-making within FKIP leadership were explored. For instance, interviews with FKIP leadership highlighted the early challenges, such as limited infrastructure and funding, and how a clear vision and collaborative spirit played pivotal roles in overcoming these obstacles.

Additionally, socio-political changes in Indonesia, particularly following the 1965 G30S/PKI event, significantly impacted the dynamics of higher education, including the Faculty of Teacher Training and Education (FKIP) at Universitas Sriwijaya. New Order (Orde Baru) policies prioritising political stability were reflected in the appointment of military-affiliated rectors and the student movement's takeover of campuses, such as at IKIP Bandung Palembang Branch. These conditions illustrate how educational institutions functioned not only as sites of learning but also as arenas of power struggles and negotiation.

The suspension of the Coordinator Dean position and the appointment of Drs. Usman Gani, as a caretaker, represented governmental efforts to reassert control over educational institutions amidst political turbulence. Furthermore, the introduction of new departments such as Mechanical Engineering and History in the early 1970s demonstrated FKIP's responsiveness to the demand for professional workforce development aligned with New Order development agendas. Thus, the evolution of FKIP Universitas Sriwijaya not only reflects internal faculty changes but also serves as a lens through which national policies and socio-political dynamics shaped the trajectory and identity of educational institutions in Indonesia.

### 3.1.4. Historiography

The final stage in the historical research methodology is historiography, which involves the systematic and comprehensive narration of research findings. In this study, historiography is manifested in the form of a historical book documenting the journey of FKIP Universitas Sriwijaya from its establishment to its current state as a faculty with 15 study programmes. The book is designed to document FKIP's academic and structural developments while also highlighting its contributions to the educational landscape, both in South Sumatra and at the national level. Following this, the book-writing process will continue with a development portion, carried out using the ADDIE model to ensure that the book is compiled in a relevant, informative, and reader-oriented manner.

### 3.2. Developmental Research

#### 3.2.1. Analysis

The needs analysis stage constitutes the initial stage in the development research, serving to assist in tailoring the research design to align with the characteristics and conditions of the target students. By understanding the needs and characteristics of the students, reference materials could be appropriately designed to be both relevant and targeted effectively.

**Table 1.** Result of the needs analysis

No.	Question	Result	Details
1.	How important do you think the existence of the FKIP Universitas Sriwijaya history book is for students?	1. 80% or 24 respondents answered "very important." 2. 16.6% or 5 respondents answered "important." 3. 3.3% or 1 respondent answered "very important."	The majority of respondents (80%) consider the FKIP Universitas Sriwijaya history book to be highly important as a reference for students.
2.	Do you feel that information about the history of FKIP Universitas Sriwijaya would be beneficial in broadening your knowledge about the faculty?	1. 80% or 24 respondents answered "very beneficial." 2. 13.3% or 4 respondents answered "beneficial." 3. 6.6% or 2 respondents answered "somewhat beneficial."	A total of 80% of students believe that information about the history of FKIP Universitas Sriwijaya is very beneficial for broadening their knowledge about the faculty.
3.	Are you interested in learning more about the founding history of FKIP Universitas Sriwijaya?	1. 70% or 21 respondents answered "very interested." 2. 26.6% or 8 respondents answered "interested." 3. 3.3% or 1 respondent answered "less interested."	Most students (70%) expressed a strong interest in learning more about the founding history of FKIP Universitas Sriwijaya.
4.	In your opinion, is it important for FKIP Universitas Sriwijaya students to study the faculty's history as part of their identity?	1. 66.6% or 20 respondents answered "very important." 2. 30% or 9 respondents answered "important." 3. 3.3% or 1 respondent answered "somewhat important."	A total of 66.6% of respondents view studying the history of FKIP Universitas Sriwijaya as essential for building their identity as students.
5.	Do you think the FKIP Universitas Sriwijaya history book should include the contributions of lecturers and alumni in the field of education?	1. 50% or 15 respondents answered "highly necessary." 2. 46.6% or 14 respondents answered "necessary." 3. 3.3% or 1 respondent answered "somewhat necessary."	Half of the respondents (50%) feel it is highly necessary to include the contributions of lecturers and alumni in the FKIP Universitas Sriwijaya history book.
6.	What are your thoughts on the importance of documenting the history of FKIP Universitas	1. 53.3% or 16 respondents answered "very important." 2. 43.3% or 13 respondents answered "important."	A total of 53.3% of respondents regard documenting the history of FKIP Universitas Sriwijaya as very important for enhancing the institution's image.

	Sriwijaya as a means of building the institution's image?	3.	3.3% or 1 respondent answered "somewhat important."	
7.	To what extent do you believe the FKIP Universitas Sriwijaya history book could enhance students' pride in the faculty?	1. 2. 3.	70% or 21 respondents answered "very large." 26.6% or 8 respondents answered "large." 3.3% or 1 respondent answered "somewhat large."	70% of respondents believe that the FKIP Universitas Sriwijaya history book greatly influences students' pride in the faculty.
8.	Do you feel that documenting the history of FKIP Universitas Sriwijaya could serve as a reference for studies on the history of education in Indonesia?	1. 2. 3.	53.3% or 16 respondents answered "strongly agree." 40% or 12 respondents answered "agree." 6.6% or 2 respondents answered "somewhat agree."	A total of 53.3% of respondents strongly agree that this book could serve as an important reference for studies on the history of education in Indonesia.
9.	How beneficial do you think it would be if information about the history of FKIP Universitas Sriwijaya were presented in book form?	1. 2. 3.	50% or 15 respondents answered "very beneficial." 46.6% or 14 respondents answered "beneficial." 3.3% or 1 respondent answered "somewhat beneficial."	Half of the students (50%) rate the FKIP Universitas Sriwijaya history book as highly beneficial for conveying information about the faculty.
10.	In your opinion, what format would be most engaging for the FKIP Universitas Sriwijaya history book?	1. 2. 3.	56.6% or 17 respondents answered "digital book with interactive media." 40% or 12 respondents answered "printed book with illustrations." 3.3% or 1 respondent answered "e-book."	A total of 56.6% of students prefer a digital book format with interactive media over other formats.

Data gathered from 30 students of the History Education Study Programme at FKIP Universitas Sriwijaya, class of 2022, through a needs analysis questionnaire suggest that there was a major consideration regarding the FKIP Universitas Sriwijaya historical book being important and beneficial for broadening students' knowledge of the faculty. Most students expressed a high level of interest in learning about FKIP Universitas Sriwijaya's history and recognised the importance of understanding the faculty's history as part of their identity. The book was also viewed as influential in fostering student pride and building the institution's image. Additionally, most students preferred a digital book format with interactive media as the most appealing option, indicating the need for modern presentation methods. Overall, the FKIP Universitas Sriwijaya historical book was deemed relevant and essential as an educational reference and institutional identity.

### 3.2.2. Design

At this stage, design of the development steps for the FKIP Universitas Sriwijaya historical book was created, beginning with an outline script as the content guide. This outline script included the framework of the book's content and other essential information to ensure a structured discussion aligned with the objectives. Validation sheets covering three main aspects—content, media, and language—were also prepared. These validation sheets were intended to gather feedback from related

experts, ensuring that the resulting historical book met quality standards and maximised its benefits for the readers. Below is the outline script that was developed.

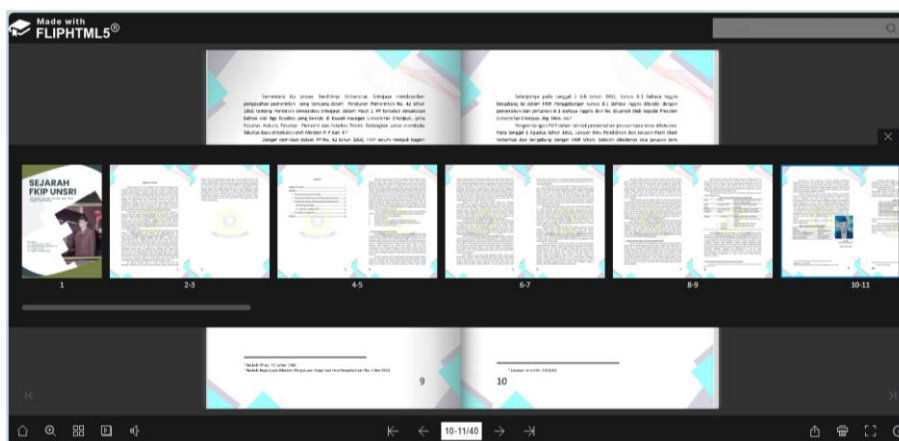
**Table 2.** Outline script for FKIP Universitas Sriwijaya historical book

Book Section	Description
Preface from the Writing Team	The purpose of writing this book is to document the history of FKIP Universitas Sriwijaya.
The Establishment of Universitas Sriwijaya	The background of the establishment of Universitas Sriwijaya in 1960, including the process of its formation and the role of FKIP in the early stages.
The Transformation of FKIP Universitas Sriwijaya into IKIP Bandung Branch in Palembang	The name change and restructuring of FKIP into IKIP Bandung Branch in Palembang. The role of IKIP Bandung Branch in the development of education in South Sumatra.
The Transformation of IKIP Bandung Branch in Palembang into the Faculty of Teacher Training and Education (FKg) and Faculty of Educational Science (FIP)	The transition process of IKIP Bandung Branch in Palembang into the Faculty of Teacher Training (FKg) and the Faculty of Educational Science (FIP). The development of curriculum and study programs in the new faculties.
From FKg and FIP to FKIP	The merger of the Faculty of Teacher Training and FIP into FKIP. The development of structure and study programs in FKIP. FKIP's contribution to the development of education in South Sumatra.
Closing	Reflections on the journey of FKIP Universitas Sriwijaya. Hopes for the future of FKIP Universitas Sriwijaya in enhancing its contribution to education in Indonesia, especially in South Sumatra.

### 3.2.3. Development

The development stage began with the compilation of materials on FKIP Universitas Sriwijaya's history, which had previously been gathered in the historical research portion. These materials were arranged into a manuscript using Microsoft Word, prioritising language that is simple yet informative, making it accessible to students. The content was organised sequentially and analytically, complemented by images and supporting data to enhance clarity and readers' engagement. The book structure includes an introduction, main chapters, and a conclusion summarising FKIP Universitas Sriwijaya's contributions to education.

Once the manuscript was completed, the design process continued with the book layout, including visual elements such as the cover and page backgrounds. The cover was designed to be simple yet attractive, highlighting FKIP Universitas Sriwijaya's identity, while the background incorporated Universitas Sriwijaya's logo to convey a professional impression. The design was created using Canva to ensure the book appeared neat and comprehensible. The book was then uploaded to the FlipHTML5 platform to be presented as an interactive e-book, enhanced with background music to create a more engaging reading experience.



**Figure 1.** The FKIP Universitas Sriwijaya Historical Book is displayed on the FlipHTML5 platform

The next stage involved product validation, where the developed book was evaluated by experts in content, media, and language aspects to ensure its quality and effectiveness. This validation process was conducted to assess the feasibility of the book in terms of content accuracy, visual presentation, and language use, based on systematically developed and standardized indicators. The validation instrument covered several key aspects, including the accuracy of information, the alignment of content with learning objectives, the coherence of content presentation, visual design aesthetics, and the readability of the language.

The validity of the instrument was determined through expert judgment, where validators provided both qualitative feedback and quantitative evaluations of various components of the book. Each expert was asked to complete an assessment form and provide suggestions for improvement. The reliability of the validation process was demonstrated through the consistency of assessments among validators. Although statistical reliability tests such as Cronbach's Alpha were not applied, the high degree of agreement and consistency among the expert evaluations indicate that the instrument used was sufficiently reliable to assess the overall feasibility of the product. The table below presents the list of expert validators involved in this study:

**Table 3.** Profile of expert validators

No	Name	Institution	Role in Validation
1.	Khalidatun Nuzula, M.Pd.	FKIP Universitas Sriwijaya	Language Expert
2.	Alif Bahtiar Pamulaan, M.Hum.	FKIP Universitas Sriwijaya	Content Expert
3.	Rani Oktapiani, M.Pd.	FKIP Universitas Sriwijaya	Media Expert

Table 4 presents the validation results provided by the experts for the FKIP Universitas Sriwijaya historical book.

**Table 4.** Result of the expert validation process

No	Aspect validated	Validation	Category
4.	Material	94.2%	Very valid
5.	Media	88.7%	Very valid
6.	Language	94.7%	Very valid

Based on the validation results presented in Table 4, the FKIP Universitas Sriwijaya historical book was overall rated as meeting high validity criteria. It was concluded that the book was suitable for use as a reference material with several revisions. Below are the revisions made based on feedback and suggestions from the experts.

**Table 5.** Revisions made following expert validators' comments

Expert criticism and comment	Before revision	After revision
Ensure that sources are added to the figures.	 <p>Gedung Perkuliahan FKIP Universitas Sriwijaya pada Periode 1961-1963 Jalan Serelo (Jalan AKBP M. Amin 24 II, Kebun Duka) Sumber: Dokumentasi Pribadi</p>	 <p>Gedung Perkuliahan FKIP Universitas Sriwijaya pada Periode 1961-1963 Jalan Serelo (Jalan AKBP M. Amin 24 II, Kebun Duka) Sumber: Dokumentasi Pribadi</p> <p><b>2. Perubahan FKIP UNSRI menjadi IKIP Bandung Cabang Palembang</b> Pada tanggal 3 Januari tahun 1963, Presiden Soekarno mengeluarkan</p>
Adjust the institutional logo to make it more transparent.		
Include a Table of Contents in the book.	-	 <p>DAFTAR ISI</p> <p>Pengantar Tim Penulis ..... 1</p> <p>DAFTAR ISI ..... 3</p> <p>1. Sekitar Berdirinya Universitas Sriwijaya ..... 4</p> <p>2. Perubahan FKIP UNSRI menjadi IKIP Bandung Cabang Palembang ..... 11</p> <p>3. Perubahan IKIP Bandung Cabang Palembang menjadi FKg dan FKIP ..... 13</p> <p>3.1. Fakultas Keguruan (FKg) ..... 14</p> <p>3.2. Fakultas Ilmu Pendidikan (FKIP) ..... 18</p> <p>4. Dari FKg dan FKIP menjadi FKIP ..... 20</p> <p>PENUTUP ..... 27</p>
Remove the first title as it is unnecessary.	 <p>SEJARAH FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SRIWIJAYA</p> <p>Berdirinya Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Universitas Sriwijaya (Unsri) merupakan sebuah proses yang panjang. Proses tersebut diawali dengan dibentuknya sebuah Panitia Pendirian FKIP yang diketuai oleh R.A Rani, perwakilan Departemen Pendidikan, Pengajaran, dan Kebudayaan (P. P dan K) Daerah Sumatera Selatan. Panitia ini pada awalnya dipersiapkan dalam rangka pembentukan Universitas Sriwijaya yang didalamnya terdiri dari beberapa fakultas. Pendirian FKIP sendiri baru tercapai pada tahun 1961. Dua tahun setelah berdirinya FKIP terjadi perubahan status dari salah satu fakultas yang ada di Unsri, berubah atau diintegrasikan menjadi bagian dari Institut Keguruan dan Ilmu Pendidikan (IKIP) Bandung cabang Palembang. Status sebagai IKIP Bandung cabang Palembang berlangsung sampai tahun 1969. Setelah itu</p>	 <p>Berdirinya Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Universitas Sriwijaya (Unsri) merupakan sebuah proses yang panjang. Proses tersebut diawali dengan dibentuknya sebuah Panitia Pendirian FKIP yang diketuai oleh R.A Rani, perwakilan Departemen Pendidikan, Pengajaran, dan Kebudayaan (P. P dan K) Daerah Sumatera Selatan. Panitia ini pada awalnya dipersiapkan dalam rangka pembentukan Universitas Sriwijaya yang didalamnya terdiri dari beberapa fakultas. Pendirian FKIP sendiri baru tercapai pada tahun 1961. Dua tahun setelah berdirinya FKIP terjadi perubahan status dari salah satu fakultas yang ada di Unsri, berubah atau diintegrasikan menjadi bagian dari Institut Keguruan dan Ilmu Pendidikan (IKIP) Bandung cabang Palembang. Status sebagai IKIP Bandung cabang Palembang berlangsung sampai tahun 1969. Setelah itu kemudian berubah lagi menjadi dua fakultas yaitu, Fakultas Keguruan (FKg) dan</p>
Revise the subheadings on the book cover, ensuring proper punctuation.	 <p>SEJARAH FKIP UNSRI</p> <p>Mengukir Sejarah, Membangun Masa Depan Pendidikan.</p>	 <p>FKIP UNSRI</p> <p>Mengukir Sejarah, Membangun Masa Depan Pendidikan</p>
Align the book title consistently for uniform presentation.	 <p>Penulis : Dr. Syarifuddin, M.Pd., Drs Syarifuddin Yusuf Ph.D., Dr. Fanda M.Si., Dr. Dedi Irwanto, M.A.</p>	 <p>Penulis : Dr. Syarifuddin, M.Pd., Drs Syarifuddin Yusuf Ph.D., Dr. Farida M.Si., Dr. Dedi Irwanto, M.A.</p>

Add descriptive captions to all tables.

adalah sebagai berikut.

Ketua	: R.A Rani	Kepala Perwakilan Departemen P, P dan K Daerah Sumatera Selatan
Wakil Ketua	: Ny. Djuariah Akib	Pimpinan B.1 Bahasa Inggris Negeri Palembang
Sekretaris	: Amran Halim, M.A	Dosen Bahasa Inggris B.1 Palembang
Bendahara	: Madian	Ketua Pengurus Daerah PGRI Sumatera Selatan
Anggota	1. M. Azwar	Kepala Inspeksi Daerah Pendidikan Departemen P, P dan K Daerah Sumatera Selatan
	2. R. M. Akil	Kepala SMA Negeri I/B Palembang
	3. Nuzuar St. Alamyah	Kepala SGA Negeri Palembang*

adalah sebagai berikut.

**Tabel 1. Susunan Panitia Persiapan Pendidikan FKIP**

Ketua	: R.A Rani	Kepala Perwakilan Departemen P, P dan K Daerah Sumatera Selatan
Wakil Ketua	: Ny. Djuariah Akib	Pimpinan B.1 Bahasa Inggris Negeri Palembang
Sekretaris	: Amran Halim, M.A	Dosen Bahasa Inggris B.1 Palembang
Bendahara	: Madian	Ketua Pengurus Daerah PGRI Sumatera Selatan
Anggota	1. M. Azwar	Kepala Inspeksi Daerah Pendidikan Departemen P, P dan K Daerah Sumatera Selatan
	2. R. M. Akil	Kepala SMA Negeri I/B Palembang
	3. Nuzuar St. Alamyah	Kepala SGA Negeri Palembang*

### 3.2.4. Implementation

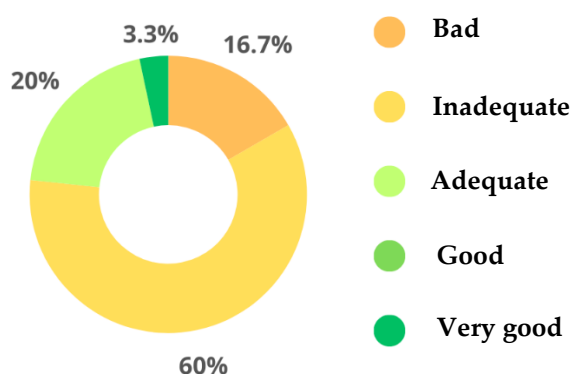
After the FKIP Universitas Sriwijaya historical book was deemed valid and feasible by the expert validators, the next step involved implementing it through a series of student tests. The objective of this stage was to assess the effectiveness of the FKIP Universitas Sriwijaya historical book by involving student participants as direct users. These tests were conducted in several phases: individual testing, small-group testing, and field testing. This aimed to observe students' responses to the book and evaluate how effectively it improved their understanding of FKIP Universitas Sriwijaya's history.

**Table 6.** Result of the student testing processes

No.	Test	Result	Category
1.	One-to-one	87.5%	Very practical
2.	Small group	88.8%	Very practical

The overall result of the implementation stage of the FKIP Universitas Sriwijaya historical book demonstrated exceptionally high practicality levels in two types of testing: one-to-one and small group tests. In the one-to-one test, the book achieved a practicality score of 87.5%, while the small group test returned with a score of 88.8%. These results indicate that the interactive features and digital format of the book successfully captured students' attention in diverse learning contexts. Its accessibility and interactive interface contributed to students' ease of use, directly enhancing the book's effectiveness as a learning resource.

Next, field testing was conducted to examine the effectiveness of the FKIP Universitas Sriwijaya historical book in a broader context. This testing involved 30 students from the History Education Study Programme of FKIP Universitas Sriwijaya. A pretest was given to measure the students' prior knowledge, followed by the distribution of the FKIP Universitas Sriwijaya historical book for their study. Afterward, a posttest was carried out to evaluate their understanding after reading the book. Figure 2 presents the scores obtained by students during the pretest.



**Figure 2.** Recapitulation of students' pretest result

The pretest result, as illustrated in the figure above, depicts the distribution of students' scores before reading the FKIP Universitas Sriwijaya historical book. A total of 18 students, or 60%, scored in the range of 21-40, indicating a low level of understanding. Meanwhile, five students (16.7%) scored in

the range of 0-20, reflecting an even lower comprehension level. Only six students (20%) achieved scores between 41-60, showing a moderate level of understanding, while one student (3.3%) scored in the range of 81-100, demonstrating excellent comprehension.

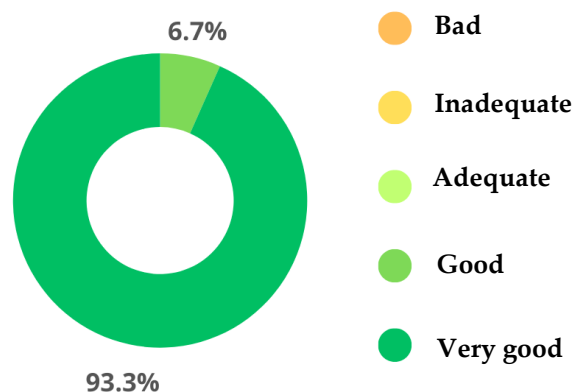


Figure 3. Recapitulation of students’ posttest result

The posttest results, as depicted in Figure 3, reveal a significant improvement in students’ understanding after reading the FKIP Universitas Sriwijaya historical book. A total of 28 students (93.3%) scored within the range of 81-100, indicating excellent comprehension of FKIP Universitas Sriwijaya’s history. Two students (6.7%) scored in the range of 61-80, signifying a good level of understanding. No students scored in the lower categories of 0-20, 21-40, or 41-60, indicating that all students experienced an improvement in their understanding of the material after using the book.

3.2.5. Evaluation

This study involved two types of evaluation: formative and summative. Formative evaluation was carried out continuously from the analysis stage to implementation. During the analysis stage, the need for a historical book was investigated that would not only serve as teaching material but also strengthen students’ understanding of FKIP Universitas Sriwijaya’s history. In the design stage, the book was structured with consideration for the relevance of the content, and during the development stage, it was validated by related experts, incorporating revisions based on their feedback.

The student tests conducted during the implementation stage, both individual and small-group, showed positive responses, although some improvements were still necessary. During the testing stage, feedbacks from students indicated that they found the features of the FKIP Universitas Sriwijaya history book highly helpful. However, some students encountered difficulties with sections addressing more complex historical events, particularly those discussing structural changes in FKIP Universitas Sriwijaya over time. They reported that the information presented was too dense and lacked concrete examples or illustrations to clarify the context. As a result, the book would benefit from a more organised chapter structure and improved writing style to ensure greater consistency and clarity, addressing these challenges effectively.

Subsequently, summative evaluation was conducted using pretests and posttests to measure the effectiveness of the FKIP Universitas Sriwijaya historical book in improving students’ understanding. Statistical analysis revealed a significant difference, tested through a t-test.

Table 7. Paired sample statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest score	37.5000	30	15.52251	2.83401
	Posttest score	89.5000	30	6.61112	1.20702

A comparison of the pretest and posttest scores showed significant improvement after the use of the FKIP Universitas Sriwijaya history book. The average pretest score was 37.5, which increased to 89.5 on the posttest. The book's interactive features and easily accessible content contributed to a substantial enhancement in students' understanding of FKIP Universitas Sriwijaya's history. The use of visual information and multimedia elements in the book likely played a significant role in improving the test scores, as students found it easier to comprehend and retain the information presented in an engaging and enjoyable manner. This improvement was also reflected in the reduced standard deviation of post-test scores, indicating greater uniformity in results among respondents.

**Table 8.** Paired sample correlation

		N	Correlation	Sig.
Pair 1	Pretest and posttest scores	30	.223	.237

The results of the correlation test between the pretest and posttest scores showed a value of 0.223 with  $p = 0.237$ , indicating no significant linear relationship between the two. However, this does not diminish the importance of the increase in students' posttest scores.

**Table 9.** Paired sample test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest score – Posttest score	-52.00000	15.45851	2.82232	-57.77230	-46.22770	-18.425	29	.000

A paired sample t-test revealed a significant difference between the pretest and posttest scores, with a mean difference of -52.00 and a p-value of 0.000. These findings indicate that the FKIP Universitas Sriwijaya historical book was effective in improving students' understanding of FKIP Universitas Sriwijaya's history.

### 3.3. Discussion

The primary objective of this study was to develop a history book for the Faculty of Teacher Training and Education (FKIP) at Universitas Sriwijaya, designed not only to serve as a reference or teaching material but also to enhance students' understanding of the faculty's historical journey. The findings revealed a significant improvement in students' comprehension of FKIP Universitas Sriwijaya's history after utilising the developed book. The needs analysis, conducted through questionnaires, indicated that the majority of students considered the history book both important and beneficial as a source of information that enriches their knowledge about the faculty. This book was perceived as capable of fostering a sense of pride and identity among students towards their faculty, an essential factor in building the institution's positive image. Additionally, the interactive digital book format emerged as the most appealing choice among students, reflecting the demand for a more modern and accessible presentation.

The low average pretest score (37.50) demonstrated that students initially had limited understanding of FKIP Universitas Sriwijaya's history. However, after using the book, the average posttest score significantly increased to 89.50. A paired sample t-test yielded a p-value of 0.000, indicating that the history book positively impacted students' understanding of the material. This result not only affirmed the success of the book's development as a historical reference but also underlined the effectiveness of presenting material through a more interactive and engaging approach in improving students' understanding and engagement with the faculty's history.

Despite these positive outcomes, several aspects of the history book require improvement. Based on the small-group test result, some students noted challenges with chapter structure and consistency in the writing style. These findings suggest that while the book effectively enhances their understanding, there remains room for improvement in the presentation of materials to ensure that all students can access the information more easily. Consequently, further revisions are necessary to refine the structure and writing style, ensuring greater consistency and clarity.

During the process of developing the FKIP Universitas Sriwijaya history book, various challenges were encountered that needed to be addressed to ensure the research's quality and accuracy. During the historical research portion of the study, the primary challenges involved collecting valid and reliable historical sources. Accessing internal archives and documents related to FKIP Universitas Sriwijaya's establishment and development required significant time and effort, particularly in locating relevant documents and verifying the authenticity of the information obtained. Interviews with former leaders also presented challenges, such as memory limitations or differing perspectives that could influence the objectivity of the collected data.

Moreover, the process of source verification and criticism demanded meticulous attention to avoid bias and ensure that the information used in the history writing was accountable. One of the main challenges was the limited access to original documents, which were often scattered across various locations or damaged due to age. Additionally, issues of bias in historical sources, whether intentional or unintentional, posed obstacles to the interpretation of facts. There were also difficulties in verifying the authenticity of the collected documents, especially in cases where there was a possibility of forgery or inaccurate reconstruction of information. In some instances, conflicting interpretations among sources further complicated the verification process, necessitating an in-depth analysis of the context, purpose, and perspectives of the authors. Thus, verifying historical sources extends beyond fact collection to include an understanding of the social, cultural, and political dynamics surrounding the creation of these documents.

In addition to the limitations of written documents, this study also faced challenges related to interviews, particularly concerning potential bias from the informants. The information gathered through in-depth interviews with individuals affiliated with FKIP Universitas Sriwijaya heavily relied on the subjective memories, personal experiences, and perceptions of each informant, which were not always objective. Factors such as age, former professional positions, and personal relationships may have influenced how informants recalled or interpreted past events. This introduces the possibility of both intentional and unintentional bias such as omitting facts, reinforcing particular narratives, or excluding information considered sensitive.

Moreover, the generalizability of the findings presents another limitation. As this study focuses exclusively on the institutional history of FKIP Universitas Sriwijaya, the results and narratives produced may not accurately represent the conditions, challenges, or developments experienced by other faculties of teacher training, either within Universitas Sriwijaya or at other higher education institutions across Indonesia. Therefore, the findings should be interpreted within the specific context of FKIP Unsri, while acknowledging that variations in institutional policies, historical circumstances, and local contexts may lead to differing outcomes elsewhere. To gain a more comprehensive understanding of institutional historiography in higher education, broader and comparative research across multiple institutions is strongly recommended.

In the book's design and development steps, the most significant challenges lay in adapting the collected historical material into a format that was both comprehensible and engaging for students. The selection of language that was straightforward yet informative required careful consideration to ensure that the intended messages could be well understood by readers from diverse educational backgrounds. Furthermore, ensuring that the book was truly relevant and met students' academic needs presented another challenge. Although the book underwent several validation and test phases, ensuring its broad acceptance and effective use in various classroom settings remained a critical concern. Although the book already includes several interactive features, such as hyperlinks to external

sources and evaluation quizzes, future editions could consider adding supporting multimedia elements, such as historical videos or interactive simulations, to further enhance user engagement.

The development of the FKIP Universitas Sriwijaya history book in this study shares similarities with studies on Muhammadiyah and 'Aisyiyah in terms of methodological approaches, driving factors for development, and the implications of the findings for strengthening educational institutions. Studies such as *"Muhammadiyah Sebagai Gerakan Pendidikan: Sejarah Eksistensi Perguruan Tinggi Muhammadiyah di Sulawesi Tenggara"* by Alifuddin (2021) and *"Sejarah Berdirinya Perguruan Tinggi 'Aisyiyah (PTA) di Indonesia"* by Setiawan and Prabowo (2022) employed historical approaches to explore the roots and social dynamics supporting the transformation of education into higher education institutions. Their data sources were derived from interviews, observations, and documents analysed through qualitative methods.

Similarly, the development of the FKIP Universitas Sriwijaya history book herein also relied on historical research to gather data. However, it advanced further by employing the ADDIE model to design an interactive digital book, transforming it not only into a historical documentation tool but also into an innovative learning resource aligned with the student needs. The driving factors for development in all these three studies involve a combination of internal and external elements. In the Muhammadiyah and 'Aisyiyah studies, internal factors such as moral awareness to advance education were the primary motivators, while external factors included pragmatic needs influenced by social, economic, and geopolitical conditions. The FKIP Universitas Sriwijaya book development in this study reflected similar dynamics, where an internal commitment to documenting the faculty's history served as an effort to strengthen institutional identity, while external needs for an interactive learning resource became the primary motivation for innovation.

In terms of outcomes, the Muhammadiyah and 'Aisyiyah studies highlighted how philanthropy, collective character, and social networks generated social legitimacy and sustainability for their higher education institutions. Meanwhile, the present study demonstrated that the interactive history book significantly enhanced students' understanding, fostered a sense of pride in the institution, and bridged relationships between students, alumni, and the faculty. This analysis highlights that a strong relationship between innovation and institutional strengthening is central to the success of all three studies. Historical development efforts, whether through social mobilisation as seen in Muhammadiyah and 'Aisyiyah or through technological innovation as exemplified herein, have proven to strengthen social legitimacy, institutional identity, and the sustainability of educational institutions.

This study opens considerable opportunities for further development, particularly in the field of historical documentation within academic environments. The FKIP Universitas Sriwijaya history book can serve as a model for other faculties in documenting and publishing their histories and contributions to education. Presenting the book in a digital and interactive format offers an innovative alternative for educational institutions to improve accessibility and the effectiveness of learning media, enabling students and the general public to access historical information more easily and engagingly.

Additionally, the development of this history book reinforces the understanding of the importance of history as a part of institutional identity. This understanding not only strengthens relationships among students, alumni, and institutions but also contributes to building a positive image of the institution at both national and international levels. Through this systematic and structured approach, this study can inspire other faculties at Universitas Sriwijaya and other universities in Indonesia to undertake similar efforts. Properly conducted historical documentation can serve as a model for institutional history research, preserving their journeys and contributions to shaping education and society in Indonesia.

#### 4. CONCLUSION

This study demonstrates that the development of the FKIP Universitas Sriwijaya history book successfully achieved its objectives of documenting the faculty's history and contributions to education

while presenting them in a modern and interactive e-book format. The developed history book functions not only as an educational reference for students but also as a means of strengthening the institutional identity of FKIP Universitas Sriwijaya. By employing simple language and engaging presentation, the FKIP Universitas Sriwijaya history book effectively enhanced students' understanding of the faculty's history, fostering pride and a positive institutional image among students and alumni.

Additionally, the findings of this study highlight opportunities for similar developments in other faculties and educational institutions. The approach combines historical research with the ADDIE development model and can be applied to document the histories of other educational institutions in Indonesia, thereby contributing to the reinforcement of their academic identities. Presenting such content in a digital and interactive format offers potential for improving the effectiveness and accessibility of learning media, which can be adapted by various educational institutions. For future versions of the FKIP Universitas Sriwijaya history book, incorporating more advanced interactive features such as animations, simulations, and integration with online learning platforms could further enhance the reader's experience, making it more immersive and engaging. These features could facilitate deeper understanding and enrich the learning experience for students and other readers.

For future research, it is recommended that the development of the history book continues by incorporating more advanced interactive features and leveraging the latest technologies to enhance the reader's experience. Subsequent studies could also explore the long-term impact of the history book on relationships between students, alumni, and the institution, as well as investigate the potential for developing history books for other faculties within the university and across Indonesia. Additionally, this history book could serve as a model for developing historical documentation in other educational institutions, whether at the faculty or university level, to strengthen academic connections and institutional identities across various educational institutions in Indonesia. This study could also serve as a foundation for creating a more structured and organised historical documentation system within the educational sector.

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