



## Building Historical Awareness Through Audiovisual Media: A Study on the Film Kadet 1947 by Rahabi Mandra and Aldo Swastia

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### ARTICLE INFO

#### Keywords:

Historical Awareness  
Audiovisual  
The Film Kadet 1947

### ABSTRACT

**Purpose-**This study aims to investigate the effectiveness of audiovisual media, specifically the Indonesian historical film *Kadet 1947*, in enhancing students' historical awareness in a vocational education setting.

**Methodology-**The research employed a sequential explanatory mixed-methods design, involving 47 students. Data collection was carried out first with Quantitative data using an instrument in the form of a historical awareness questionnaire, followed by qualitative data from classroom observations and in-depth interviews with selected students. Quantitative data analysis included tests of normality, homogeneity, and paired sample t-tests. Qualitative data were analyzed using Miles and Huberman's (1994) model through the stages of data collection, data reduction, data display, and conclusion drawing.

**Findings-** The study result based on a Quantitative analysis using paired sample t-tests showed a significant increase in historical awareness in the experimental group ( $p = 0.000 < 0,05$ ). In contrast, no significant change was observed in the control group ( $p = 0.457 > 0.05$ ). These results were supported by qualitative findings, which revealed emotional engagement, reflective thinking, identity formation, and increased appreciation for historical artifacts and heritage preservation. The study concludes that *Kadet 1947* effectively improves students' historical awareness by reinforcing cognitive understanding and emotional connection to history. This implies integrating local historical films into vocational education to build national identity and promote culturally relevant, pedagogically effective learning.

**Contribution-**The study contributes to history education by offering a media-integrated, context-based instructional approach that supports critical historical awareness and media literacy aligned with students' academic and professional identities.

Received 22 March 2025; Received in revised form 30 March 2025; Accepted 12 August 2025

Jurnal Eduscience (JES) Volume 12 No. 4 (2025)

Available online 30 August 2025

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## INTRODUCTION

A nation's identity is rooted in its history as a cultural heritage rich in events and experiences. The history study aims to instill a collective awareness of the historical journey and the values that form the foundation of the Indonesian nation's way of life (Lim, 2021; Mahmudi & Suryadi, 2024). Historical awareness enables the younger generation, as the nation's successors, to recognize and appreciate their identity through an understanding of the past. This contributes to developing solidarity, social responsibility, morality, and a love for the nation's culture (Nurdiansyah, 2021). In line with the global perspective, historical awareness is the ability to reflectively and contextually comprehend the past.

(Popa 2022) emphasizes that historical awareness encompasses sensitivity to the past, an understanding of historical content, and the ability to reflect on the relationship between history and personal life. (Zanazanian 2019). It even refers to history as an "interpretative filter" that shapes how individuals assess social issues based on their experiences and values. This approach encourages critical history learning and fosters deep historical awareness, rather than merely memorizing facts. However, in the era of globalization, many factors contribute to the lack of historical awareness. The flow of modern information and the dominance of foreign popular culture have led to societal shifts in values and behavioral patterns (Hilmi, 2022). As a result, the younger generation is more familiar with foreign history and culture than with their local history and culture.

This phenomenon has led to a decline in nationalism (Alfadhil et al., 2021) and the erosion of local culture within society (Firmansyah et al., 2024). Building historical awareness has become one of the alternative efforts to strengthen national identity. Recent studies reveal various challenges in history teaching at Indonesia's vocational high school (SMK) level. This is mainly due to students' pragmatic orientation, which places greater emphasis on vocational subjects considered more relevant to the world of work (Susilo et al., 2024). Additional obstacles include the dense vocational curriculum and programs such as the Teaching Factory (Gustiar et al., 2021; Nur Fajar et al., 2019), as well as teachers often struggling to complete the entire curriculum within a limited time while maintaining active student participation (Ernawati et al., 2024; Kurniawan, 2020). A similar issue was found at SMK Penerbangan AAG Adisutjipto Yogyakarta.

The main challenge in history learning lies in the limited instructional time due to the school's busy schedule. Students in the teaching factory program do not attend history classes because of field activities, and many perceive history lessons as irrelevant to their daily lives. Field findings highlight the need to enhance historical awareness and use effective instructional media to deliver material comprehensively (Rhamdan, 2024). Along with the challenges of making history education relevant, particularly in vocational schools, there is a need for an approach that conveys factual knowledge and fosters critical historical awareness. This is crucial so that students not only learn history but are also able to interpret it ethically and reflectively in real-life contexts. A more effective and engaging learning approach is required to address these challenges. One potential alternative is the use of audiovisual media (Harahap & Hasibuan, 2025).

Audiovisual media can enhance students' perception, understanding, and retention by presenting information visually and audibly (Efendi et al., 2023). In addition, audiovisual media allow for more contextual delivery of material and accommodate diverse student learning styles. Various studies have shown that historical films hold great potential as educational media. The film *Kartini* (2017), analyzed by Merryasni (2023), has been shown to evoke students' emotional engagement and strengthen their understanding of the connection between the past and contemporary issues. Historical films such as *G30S/PKI* help shape collective memory and foster a sense of nationalism (Hanipuddin et al, 2024). Cakranegara (2020) emphasizes the importance of using films critically to strengthen historical literacy without falling into biased narratives. Emphasizing the local history that surrounds students is equally important.

Learning about local history can help build national identity because it is more relevant to students' experiences (Syahputra et al., 2020). Students' ability to understand, evaluate, and interpret information is crucial in a digital era characterized by the rapid flow of information. Media-based history learning should

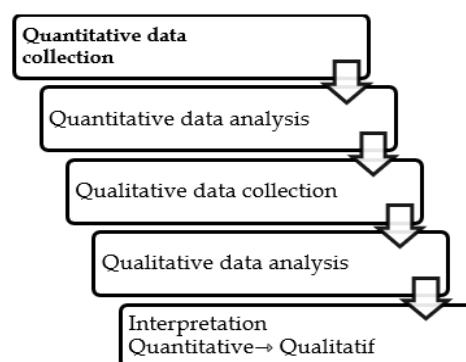
equip students with media literacy –the ability to access, analyze, evaluate, and create messages in various forms (Efendi et al., 2023; Merryasni, 2023). In this context, Wuyckens et al. (2022) highlight the need for strong integration between media, information, and digital literacy. Their study reveals ambiguity in the definitions and applications of these three concepts in education. Many media-based history learning approaches still lack clear and practical strategies. This challenges the effective and critical use of films to teach history.

Most previous studies have focused on general or national historical films, rather than local films that are contextual to vocational students' areas of expertise, such as aviation. This creates a research gap that needs to be addressed to make history learning more contextual, practical, and meaningful for vocational school students. This is a gap that has not been highlighted in previous research. This study aims to fill this gap by exploring the use of the film *Kadet 1947*, which not only presents a national historical narrative but is also relevant to the field of aviation, the central area of expertise at the AAG Adisutjipto Aviation Vocational School in Yogyakarta. *Kadet 1947*, directed by Rahabi Mandra and Aldo Swastia, holds great potential as an educational medium, as it portrays the history of Indonesian aviation and features local events in Yogyakarta, Semarang, Ambarawa, and Salatiga. This makes the film geographically and culturally relevant to the students' backgrounds. Its use is expected to strengthen students' historical awareness and nationalism while fostering critical media literacy.

This study aims to examine the impact of using the local historical film *Kadet 1947* in enhancing historical awareness among students at the AAG Adisutjipto Aviation Vocational School. The study contributes a new approach to history education by using locally produced films integrated with students' areas of expertise. It also emphasizes the importance of critical historical awareness and media literacy in the context of vocational education. This research is expected to serve as a foundation for developing more effective, relevant, and critical strategies for teaching history in vocational schools.

## METHODOLOGY

This study uses an explanatory sequential mixed methods approach as explained by Creswell, J.W. (2019) consists of two sequential stages: the quantitative stage and the qualitative stage. This approach was chosen because it is considered the most relevant to answer the complexity of the problem of increasing historical awareness through audiovisual media, which cannot be explained only through statistical data alone, but requires the exploration of meaning and meaning from the perspective of participants.



**Figure 1.** Explanatory Design: Follow-up explanations model

In the first stage, quantitative data were collected through pre-test and post-test questionnaires for grade XI students at the AAG Adisutjipto Aviation Vocational School. The goal was to find out the changes in the level of historical awareness before and after the intervention of audiovisual media in the form of the film *Kadet 1947*. Data collection techniques and instruments include a Likert scale questionnaire consisting of 20 pre-test statements and 20 post-test statements with two different question redactions. This is done to measure the exact level of students' historical awareness, not just an answer to the same question before. The questionnaire

instrument used was adapted from the same six indicators of historical awareness, namely Aman (2011): 1) Appreciate the meaning, 2) Know oneself and the nation, 3) Cultivate history for cultural development, 4) Maintain the nation's historical heritage. This questionnaire was validated by the validator using the expert assessment method. The details are as follows: pre-test:

**Table 1.** Pre-TestPre-Test Instrument

No.	Indicator	Description	Number Item
1	Appreciate the meaning and the essence of history	Understand historical facts such as events, characters, backgrounds, and the values contained in them.	1,2,3,4,5,
2	Getting to know yourself and your nation	Identify your history, the surrounding environment, and the historical journey of the Indonesian nation.	6,7,8,9,10
3	Cultivating the nation's culture	Interpreting the impact and values of historical events as a guideline in today's life.	11,12,13,14,15,
4	Preserving historical relics	Demonstrate a caring attitude and responsibility towards preserving historical heritage and historic sites.	16,17,18,19,20

The research instrument was tested on 36 students outside the research sample, measuring the validity of the research instrument using the Pearson Product-Moment technique. The validity test results showed that 20 items were declared valid ( $r\text{-count} > 0.273$ ). The reliability test resulted in a Cronbach's Alpha value of 0.889 (pre-test instrument), significantly exceeding the minimum limit of 0.6, indicating that the instrument has excellent reliability. Then, in the post-test instrument, it will be described in the following table:

**Table 2.** Post-test instruments

Variabel	Indicator	Number Item
Audiovisual Media	Developing Students' Thinking	1,2,3,4
	Developing Students' Imagination	5,6,7,8,9
	Attract Learners	10,11,12
	Media as a Tool for Interaction	13,14,15,16
Historical Awareness	Appreciate the meaning and the nature of history	17,18,19,20,21,22
	Getting to know yourself and your people.	23,24,25,26,27,28
	Cultivating history for cultural building, Race	29,30,31,32,33,34
	Caring for the relics of the history of the nation.	35,36,37,38,39,40

Table 2 presents the post-test instruments, with 3 out of 40 items found invalid, though each indicator remains represented, and the instrument's reliability is 0.897. This value significantly exceeds the minimum limit of 0.6, indicating the instrument has excellent reliability. Furthermore, the studied sample filled out the research questionnaire, namely the experimental group consisting of 28 students and the control group consisting of 19 students. Differences in the expertise programs and class structures available at the school cause this imbalance in the number of participants. To reduce the potential for bias due to a small and unbalanced sample, the researcher conducted a statistical prerequisite test and considered a sensitivity test to test the consistency of the results. Data analysis was carried out through the normality test, homogeneity test, and paired sample t-test to determine the significance of the difference between before and after the intervention. The researcher also calculated the effect size value to measure the magnitude of the influence and conducted a descriptive analysis to strengthen the interpretation of the findings.

The second stage, namely the qualitative stage, aims to deepen and explore the quantitative results obtained to answer the formulation of the problem, namely, about the influence of the use of audiovisual media (Film *Kadet*, 1947) on increasing historical awareness. The quantitative test results were used as a basis for selecting interview informants and compiling in-depth interview guidelines. Informants were selected based on three score categories: high, medium, and low. This is done to obtain a diversity of perspectives on the influence of film on historical awareness. Qualitative data was collected through interviews, observations, and documentation. The analysis process follows the model of Miles, M. B., & Huberman (1994), including data reduction, data presentation, and conclusions drawn. Qualitative analysis is focused on identifying the emotional, cognitive, and cultural aspects of the student's experience after watching a movie.

Data integration is carried out at the results interpretation stage using triangulation. Quantitative findings are used as a basis and are confirmed and deepened through qualitative data. The interviews reinforce the statistical results related to the affective and reflective dimensions of historical consciousness and clarify how visual and emotional narratives in films shape students' understanding of the nation's struggle. In-depth observation also revealed the factors that support and inhibit the effectiveness of audiovisual media in the context of history learning. Thus, this mixed methods approach produces statistically robust data and provides a holistic understanding of forming students' historical awareness in the vocational education environment.

## FINDINGS

### Quantitative Findings

This study was conducted at the AAG Adisutjipto Aviation Vocational School in Yogyakarta. The experimental class (XI EA2) received instruction using audiovisual media, specifically the film *Kadet 1947*, which was integrated into the First Dutch Military Aggression history lesson. The control class (XI AM2) received the same material but was taught using PowerPoint slides. Pre-tests and post-tests were administered using a Likert-scale questionnaire to measure the students' level of historical awareness.

### Normality and Homogeneity

Normality was assessed using the Kolmogorov-Smirnov test, and the homogeneity of variance was checked using the Levene test. The results are presented in the following table:

**Table 3.** Normality and Homogeneity Test Results of Pre-Test and Post-Test of Historical Awareness.

Group	Kolmogorov-Smirnov (Sig.)	Levene's Test (Sig.)	Interpretation
Control (Pre-test)	0.109		Normal Distribution
Control (Post-test)	0.200	0.287	Homogeneous Variance
Experimental (Pre-test)	0.540		Normal Distribution
Experimental (Post-test)	0.720	0.680	Homogeneous Variance

Based on the data shown in Table 3, the result is that all significance values exceed 0.05, indicating that both data sets are distributed normally and homogeneously. Therefore, parametric tests such as paired sample t-tests are suitable.

### Pre-Test and Post-Test Results: Experimental Group

A paired sample t-test was used to compare pre- and post-test scores in the experimental class. The results are shown in Table 4 di bawah ini:

**Table 4.** Experimental Class Paired Sample Test Results Data

Test Type	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Pre-test	3.77	0.19			
Post-test	4.32	0.17	10.007	27	0.000

P value < 0.05 showed a statistically significant improvement in students' historical awareness after the intervention. The average score increased from 3.77 to 4.32. Cohen's d was calculated as:  $d = (4.32 - 3.77) / 0.18 = 3.06$  to measure the effect's magnitude. This score reflects a considerable measure of the effect, suggesting that the film *Kadet 1947* significantly impacted students' historical awareness.

#### Pre-Test and Post-Test Results: Control Group

**Table 5.** Results of the Paired Sample Test of the Control Class

Test Type	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Pre-test	3.64	0.25			
Post-test	3.68	0.14	0.76	18	0.457

The control group showed no significant difference between pre- and post-test results ( $p = 0.457 > 0.05$ ), indicating that conventional PowerPoint-based instruction did not result in measurable improvement.

#### Categorization of Historical Awareness Levels

This difference reflects the variation in the level of historical awareness between the two groups, where the experimental class used audiovisual media in the form of the film *Kadet 1947*, while the control class used conventional learning media such as PowerPoint. Based on the above data, a categorization of the level of historical awareness is carried out based on the scale of the interval of the distribution of values in the range of Likert scale 1 to 5, as the basis for the categorization of the distribution of values. To divide into five categories, we take the minimum and maximum values from the pre-test and post-test data. Based on Sugiyono (2019), the interval scale formula is  $I = \frac{\text{Maximum Score} - \text{Minimum Score}}{\text{Number of Categories}}$ . Based on the results of the calculation of interval data, the categorization based on five levels is as follows:

**Table 6.** Categorization of Historical Awareness Levels

Category	Range Score
Very Low	1.00 – 1.80
Low	1.81 – 2.60
Moderate	2.61 – 3.40
High	3.41 – 4.20
Very High	4.21 – 5.00

Table 6 shows that the Experimental Pre-test score, with an average score of 3.77, is in the high category, and the average Experimental Post-test score is around 4.32 in the very high category. This means that the experimental class in that category became interested in history, understanding, and appreciative of history. Furthermore, the control pre-test score (average: 3.63) was in the high category, experiencing a slight increase in the Post-test stage with an average value of 3.68, but remained in the high category, and there was no significant change.

#### Qualitative Findings

Qualitative data were analyzed using the interactive model of Miles and Huberman (1994), which involved three stages: data reduction, data display, and conclusion delineation/verification. Student interview transcripts are systematically encoded and categorized into key themes. Eight main themes are identified, reflecting the diverse impact of the 1947 film *Kadet* on students' historical awareness.

**Table 7.** Qualitative Findings Based on Student Interviews

Thema	Description of Findings	Representative Quotes
1. In-depth understanding of history	Movies make understanding historical context and processes easier, not just memorizing facts.	"I can find out how history is done. How the event is more profound."
2. Emotional and imaginative engagement	Students feel they participate in the historical atmosphere, building an emotional closeness to the event.	"It is very imaginable. I could feel their tension and difficulties in training and battle."
3. The formation of national identity and nationalism	The film fosters a sense of pride as an Indonesian nation and the spirit of love for the homeland.	"The struggle of the Kadets who never gave up and their spirit of nationalism."
4. Awareness of historical representation in film	Students realize that film is a form of interpretation, not literal historical documentation.	"It is like the history made by the film. So we can tell the story of what happened, and that is what it is."
5. Increased interest in history	Watching movies encourages students to explore historical topics and similar films further.	"Yes, after watching this movie, I wanted to learn more about the Kadets' history in Adisutjipto."
6. Character formation and values	Movies shape student characters such as solidarity, courage, and moral truth.	"At that time, I realized which one was right. It shows that solidarity in the Indonesian Air Force is very high."
7. The relevance of historical values in today's life	Students realize that historical values are still relevant to life today.	"Values such as courage, cooperation, and fighting spirit are still relevant in everyday life."
8. Awareness of historical heritage preservation	The film promotes awareness of the importance of caring for historical relics and museums.	"The museum is well maintained... like the Indonesian Air Force Museum, so that the knowledge can be gained later on about the heroes of the past."

Table 7 above shows that the use of audiovisual media in the form of the film *Kadet 1947* significantly impacts the formation of students' historical awareness. Through thematic analysis based on the Miles & Huberman approach, eight main themes were identified that reflect how the film helps cognitive understanding of history, builds emotional engagement, shapes character, and fosters awareness of the importance of preserving historical heritage. The direct quotes from the students reinforce the correlation between the experience of watching a movie and the development of a more in-depth and reflective historical awareness. Thus, audiovisual media have proven effective as a contextual and meaningful history learning tool.

## DISCUSSION

### The Level of Students' Historical Awareness Before Implementing Audiovisual Media (*Kadet 1947* Film)

Historical awareness is the process by which each generation interprets and translates the past according to its current relevance, a concept referred to as historical consciousness or sensitivity (McDonald, 2020). According to Santos (2021), historical awareness refers to a state and mindset in which individuals recognize the importance and value of history. Based on this, it is essential to foster historical awareness among younger generations. This study determined how much audiovisual media, specifically the film *Kadet 1947*, influences students' historical awareness. Before implementing the media, pre-test results showed that students'

historical awareness was quantitatively categorized as high, with an average pre-test score of 3.77 in the experimental class and 3.63 in the control class.

These findings indicate that students already possessed a basic understanding of history. However, this understanding remained informative (factual knowledge) and had not reached a reflective and contextual level. The high initial level of historical awareness among students at the AAG Adisutjipto Aviation Vocational School in Yogyakarta can be attributed to various environmental, psychological, educational, social, and individual factors. This study indicates that students already possessed a basic understanding and appreciation of national history before using audiovisual media. Institutional and school cultural elements contributed to the students' high level of historical knowledge. One of the main influences behind this strong historical knowledge is the historical identity and mission of AAG Adisutjipto Aviation Vocational School.

As an educational institution founded in response to Indonesia's need to develop its air transportation industry, the school is deeply rooted in the nation's struggle and technological advancement. Since its establishment in 1969 and its relocation to its current site at the Adisutjipto Air Base in 1996, the school has not only inherited the spirit of aviation but also instilled values of nationalism and patriotism in its educational process. This aligns with the "knowing oneself and the nation" dimension in Aman's (2011) history education theory, where students can understand their identity and the nation's history through their historical learning environment. In addition, the school's vision and mission explicitly support the development of strong historical awareness.

The school's vision, "To become a leading and exemplary Angkasa School in producing devoted citizens who are faithful, patriotic, and serve the nation for the glory of the archipelago," reflects an educational orientation rooted in national and Indonesian values. The school's mission encourages students to "transform themselves to become more adaptive, flexible, and future oriented." It also demonstrates efforts to build awareness of the connection between the historical past, present conditions, and future challenges. This directly relates to the dimension of "appreciating the meaning and essence of history," as Aman (2011) described. Furthermore, students benefit from a physical and sociocultural environment that supports the development of historical awareness.

As the school's location, Yogyakarta is the nation's cultural and historical center, providing students with greater exposure to authentic historical sources such as museums, heritage sites, and monuments of the independence struggle. This condition reinforces the dimension of "preserving the nation's historical legacy," as students can better grasp the importance of conserving historical values and artifacts. In addition, the school's location in Yogyakarta, a national center of culture and history, enriches the students' learning environment with authentic historical sources, thereby strengthening the dimension of "preserving the nation's historical legacy." An education that integrates religion, nationalism, and science and technology also reinforces the cultivation of history as part of national cultural development.

Flagship programs at the AAG Adisutjipto Aviation Vocational School, such as *Arsip Goes to School* a national archival exhibition and literacy initiative themed "Loving History, Framing the Future" as well as the commemoration of National Heroes Day on November 10 themed "The Spirit of Heroes for the Nation's Future in Combating Poverty and Ignorance," are concrete expressions of the school's commitment to fostering holistic historical awareness. These programs not only enrich students' factual knowledge but also instill reflective and contextual values that help them understand history's role in shaping the nation's present and future.

Equally important, integrating religious, national, and science and technology (STEM) education within the school curriculum, as stated in the institution's mission, serves as a foundation for shaping graduates who are technically skilled and possess historical awareness and national ethics. STEM education at this school does not stand alone, but is integrated with cultural and spiritual values, reinforcing the dimension of "cultivating history for the development of national culture." Thus, the high pre-test scores for historical awareness at AAG Adisutjipto Aviation Vocational School can be explained by the synergy between the school's historical context, a nationally oriented educational vision and mission, a social environment rich in



historical values, and a holistic educational approach. These factors serve as important foundations prior to students receiving reinforcement of their historical awareness through audiovisual media such as the 1947 film *Kadet*.

### **The Level of Students' Historical Awareness After the Implementation of Audiovisual Media (*Kadet 1947* Film)**

The research findings indicate that students in the experimental class who used audiovisual media, specifically the film *Kadet 1947*, demonstrated a higher level of historical understanding than the control class, which only used PowerPoint. The average post-test score of students in the experimental class was in the very high category at 4.32, while the control class remained in the high category with an average score of 3.68. This suggests that film media significantly enhances students' historical awareness.

Furthermore, all four indicators of historical awareness according to Aman (2011) showed positive development after the implementation of the film: (1) Appreciating the meaning and essence of history: through visualizations of the struggle, students felt that the film helped them understand historical processes more concretely. The film enabled them to grasp the context of events like the First Dutch Military Aggression narratively and emotionally; (2) Recognizing oneself and the nation: *Kadet 1947* evoked a sense of nationalism and pride in students regarding their national identity. It also sparked interest among students to explore more historical films; (3) Fostering history as part of nation-building culture: internalizing character values such as solidarity, courage, and cooperation served as inspiration. Students realized that historical values could be applied in contemporary life; (4) Preserving national historical heritage: the film raised awareness about the importance of preserving historical sites and artifacts, such as museums and aircraft. This awareness emerged reflectively, indicating increased appreciation for the nation's historical legacy.

These findings reinforce the idea that using film in history education enhances cognitive learning outcomes and fosters reflective and contextual historical awareness. Audiovisual media support learning by stimulating motivation, providing educational entertainment, conveying ideas, clarifying meaning, and encouraging active student participation (Hasibuan, 2022). This study is supported by the findings of Prananda et al. (2018), which show that documentary films can increase students' interest in history while fostering a sense of nationalism. Rosalina (2019) also states that film media aids the development of historical thinking skills, including temporal awareness, event understanding, and critical thinking about historical sources.

Historical awareness, in this context, is defined as the understanding of a nation's past journey as a means of shaping national identity. More specifically, the film *Kadet 1947*, which is based on the local history of the Yogyakarta region, strengthens students' identification with the surrounding historical context. Students relate the locations, events, and values of struggle portrayed in the film to local realities they are familiar with, such as the presence of airbases, museums, and independence monuments. This aligns with the studies of Nurdiansyah (2021) and Kuwoto & Saputra (2024), which state that local history significantly enhances students' historical awareness and multicultural understanding. Although *Kadet 1947* is a national film, it incorporates a local context by narrating the struggle of AURI cadets from Yogyakarta, making it a visualized local history.

Furthermore, Muhammad Afrillyan Dwi Syahputra and Sariyatun (2020) emphasize that local history shapes identity and patriotism. This is reflected in the responses of students at SMK Penerbangan AAG Adisutjipto, who were able to reflect on the values of struggle both institutionally and nationally, as the cadets' fight depicted in the film is directly related to their school's identity and history. In addition, film as a learning medium also contributes to developing students' critical thinking skills. Cahyani (2022) explains that films can encourage students to analyze, evaluate, and construct arguments based on the visual and narrative information presented. Thus, *Kadet 1947* has proven to be an effective audiovisual medium for enhancing students' historical awareness. The film delivers factual information and strengthens emotional engagement and local relevance in history education. Like local historical sites, the film fosters connections between

students, their surroundings, and their national identity. Through a contextual and interactive approach, the film provides a holistic learning experience, cognitive, affective, and reflective.

### **The Influence of Audiovisual Media (Kadet 1947 Film) on Students' Historical Awareness**

This study was conducted in Class XI EA 2 of the AAG Adisutjipto Aviation Vocational School, Yogyakarta, which served as the experimental group. The primary objective was to explore the impact of audiovisual media, specifically the film *Kadet 1947*, on students' historical awareness. Data were collected through classroom observation, in-depth interviews, and documentation. Observational results indicated increased student engagement, as evidenced by active participation in post-screening discussions, enhanced social interaction, and improved critical thinking. This supports Hasibuan's (2022) argument that educational media fosters active student involvement. As conceptualized by Kuntowijoyo in Mawangir (2017), history is not merely a record of the past but also serves moral, aesthetic, and visionary purposes. Accordingly, its delivery must be meaningful and engaging, something the film *Kadet 1947* successfully facilitates.

Quantitative results further support this: a paired sample t-test revealed a significant increase in historical awareness in the experimental group ( $p = 0.000, < 0.05$ ), indicating that  $H_0$  is rejected and  $H_1$  accepted. In contrast, the control group, which used only PowerPoint, showed no significant change ( $p = 0.457, > 0.05$ ). These findings confirm that audiovisual media positively influence students' historical awareness. The results of in depth interviews indicate that the film *Kadet 1947* influenced several key aspects of students' historical awareness, in line with the dimensions proposed by Aman (2011), namely: (1) appreciating the meaning of history, (2) recognizing personal and national identity, (3) cultivating history as part of national culture, and (4) preserving the nation's historical heritage. Based on thematic analysis, six main aspects were identified that illustrate how *Kadet 1947* shapes students' historical awareness:

#### ***Understanding of History and the Sequence of Events***

The film *Kadet 1947* has proven effective in helping students understand the sequence and context of historical events, such as the First Dutch Military Aggression, more concretely and reflectively. Visualizing characters, time, and events in the film enabled students to "relive" past occurrences in their minds. One student stated, "I can find out how history is done. How the event is more profound," indicating that they not only recalled historical facts but also began to grasp historical processes more deeply. The use of audiovisual media like *Kadet 1947* not only delivers factual information but also builds emotional engagement, allowing students to "experience" history indirectly. This fosters the development of critical thinking skills, as students realize that history is a reconstruction of past events (Subagyo, 2010).

These findings support the dimensions of historical awareness that Aman (2011) proposed, particularly in understanding the meaning of history and national values. Moreover, the results align with research by H. Firmansyah et al. (2022) and Windasari, T.S., and Sofyan (2019), highlighting that audiovisual media can enhance students' cognitive ability, imagination, and interest in learning history. Thus, the film *Kadet 1947* serves as an effective medium of historical communication, shaping students' historical awareness and fostering appreciation for the nation's struggle.

#### ***Learning Values and Character***

Character values are fundamental in shaping personal and national identity (Ramayanti et al., 2023). Character education plays a crucial role in instilling these values to expand students' knowledge and shape their awareness and behavior holistically. Good character is reflected in harmonious relationships between individuals and God, others, the environment, and the nation. Historical awareness and character education are closely interconnected in the context of history education. Understanding the nation's past struggles strengthens national identity and fosters patriotism (Purnamasari et al., 2024; Subagyo, 2010). Through historical figures and events, students can internalize noble values such as patriotism, perseverance, tolerance, and unity (Lim, 2021). Therefore, integrating historical awareness with character education makes the learning

process more meaningful, not only transferring historical knowledge but also instilling life values relevant to current realities.

Within this framework, audiovisual media such as the *Kadet 1947* film effectively integrate cognitive and affective aspects of history learning. The film reconstructs the struggle of Indonesian Air Force cadets in defending independence through compelling narratives and powerful visuals, providing an emotional and intellectual learning experience. Character values such as nationalism, solidarity, courage, cooperation, and perseverance are portrayed in the storyline and characters. This study's findings show that using *Kadet 1947* significantly enhances students' historical awareness. Students become more aware that the independence they enjoy today was earned through great sacrifice. This supports Bunari et al. (2023), who argue that historical awareness involves understanding the significance and impact of historical events in real-life contexts.

Furthermore, audiovisual media in history learning have been proven to deliver content contextually and facilitate the deep internalization of character values. Cakranegara (2020) notes that historical awareness plays a vital role in national development by fostering social solidarity and collective aspirations. Therefore, film-based history learning strategies, such as the use of *Kadet 1947*, are relevant and effective in shaping students who are historically literate and possess integrity and patriotism. These findings reinforce Ruin's (2019) view that historical awareness entails understanding the meaning of past events and their contribution to present and future life. Through the visual representation in *Kadet 1947*, students gain factual information and absorb values such as patriotism, perseverance, cooperation, and a sense of national belonging. Thus, this film is a contextual, inspirational, and practical medium for strengthening students' national identity through enhanced historical awareness.

### ***Relevance to Daily Life***

The relevance of historical values to everyday life is crucial in shaping students' historical consciousness. The film *Kadet 1947* effectively portrays the struggle of Air Force cadets during the First Dutch Military Aggression, illustrating values such as discipline, courage, fighting spirit, cooperation, and the importance of unity. Students perceived these values as highly relevant to their current lives, for instance, in discipline in learning, perseverance in facing challenges, and maintaining harmony amid diversity.

According to Aman (2011:140) as cited in Susilo (2021), historical consciousness is a mental condition that reflects an understanding of the significance and relevance of the past, present, and future, as well as a recognition of the importance of historical meaning in the educational process. This notion is reinforced by Syahputra et al. (2020), who argue that historical consciousness is not merely about mastering historical facts but also about reflecting on historical experiences and connecting them with present and future realities. In this context, audiovisual media such as the film *Kadet 1947* serve as an effective strategy, as they present historical events contextually and emotionally. Its strong visual elements and touching narrative allow students to more easily comprehend the relevance of historical values to the challenges they face today. Thus, history learning through this film enhances historical understanding and fosters positive attitudes and behaviors aligned with national and humanitarian values.

### ***Interest in History***

The film *Kadet 1947* not only presents an informative narrative of historical events but also offers an emotional experience that fosters students' self-identification with the characters and the values of struggle portrayed. This reflects one of the indicators of historical consciousness as defined by Aman (2011), namely the connection between individual history and the nation's collective history. Through this film, students develop an emotional closeness to the Indonesian Air Force cadets' struggle, which fosters the understanding that history is not merely an outdated past, but a vital part of their current identity and existence. The learning experience gained from the film encourages students to explore more deeply the history of the cadets and their role in defending Indonesia's independence. This curiosity can evolve into active exploration through various

sources, such as history books, scholarly articles, or other documentary films, ultimately enriching their knowledge and understanding of national history, including the history of Indonesian aviation.

Learning through audiovisual media provides a more immersive and participatory experience, as stated by Isnaeni & Hidayah (2020), in which students are not merely passive recipients of information but actively engage in the learning process. Films like *Kadet 1947* can stimulate discussion, reflection, and critical thinking on the historical values embedded within them. This active engagement lies at the heart of historical consciousness and in-depth and reflective understanding of historical events that contributes to forming personal identity and national awareness. Thus, film media serve as a bridge between the cognitive and affective dimensions of history education while broadening students' perspectives on the importance of learning and preserving the nation's history.

### ***Discussion and Social Interaction***

Historical consciousness plays a strategic role in shaping students into informed, reflective, and active citizens within society. The development of this awareness is closely linked to the role of the school environment, including teachers, educational institutions, learning media, and the social dynamics that occur within it. These factors can be categorized into internal and external influences, with research indicating that external factors such as classroom order, social interaction, and the quality of the learning environment have a more substantial impact on learning effectiveness than internal factors such as individual resilience (Firman. et al, 2024; Abidin et al., 2024). As a learning facilitator, the teacher plays a crucial role in creating a supportive classroom atmosphere and fostering positive student interactions. A conducive environment and strong interpersonal relationships enhance students' learning motivation, contributing to academic achievement .

In a student-centered learning process, active student engagement is key to achieving optimal learning outcomes. Teachers no longer serve merely as transmitters of information, but also as motivators who create interactive and creative learning environments. One practical approach to support this is the use of audiovisual media. Media such as films have been proven to enhance students' attention and understanding of learning materials (Bawamenewi et al., 2024). In history education, the use of the film *Kadet 1947* as an audiovisual medium has significantly improved students' understanding of historical events while encouraging their emotional and intellectual engagement. The film presents factual narratives and stimulates discussion and interaction among students as they compare visual representations with actual historical data.

The relevance of their educational background further strengthened students' interest in the film. As students of an aviation-focused vocational school located within an Indonesian Air Force military complex, they felt a personal and historical connection to the story of the Air Force cadets portrayed in the film. This contextual proximity fostered a more profound sense of involvement, as students could imagine themselves in the roles of those who once contributed to Indonesia's military history. The school environment, rich in aviation culture and values of patriotism, further encouraged students to explore the struggles depicted in the film more deeply.

Nevertheless, it was found that not all students actively participated in post-viewing discussions, highlighting the need for additional instructional strategies to ensure equal participation. Furthermore, historical consciousness involves an understanding of continuity and change throughout human history and the ability to interpret past events critically. Historical thinking skills such as chronological reasoning, cause and effect analysis, and narrative interpretation are essential in developing meaningful historical understanding (Hastuti et al., 2021). Through audiovisual approaches such as *Kadet 1947*, students are encouraged to compare depicted events with documented historical facts, creating a reflective and contextual learning process. The discussions that emerge from this visual experience not only strengthen students' cognitive mastery but also enhance their historical awareness in assessing the relevance of the past to contemporary and future life.

### *The Importance of Preserving Historical Heritage*

Students of class XI EA2 at the AAG Adisutjipto Vocational Aviation School demonstrated an increased awareness and concern for preserving historical heritage after watching the film *Kadet 1947*. They began to show interest in historical artifacts related to aviation, particularly the fighter aircraft used during Indonesia's independence struggle, which are now preserved at the Indonesian Air Force Museum (Museum Pusat TNI AU Dirgantara Mandala) located within the same complex as their school. This awareness fostered a deeper appreciation for the museum's role as an educational space that sustains collective memory and honors the sacrifices of national heroes. The film *Kadet 1947* not only enriched students' historical knowledge about the role of Indonesian aviation during the First Dutch Military Aggression but also built an emotional connection to the values of struggle and patriotism inherited from Air Force cadets. These findings reinforce Aman's (2011) view that historical consciousness includes real actions in preserving historical relics, whether located nearby or in different regions across Indonesia. Similarly, Yulianto et al. (2024) found a strong positive correlation between historical awareness and the behavior of preserving cultural heritage. Donnelly (2020) highlighted the role of film in enhancing empathy and emotional engagement with historical values. Tören et al. also emphasized that direct experiences at historical sites strengthen understanding and commitment to preservation. Thus, *Kadet 1947*, as an audiovisual medium, effectively conveys historical information while fostering students' reflective attitudes and commitment to heritage preservation as part of national identity formation.

The findings of this study demonstrate that the use of the film *Kadet 1947* as an audiovisual medium in history education significantly enhances students' historical consciousness. This addresses the main issue raised in the introduction, namely, the low level of students' understanding and appreciation of the relevance of history to present and future life. The film helps students understand the chronology and meaning of historical events and fosters character values such as patriotism, solidarity, and national spirit.

Scientifically, these findings make an important contribution to the field of education, particularly history education. First, the study reinforces the urgency of integrating locally contextualized audiovisual media as a practical and meaningful approach to teaching history. Second, it opens space for developing a history curriculum that goes beyond memorizing facts and emphasizes the formation of historical awareness, character values, and critical thinking skills. Third, using historical films such as *Kadet 1947* can also serve to preserve national culture and historical heritage through education. Therefore, the results of this study have long-term relevance in improving the quality of history education and in shaping a younger generation that is more aware of their identity, national values, and the importance of preserving the nation's historical legacy.

Although the findings are promising, this study has several limitations. The sample was limited to one school and one film. Additionally, the short duration of the intervention may not reflect long-term retention. Differences in teaching styles and student backgrounds may also have influenced the results. Future research should be expanded to other schools and explore the comparative impact of multiple historical films. Teachers are encouraged to integrate locally relevant audiovisual materials into history instruction to foster emotional engagement, identity development, and critical thinking. Policymakers should support producing and distributing regional historical films as part of curriculum enrichment.

### **CONCLUSION**

Theoretically, these findings support the view that audiovisual media can improve students' understanding and emotional engagement in learning history. As an audiovisual medium, film offers a vivid visualization that brings past events to life. Thus, it can be concluded that using historical films as a learning medium effectively fosters historical awareness among vocational school students. Based on the discussion and findings, it can be concluded that the use of audiovisual media, especially the film *Kadet 1947*, is effective in significantly increasing the historical awareness of students at the AAG Adisutjipto Aviation Vocational School in Yogyakarta. Initially, students show a low level of historical awareness, characterized by limited understanding and a lack of meaningful connection to historical events. However, through the integration of

film in history learning, there has been a significant increase in several dimensions of historical awareness, including: (1) Understanding of historical events and chronology, students are better able to understand the sequence and significance of events, especially the First Dutch Military Aggression. (2) Internalizing character values and education, the film promotes nationalism, perseverance, cooperation, and patriotism. (3) Relevance to everyday life, Students recognize the continuity of past values in their current context, reinforcing the practical significance of history. (4) Increased interest in history – Learning becomes more engaging, leading to curiosity and deeper exploration of historical topics. (5) Increased discussion and interaction, Audiovisual Learning encourages peer-to-peer dialogue and critical thinking. (6) Awareness of the preservation of historical heritage, Students show appreciation for historical heritage and express the importance of preserving it for future generations.

Statistically, post-test scores and interview results confirm that students in the experimental group achieved higher levels of historical awareness than those who learned through conventional methods such as PowerPoint. Thus, film-based learning, primarily through contextually relevant local history-themed audiovisual media such as *Kadet 1947*, is a culturally relevant, pedagogically effective, and identity-forming medium that bridges history education with vocational and local contexts. Future research is encouraged to explore other local films across different disciplines and regions to enrich historical learning and strengthen national identity among vocational students.

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