

## The Power of Contextual Learning: Dutch Colonialism in Ende-Lio and Its Effects on Students' Historical Awareness

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**Abstract:** This study aims to examine the effectiveness of local history-based teaching materials, specifically focusing on Dutch colonialism in Ende-Lio, in enhancing students' historical awareness at SMA Negeri 1 Wolowaru. The rationale behind this study is to make history learning more contextual, meaningful, and closely related to students' daily lives. By integrating local historical narratives into the classroom, students are expected to acquire factual knowledge and develop pride, responsibility, and a stronger attachment to their cultural heritage. This study employed a quasi-experimental method with a randomized pretest-posttest control group design. The population consisted of all eleventh-grade students at SMA Negeri 1 Wolowaru, with two classes selected as samples: XI-1 as the experimental group and XI-2 as the control group. Locally developed history modules on Dutch colonialism in Ende-Lio and a historical awareness questionnaire were used as instruments. Data analysis using descriptive statistical techniques revealed that students exposed to local history-based teaching materials achieved higher levels of historical awareness compared to those who experienced conventional learning methods. This finding confirms that embedding local historical contexts into history education provides a more engaging and meaningful learning experience, contributing to students' emotional engagement with the past and strengthening their awareness of national identity through local heritage.

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### Introduction

Education serves a crucial function in developing a generation that is not only knowledgeable and competent but also conscious of national identity and cultural heritage. History, as one of the main components of education, forms the foundation for understanding the journey of the Indonesian nation. However, history learning is often perceived as tedious because it focuses merely on memorizing dates and events, which causes students' interest in this subject to decline (Aman, 2011). This condition raises concerns about the effectiveness of the history teaching methods currently applied.

As a subject, history not only conveys past events but also helps students understand their identity and origins. The use of authentic historical sources, such as learning based on local history, can make the learning process more engaging and meaningful. Through this approach, students are not merely memorizing dates and names but can experience firsthand how history relates to their daily lives. As Kuswono et al (2021) stated, such learning models can improve students' motivation and academic achievement. More than just recalling the past, local history education offers students the opportunity to understand their cultural roots. When they recognize their regional heritage, their awareness of the contribution of local communities to the nation's history increases. This is not only about pride in ancestors but

also about realizing the responsibility to preserve cultural heritage passed down from generation to generation (Kuswono et al., 2021)

Furthermore, the use of local history in learning is not merely about transferring knowledge from teachers to students. Instead, this approach positions students as active participants engaged in cultural exploration. Sanjaya (2005) explained that this approach encourages students to discover learning materials independently and relate them to their personal experiences. When history is presented as a living learning experience, students can build a stronger sense of identity. They do not only become witnesses to past events but also part of the continuity of history itself. Through activities such as visiting historical sites, interviewing community elders, and participating in cultural rituals, students gain deeper and more contextual understanding. These experiences add deeper meaning to the learning process. In essence, history does more than record past occurrences it also imparts important lessons from every even (Syahputra et al., 2020)

Based on observations at SMA Negeri 1 Wolowaru, located in Ende Regency, East Nusa Tenggara Province, many students experience difficulties in understanding the history material taught. The material tends to be rigid and less relevant to their daily lives. In practice, students are often required to memorize facts without truly understanding the meaning or context behind these events. This leads to decreased interest in learning history, which ultimately affects their learning outcomes. Moreover, their awareness of the history of their place of origin, namely Ende-Lio, is also gradually declining. For example, they may know the name of Governor General Daendels but do not understand how Dutch colonial policies transformed the social and economic structures in their own region.

Several recent studies have identified various challenges in history learning and emphasized the need for more creative and contextually relevant approaches. Tanjung & Supriatna (2021) demonstrated that integrating creative pedagogy and literacy strategies in local history learning, as in the case of the Langkat Sultanate, can improve student engagement and skills. Meanwhile, Setyawan et al (2021) found that local history often receives limited attention in the curriculum, creating a gap between students and their environment. Mbura & Wiyanarti (2024) also emphasized that the lack of local historical learning triggers “local historical amnesia” among young generations.

Accordingly, the novelty of this article lies in the integration of local history teaching materials into formal learning processes and the measurement of their influence on students' historical awareness. This study aims to evaluate the impact of teaching materials focused on Dutch colonialism in Ende-Lio on students' historical awareness. This research is expected to make a significant contribution by integrating local history teaching materials into formal learning in order to enhance students' historical awareness. Furthermore, the findings are anticipated to enrich history learning models that are more contextual, relevant, and meaningful, as well as serve as a reference for the development of local history teaching materials in other regions.

## Research Method

This study employed a quantitative approach with a quasi-experimental design to examine the effect of local history teaching materials on students' historical awareness. In line with Sugiyono (2016) the quasi-experimental method is often applied in educational research as it offers flexibility in testing the impact of an intervention within real-life contexts.

The experimental framework of this study refers to Arikunto (2021), who emphasizes that differences in pretest and posttest scores can be interpreted as the effect of the treatment administered. This is further reinforced by Fraenkel & Wallen (2012), who argue that quasi-experimental designs are highly effective for evaluating interventions in complex learning environments. Therefore, this study not only aims to measure the effectiveness of local history teaching materials in improving students' learning outcomes and historical awareness but also seeks to contribute to the development of more contextual, applicable, and meaningful history instruction for students in Ende Regency.

**Table 1. Quasi-Experimental Research Design**

Group Type	Pretest	Treatment	Posttest
Experimental	Q1	X	Q2
Control	Q1	—	Q2

The study involved two groups: the experimental group, which was taught using a local history module focused on Dutch colonialism in Ende-Lio, and the control group, which was taught using conventional textbook-based methods. The research population comprised all eleventh-grade students of SMA Negeri 1 Wolowaru in the 2024/2025 academic year. Sampling was conducted using purposive sampling, selecting two classes that met the predetermined criteria.

The research instrument consisted of a Likert-scale questionnaire on historical awareness, with indicators covering knowledge, appreciation, and attitudes toward local history. The research procedure was carried out in four stages: preliminary study, preparation (including validation of instruments and teaching materials), implementation, and evaluation. Validation results indicated that out of 25 questionnaire items, 20 were deemed valid for use. Teaching materials were also validated through expert judgment involving five specialists in history education.

The next stage included administering a pretest, delivering the treatment over two sessions, and conducting a posttest. The historical awareness questionnaire was administered before and after the treatment. The pretest was used to assess the initial equivalence of the experimental and control groups, while the posttest measured changes in students' historical awareness after the intervention. The teaching process employed tools such as projectors, student worksheets, the local history module on Dutch colonialism in Ende-Lio, and documentation instruments for observation.

Prior to hypothesis testing, prerequisite tests were conducted, including normality and homogeneity tests, as suggested by Arikunto (2021). The normality test, performed using SPSS, determined whether the data were normally distributed, with significance values greater than 0.05 indicating normal distribution and values less than 0.05 indicating non-normal distribution (Sugiyono, 2016). If normal distribution was confirmed, a homogeneity test was then carried out using Levene's test. Data were categorized as homogeneous when the significance value exceeded 0.05 and non-homogeneous when it was below 0.05 (Sugiyono, 2016).

Hypothesis testing was conducted using a one-tailed t-test to evaluate the effect of applying local history teaching materials on Dutch colonialism in Ende-Lio on students' historical awareness. The null hypothesis ( $H_0$ ) stated that the use of local history materials had no effect, while the alternative hypothesis ( $H_a$ ) stated that the materials had a significant effect. If the significance value was below 0.05,  $H_0$  was rejected, indicating that the

application of local history teaching materials significantly improved students' historical awareness.

To control for other variables that might influence the research outcomes, several strategies were applied. First, the selection of experimental and control classes considered initial equivalence in terms of academic ability and social background. Second, both groups received the same duration and allocation of learning time to ensure that outcome differences were attributable only to the treatment. Third, the same teacher taught both groups to minimize differences in teaching style. Fourth, the core content delivered to both groups was kept consistent, with the only variation being the use of local history teaching materials. Through these controls, potential external variables that could bias the research findings were minimized.

## Results and Discussion

### Results

#### 1. Normality Test

The table presented below illustrates the results of the normality test calculations for the pretest and posttest questionnaires administered to both groups:

**Table 2. Normality Test of Pretest and Posttest Questionnaire Scores**

Variable Name	Group	N	Kolmogorov-Smirnov Test		Shapiro-Wilk Test			
			Statistic	d f	Sig.	Statistic	d f	Si g.
Pretest_KE	Experimental 1	3	0.129	3	.20	0.955	3	.23
		0		0	0*		0	6
Pretest_KK	Control	2	0.127	2	.20	0.970	2	.63
		6		6	0*		6	2
Posttest_KE	Experimental 1	3	0.129	3	.20	0.934	3	.06
		0		0	0*		0	2
Posttest_KK	Control	2	0.185	2	.02	0.926	2	.06
		6		6	3		6	3

Source: Data processing for the research was conducted using SPSS version 27 in the year 2025.

According to the normality test results presented in Table 2, it can be concluded that all pretest and posttest data from both the experimental and control groups are normally distributed. This conclusion is supported by the significance values from the Shapiro-Wilk test, which are all above 0.05. Specifically, the values are 0.236 for the experimental class pretest, 0.632 for the control class pretest, 0.062 for the experimental class posttest, and 0.063 for the control class posttest. Since these values exceed the 0.05 threshold, the data meet the criteria for normality. Therefore, the historical awareness questionnaire scores across the four groups are suitable for further analysis using parametric statistical methods. This normality testing is a crucial preliminary step, ensuring that subsequent analyses, such as t-tests, can be conducted appropriately to assess the impact of local history teaching materials on students' historical awareness.

#### 2. Homogeneity Test

The homogeneity of variance is crucial to ensure the validity of the analysis outcomes and interpretations in this research. The table presented below illustrates the results of the homogeneity test calculations for the pretest questionnaire scores from both the experimental and control groups:

**Table 3. Homogeneity Test of Pretest Questionnaire Scores**

#### Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Results	Based on Mean	1.277	1	54	.264
	Based on Median	1.200	1	54	.278
	Based on Median and with adjusted df	1.200	1	53.094	.278
	Based on trimmed mean	1.378	1	54	.246

Source: Data processing for the research was conducted using SPSS version 27 in the year 2025.

Based on the results of the homogeneity of variance test presented in Table 3, it is evident that the significance values (Sig.) for all testing methods whether based on the mean (0.264), median (0.278), median with adjusted degrees of freedom (0.278), or trimmed mean (0.246) are all greater than 0.05. This indicates that there is no significant difference in variance between the experimental and control groups. Consequently, these findings suggest that both groups exhibit a consistent or homogeneous data distribution.

The table below presents the homogeneity test calculation results for the posttest questionnaire scores in both groups:

**Table 4. Homogeneity Test of Posttest Questionnaire Scores**

		Levene Statistic	df1	df2	Sig.
Results	Based on Mean	2.602	1	54	.113
	Based on Median	1.073	1	54	.305
	Based on Median and with adjusted df	1.073	1	42.042	.306
	Based on trimmed mean	2.479	1	54	.121

Source: Data processing for the research was conducted using SPSS version 27 in the year 2025.

Referring to the results of the homogeneity of variance test presented in Table 4, the significance values (Sig.) obtained from all calculation methods whether based on the mean (0.113), median (0.305), median with adjusted degrees of freedom (0.306), or trimmed mean (0.121) are all above the 0.05 threshold. These results indicate that there is no significant difference in variance between the two groups under comparison, namely the experimental and control classes. Therefore, it can be concluded that the data are homogeneous, signifying that the variances across the groups are equivalent.

### 3. Hypothesis Testing

The table presented below displays the results of the Independent Samples Test performed on the posttest questionnaire scores for both the experimental and control groups:

**Table 5. Independent Samples Test of Posttest Questionnaire Scores**

#### Independent Samples Test

Levene's Test for Equality of Variances		t-test for Equality of Means						
F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper

NILAI_POS-A	Equal variance	2.60	.113	7.73	54	<.000	14.3	1.858	10.64	18.10
	s assumed			5			74		9	0
	Equal variance			7.56	45.20	<.000	14.3	1.900	10.54	18.20
	s not assumed			7	1		74		9	0

Source: Data processing for the research was conducted using SPSS version 27 in the year 2025.

According to the analysis results presented in Table 5, the significance value (Sig. 2-tailed) is less than 0.000, which is below the 0.05 threshold established for decision-making. This finding indicates that there is a significant difference between the students who were instructed using local history teaching materials related to Dutch colonialism in Ende-Lio and those who were not. Consequently, the null hypothesis ( $H_0$ ) is rejected, while the alternative hypothesis ( $H_a$ ) is accepted.

The mean difference in historical awareness scores between the groups is 14.374 points, showing that students who learned using local history materials tended to have higher historical awareness compared to the control group. In addition, the obtained t-value is 7.735 with degrees of freedom (df) of 54, and the 95% confidence interval ranges from 10.649 to 18.100, further strengthening the conclusion that this difference is genuine and not due to chance. In summary, these results indicate that the utilization of local history teaching materials not only enhances students' comprehension of the lesson content but also fosters their awareness of the historical values inherent in their own environment.

## Discussion

Authentic and meaningful historical awareness cannot be developed solely through conventional teaching methods or by relying on instructional materials that are too general and disconnected from students' real-life contexts. Teaching models that emphasize rote memorization of historical facts, the names of national figures, or event chronologies often fail to engage students emotionally or encourage reflective thinking, which should be at the core of history education. Therefore, it is crucial to adopt approaches that stimulate students' curiosity and connect past events with their lived experiences in the present.

Prasetyo & Abdullah (2017) suggests that linking local history with national narratives is an effective strategy to achieve this goal. However, this integration requires commitment from all levels of the school environment. As highlighted by Permana et al (2017), teachers must adapt their instructional strategies to align with students' levels of historical awareness to ensure effective and meaningful learning. The implementation of local history teaching materials on Dutch colonialism in Ende-Lio within this study exemplifies such an approach. History, therefore, should be viewed not only as the study of past events but also as a pedagogical practice that ensures its relevance for future generations.

The findings of this research revealed that the most substantial effect of employing local history teaching materials, particularly in the experimental class, was the notable enhancement of students' historical awareness. Data from the posttest questionnaires demonstrated a significant increase in students' scores, with some even achieving a perfect score of 100, reflecting a high degree of understanding and appreciation for historical values embedded in their own environment. These findings were supported by statistical analysis using the Independent Samples t-Test. As shown in Table 5, the significance value (Sig. 2-tailed) was 0.000, far below the 0.05 threshold. The average difference in scores between the

two groups was 14.374, with a t-value of 7.735 ( $df = 54$ ) and a 95% confidence interval ranging from 10.649 to 18.100, confirming the statistical significance of the results. Accordingly, the null hypothesis ( $H_0$ ) was rejected, and the alternative hypothesis ( $H_a$ ) was accepted.

From a cognitive perspective, students exhibited a stronger grasp of key concepts in colonial history, such as the causes of colonization, its socio-economic impacts, the colonial governance system, and forms of local resistance. This was particularly evident in questionnaire items 1, 2, 11, 12, and 13, where students explained the background of Dutch colonialism, recognized its economic consequences, and identified systems such as cultuurstelsel and inequalities in education.

In the affective dimension, students demonstrated pride in and appreciation for the struggles of local heroes such as Bhara Nuri and Mari Longa. They not only recognized their region's contribution to the national movement (items 3–6) but also expressed empathy for the suffering endured by people during colonialism (item 14) and acknowledged the importance of preserving local historical sites (item 16).

From a reflective and critical standpoint, students began connecting past events with contemporary realities, recognizing modern forms of colonialism (items 8 and 19), and appreciating history as a foundation for character education (item 17). This indicates that history learning, when contextualized through local narratives, fosters both identity formation and critical thinking.

These findings align with Kuswono et al (2021), who emphasized the potential of local history in deepening students' historical awareness. Similarly, Sudiartuti (2015) and Nurdiansyah (2021) highlight how relevant historical content enhances motivation and learning outcomes. Research by Kesuma (2016) and Azizi et al (2022) further corroborates that local history integration not only enriches curriculum content but also strengthens the internalization of historical values.

Conceptually, this study implies that local history is not merely supplementary but fundamental in constructing historical awareness that is cognitive, affective, and reflective. Practically, the findings suggest that educators should systematically integrate local historical narratives into formal curricula, thereby fostering students' identity, empathy, and cultural preservation. As Mbura & Wiyanarti (2024) note, local history creates reflective, participatory, and meaningful learning experiences by directly linking classroom materials with students' social realities.

Ultimately, local history fosters students' realization that they are part of a community that has significantly contributed to national history (Stefaniak et al., 2017). This transforms history learning from abstract knowledge into a lived, meaningful experience that strengthens both academic competence and cultural identity. As Januardi & Superman (2024) argue, integrating local history shapes not only historical knowledge but also attitudes and real actions. Such awareness equips future generations with a strong sense of identity, commitment to national values, and responsibility for preserving historical heritage in everyday life.

## Conclusion

Based on the findings of this study, the implementation of local history teaching materials centered on Dutch colonialism in Ende-Lio significantly enhances high school students' historical awareness. These results support the proposed hypothesis, which posits that there is a difference in the level of historical awareness between students who were

instructed using local history materials and those who received conventional teaching. The historical awareness in question is developed not only in the cognitive domain but also encompasses affective and reflective aspects. Collectively, these elements demonstrate that a local history-based approach can facilitate a more holistic, contextual, and meaningful learning experience for students.

In addition, this research underscores the significance of incorporating local history into the teaching of national history. By presenting content that is closely related to students' daily lives, learning becomes more participatory and contributes to shaping identity, empathy, and critical attitudes toward the historical realities around them. This emphasizes that history is not merely an instrument for transferring knowledge but also a medium for character building and strengthening a strong sense of national consciousness. Therefore, utilizing local history as a learning resource is not only relevant in the educational context of Ende Regency but also holds great potential to be more widely applied as an effort to strengthen historical awareness among younger generations in various regions.

## Recommendation

### 1. For History Teachers

Teachers are expected to develop local history-based learning materials by utilizing nearby sources, apply active and participatory teaching methods, design assessments that measure both knowledge and historical reflection, and connect national history with local contexts.

### 2. For Schools

Schools should provide facilities and access to local historical resources, build partnerships with community figures or cultural institutions, offer teacher training, and encourage the integration of local history into both classroom learning and extracurricular activities.

### 3. For Future Researchers

Further studies may expand to other regions, employ more diverse methods for broader generalizability, integrate 21st-century skills into local history learning, and explore its impact on students' motivation, emotional engagement, and national identity awareness.

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