
DIORAMA ARSIP JOGJA POTENTIAL AS A HISTORY LEARNING RESOURCE AT SENIOR HIGH SCHOOLS

Vidya Putri Kartini, Amirul Syafiq, Miftahuddin

Universitas Negeri Yogyakarta, Indonesia

Email: vidyaputri.2022@student.uny.ac.id amirulsyafiq.2022@student.uny.ac.id Miftahuddin@uny.ac.id

Abstract

The Jogja Archives Diorama is a digital diorama which consists of various types of archives, including textual, photo, audiovisual, and oral history, with items sourced from regional, national, and international archives as well as personal collections. This study aims to explore the potential of the Dioram Arsip Jogama as a source of history learning at the high school level with a descriptive qualitative approach. Through field research, the researcher seeks to dig up in-depth information about the relevance of the Jogamar Archive Diogama in the context of historical learning, especially at SMA Negeri 8 Yogyakarta, SMA Prambanan, and SMA Minggir. The research results indicate that (1) the diverse collection at the Digamar Archives is mainly composed of textual and photo archives, and the collection is divided into three categories, including oral history and textual history. (2) The Digamara Archive of Indonesia is relevant to history learning in grades X, XI, and XIII, with the potential to be a learning resource that can support the history learning process. (3) Problem-Based Learning (PBL) is suggested as an effective teaching method to engage students in historical analysis and critical thinking. Future researchers are encouraged to use this study as an a reference for further exploring the utilization of archives as learning resources, especially focusing on expanding the scope of the digamara archive to include more schools and testing different learning models to enhance historical education.

Keywords: Potential, Diorama Arsip Jogja, Historical Learning, Learning Resource

INTRODUCTION

The development of education cannot be separated from the renewal of the curriculum which is always changing according to the conditions and developments of the times. Curriculum changes occur with the aim of making improvements in obtaining learning targets that are tailored to the needs of students in their time (Bernacki et al., 2021; Gurevich & Yashina, 2021; Miller et al., 2021; Pak et al., 2020; Tomlinson & Jarvis, 2023). Education must be able to implement creative and innovative things with the aim that the world of education becomes colorful in every renewal (Ahmad et al., 2021; Buronova & Abdunazarova, 2020; Ersozlu et al., 2024; González-Zamar & Abad-Segura, 2021; Szabó et al., 2021).

Problems in the world of education always arise in the implementation of learning, including in history subjects. Until now, the implementation of history learning activities is still many that focus only on textbooks (Sustianingsih, 2020). The use of textbooks as a learning resource still experiences obstacles to students' understanding. The reason is that textbooks only provide information in verbal form and are abstract. Meanwhile, students are required to be able to understand and imagine these historical events. To overcome this, other learning resources that are able to provide concrete information and pictures are needed.

Significant historical learning objectives include the number of learning objectives, the emergence of the concept of historical awareness, self-understanding, collective understanding and values related to the environment. Other learning objectives are related to multiperspective thinking skills and skills in processing historical information in accordance with the times.

In the learning process, teachers have a very important role. Teachers must be able to design learning in order to make it easier for students to understand the material presented. One of them is using learning resources that vary according to the material so as to support the creation of a fun learning atmosphere. The use of learning resources will support learning activities. Teachers will more easily deliver the material and students will be motivated in their interest in learning and curiosity because they find new things in the learning process.

In general, the use of learning resources must consider the relevance to the competencies and learning strategies used, because varied learning resources help train students' thinking processes. In history learning, it is important to increase students' awareness of empathy through attitudes of compassion and tolerance, as well as develop psychosocial skills that support creativity and participation. Learning resources are not only limited to textbooks or modules, but can also come from the surrounding environment, so history learning becomes more affective and does not only focus on verbality aspects.

Based on the results of the research conducted, teachers are still constrained by the reduction of history lesson hours so that some materials have not had time to be delivered (Nurhidayah, 2024). P5 activity (Pancasila Student Profile Strengthening Project), reducing history learning hours but with a lot of material so that students do not get much introduction to the material and teachers cannot expect assessments with high standards. In fact, time allocation in learning has a very important role in order to enable educators to be able to pay attention to each student, facilitate in-depth discussions, and provide timely feedback (Ernawati et al., 2024). Teachers are required to be able to guide students so that they can solve analysis-based problems, but on the other hand, teachers must also pursue all existing material without considering the understanding of students.

In addition, in the observation conducted at SMA Negeri 1 Minggir, teachers experienced obstacles in finding resources for learning history in the independent curriculum. This is also experienced by the teachers of SMA Negeri 1 Prambanan who are constrained by the Independent Curriculum learning resources because the books from the government consist of Science, Social Studies and Curriculum per subject. Social studies books that also contain material on history only discuss history until ancient humans. Meanwhile, the History book only discusses Hinduism and Buddhism. In fact, on the SIMPKB website (Management Information System for the Sustainable Professional Development Program) the devices and materials are complete. It's just that there are no special books that contain CP (Learning Outcomes) and ATP (Learning Objectives Flow) (Prihadi, 2024). Furthermore, based on research conducted by Windayanti et al. (2023) said that teachers of SMA Negeri 3 Kota Sungai TFull experienced obstacles with limited teaching materials from the center.

In the history learning process carried out in class, sometimes only a few students are active and others are passive if there is a presentation. If teachers only show historical films, sometimes there are still students who are less interested and even bored. Students still consider history to be only a lesson of the past that is storytelling, so students will feel sleepy or bored if they are given the usual treatment of learning resources, media and learning methods (Nurhidayah, 2024). For this reason, there is a need for learning resources that vary in the learning process. So far, history learning at SMA Negeri 1 Minggir has never made a study visit to the field such as to historical places due to constraints in coordination and licensing as well as costs. In fact, according to research conducted by Windayanti et al. (2023), teachers need to carry out learning outside the classroom to increase the activeness of students and innovate themselves.

History learning carried out outside of school, has been carried out at SMA Negeri 1 Prambanan and SMA Negeri 8 Yogyakarta. At SMA Negeri 1 Prambanan every year holds a study visit to the field such as a museum as a learning material. The usual visit is only for class X (Parmeiasih, 2024). Based on the interviews conducted, the teachers of SMA Negeri

8 Yogyakarta use museums and websites as their learning resources because when reflecting, students say that their learning becomes very interesting and they like to learn, also strengthened by the daily value there is a significant increase (Anderati, 2024).

In understanding history, it is not enough for students to rely only on the national historical framework, but still have to study history that is associated with events or events around them. Introducing students to the history around them aims to be able to feel the real situation in their environment to project the experiences that have occurred in the past with the current situation.

One of the learning resources that can be used as a learning resource is the Jogja Archive Diorama. The Jogja Archive Diorama is a museum that combines art and technology in an archive, there is even interactive hologram technology and one of the technologies is *Augmented Reality* (AR). The concept of the Jogja Archive Diorama is different from museums in general because it applies an interesting visual innovation concept. The Jogja Archive Diorama presents the long history of Yogyakarta from the era of Panembahan Senopati to the present. The Jogja Archive Diorama has 18 rooms which are divided into 5 periods, namely the Islamic Mataram period of 1587-1755, the Sultanate period of 1755-1830, the period of Change and Movement of 1830-1942, the Republican period of 1942-1998 and the Reform period of 1998 until now (Imansa, 2023). The presentation of the theme was carried out chronologically. There are many collections of objects and depictions of the atmosphere that are arranged with attractive designs.

In 2023, Diorama Arsip Jogja received a total of 26,616 visitors, with the majority being students (16,421) and the general public (9,329). Only 45 foreign visitors were recorded, and a minimal number of uncharged visitors (3) appeared throughout the year. Additionally, there were 818 visitors categorized under "content." The busiest month was July, with 3,012 visitors, while April saw the lowest attendance with 563 visitors. The data highlights fluctuations in visitor numbers, possibly influenced by holidays or events.

Based on visitor data from the Jogja Archives Diorama in 2023, the high intensity of visitors each month indicates that the Jogja Archives Diorama plays an important role in historical education for the public. It also shows the positive influence of dioramas in increasing public interest in history and archives. The construction of dioramas involves a wide range of disciplines and expertise, from historians, archivists, artists, technologists, to academics (Yurika, 2024). Collaboration with historians, archivists, and academics ensures that the diorama presents the history of Yogyakarta with high quality and guaranteed accuracy. The use of audio-visual and animation technology enhances the visitor experience, making history more vivid and engaging. This ensures that the resulting dioramas are not only historically accurate but also visually appealing and informative. This diorama functions as an effective educational tool, as well as publishing and disseminating historical archives to the wider community.

The use of the Jogja Archives Diorama in history learning can be done through a visit or research-based learning program with individual or group assignments given by teachers, in accordance with the theme and objectives of learning outcomes. Until now, there has been no study that discusses the Jogja Archive Diorama as a source of history learning in high school, so this research aims to fill the gap and contribute to improving the quality of history learning. The researcher hopes that this study will encourage history teachers in high school to use the Jogja Archive Diorama as an effective learning resource.

The research aims to explore the potential of Diorama Arsip Jogja as a historical learning resource, specifically for high school students. The objectives include identifying the collection at Diorama Arsip Jogja, analyzing its relevance as a teaching tool for history, and evaluating its suitability for high school history curricula. Theoretical benefits include contributing to history education by introducing new teaching strategies, particularly through

the use of visual and interactive dioramas to enhance understanding of historical periods. Practically, the research aims to help educators innovate history lessons, increase students' interest in the subject, promote the diorama as an educational resource, and serve as a reference for future researchers to explore other aspects of Diorama Arsip Jogja.

RESEARCH METHOD

This study aims to identify the potential of the Jogja Archives Diorama as a source of history learning at the high school level with a descriptive qualitative approach. Through field research, the researcher seeks to dig up in-depth information about the relevance of the Jogja Archive Diorama in the context of history learning, especially at SMA Negeri 8 Yogyakarta, SMA Negeri 1 Prambanan, and SMA Negeri 1 Minggir. The data collection technique involves direct observation, in-depth interviews with the head of the Jogja Archives Diorama, history teachers, and students, and documentation, which is carried out to provide a comprehensive overview of the role of the diorama as a learning resource.

The research was carried out at the Jogja Archives Diorama and the schools involved, from January to June 2024. The researcher used primary data sources obtained from interviews and direct observations, as well as secondary data sources such as documents, journals, and related books. The data collection technique is carried out through triangulation, combining observation, interviews, and documentation, to verify and corroborate the results of the research. Observation focuses on history learning activities in schools and the use of the Jogja Archive Diorama as a learning resource.

Data analysis is carried out by reducing irrelevant data and presenting important information through tables and charts related to the potential of the Jogja Archive Diorama as a source of historical learning. Conclusions are drawn in stages based on evidence found in the field, with credible final results. This research is expected to make a real contribution to the use of the Jogja Archive Diorama as a source of history learning in high school and provide recommendations for educators to develop more interactive and interesting learning methods.

RESULT AND DISCUSSION

The Potential of the Jogja Archive Diorama as a Source of Indonesian History Learning in High School

Room 1-2 The Rise and Glory of Mataram



Figure 1. Mataram Video Footage
Source: Personal Documentation



Figure 2. Bedhayang Semang Dance Video Footage
Source: Personal Documentation



Figure 3. Infographic of Panembahan Senopati, Sultan Agung and the Javanese Calendar
Source: Personal Documentation

Room 3 Mataram's Disintegration and East India Company Intervention



Figure 4. Illustration of Trunojoyo's attack
Source: Personal Documentation



Figure 5. Letter of Prince Puger to the VOC
Source: Personal Documentation



Figure 6. Replica of the Giyanti Agreement
Source: Personal Documentation

Room 4 of the Yogyakarta Sultanate



Figure 7. The Palace Map
Source: Personal Documentation



Figure 8. Manuscript of Babad Volume VI
Source: Personal Documentation



Figure 8. Regol Donopratopo Sultan Hamengku Buwono
Source: Personal Documentation



Figure 9. Tari Beksan Lawung Ageng
Source: Personal Documentation

Room 5 Geger Sepahi (British Invasion of Yogyakarta Palace)



Figure 10. Paintings of Raffles, Dendels and Napoleon
Source: Personal Documentation



Figure 11. Sketch Video of the Geger Sepahi Event
Source: Personal Documentation

Room 6 Puro Pakualaman (Pakualaman Princely State)



Figure 12. Hamengku Buwono V and Paku Alam II to Adikarta
Source: Personal Documentation



Figure 13. Video: Tari Srimpi Nadheg Putri
Source: Personal Documentation

Room 7 Java War

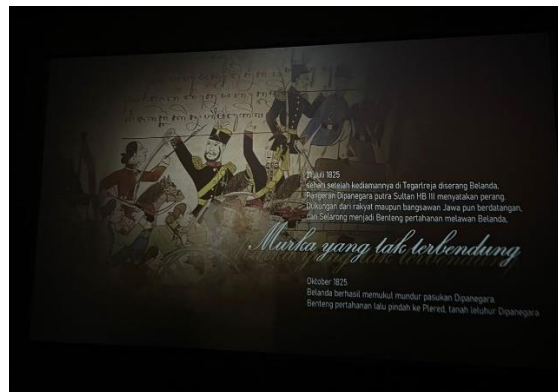


Figure 14. Background Video of the Java War
Source: Personal Documentation

Room 8 Engine of Change



Figure 15. 19th Century Folk Life Videos
Source: Personal Documentation

Room 9 The Rise of Local Elites



Figure 16. Video Interview with Ki Hajar Dewantara
Source: Personal Documentation



Figure 17. Organizational Panel
Source: Personal Documentation

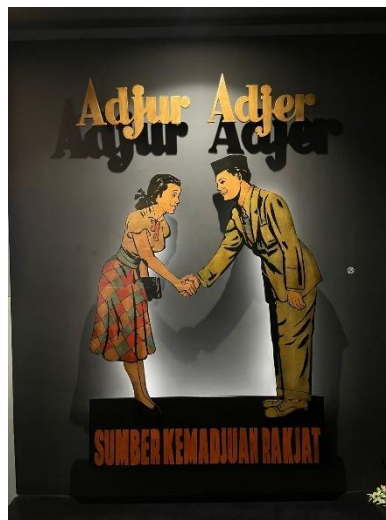


Figure 18. Adjur Adjer Statue
Source: Personal Documentation

Room 10 Mataram Watercourse



Figure 19. Video of the Outbreak of the Pacific War
Source: Personal Documentation



Figure 20. Japanese Propaganda Posters
Source: Personal Documentation

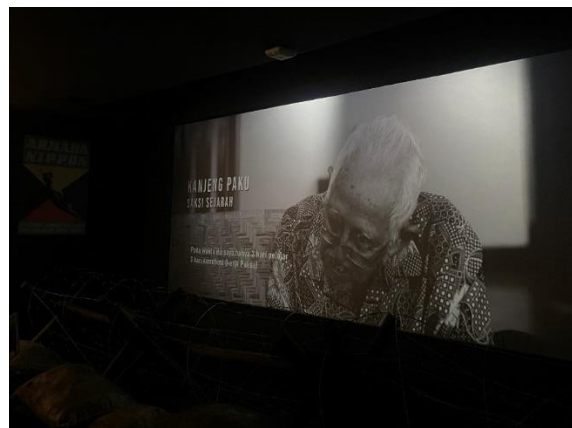


Figure 21. Paku Kusuma KRT Interview Video
Source: Personal Documentation

Room 11 Yogyakarta The Capital of The Republic and Revolution



Figure 22. Replica of the Indonesian National Fonds Letter
Source: Personal Documentation



Figure 23. Video of Indonesian Leaders Returning to Jogja
Source: Personal Documentation

Room 12 The Administration of Yogyakarta Special Region



Figure 24. Gunung Kidul Regency Government Archives
Source: Personal Documentation



Figure 25. 1955 Election Paper in Yogyakarta
Source: Personal Documentation

Room 13 Yogyakarta The City of Student



Figure 26. Photo Panel of History of Colleges in Yogyakarta
Source: Personal Documentation

Room 14 Yogyakarta The City of Culture



Figure 27. Documentation of the National History Seminar
Source: Personal Documentation



Figure 28. Panel 48 Artworks of Jogja Artists
Source: Personal Documentation



Figure 29. Butet Kertaradjasa Interview Video
Source: Personal Documentation

Room 15 Yogyakarta City of Tourism (Yogyakarta the City of Tourism)



Figure 30. The Charm of Yogyakarta Tourism
Source: Personal Documentation



Figure 31. 1998 Monetary Crisis News Brief
Source: Personal Documentation

Ruang 16 Pisowanan Ageng, 1998 (The Historic Audience, 1998)



Figure 31. Video Footage of the News of the Reform Movement in Yogyakarta
Source: Personal Documentation

Jogja Archive Diorama Website

The website of the Jogja Archives Diorama can be opened through the <https://dioramaarsip.jogjaprov.go.id/home> link. The website of the Jogja Archives Diorama is managed by the Regional Library and Archives Office. This page contains information about remarks from several parties involved in the creation of the Jogja Archive Diorama. In addition, there is also brief information about the works displayed according to the period of the material in the Jogja Archive Diorama. There is also a page for booking tickets or visitor registration and Google Drive containing AR (Augmented Reality) applications for android users. This AR application provides a more impressive experience to understand the story behind the Jogja Archive Diorama collection. If you still feel not satisfied to explore the material in the Jogja Archive Diorama, we can use the electronic ticket passcode that has been received after ordering tickets. This passcode helps visitors who will enter to find out the description of the contents of the diorama and can be used to access the Jogja Archive Diorama material in more detail for seven days from the time of booking.

The material or digital archive used from the Jogja Archive Diorama website is related to the completeness of the content of the diorama itself. The completeness of the content of this material consists of 5 periods in accordance with the concept of the Jogja Archive Diorama which distributes the material into 5 periods. The period discussed was the period of Mataram, the Sultanate, Change and Movement, the Republic and Reformasi. Thus, the Jogja Archives Diorama website which contains digital archives of the diorama itself has the potential to be used as a resource for learning history in high school. Teachers or students can access this digital archive to support the learning process.

The potential of the Jogja Archive Diorama as a source of history learning in high school can be seen from every room in the Jogja Archive Diorama. Each room has a different collection and with a different theme so that it can be adjusted to be used as a learning resource.

The Relevance of the Jogja Archive Diorama to History Learning

Based on the results of the research description, it was concluded that the Jogja Archive Diorama is relevant to History learning in grades X, XI and XII. In class X material, it is not so large represented through the collection in the Jogja Archive Diorama. Collections related to class X history learning are only related to the Mataram kingdom. The animated videos made depicted the political, economic and cultural life of the time. The remains that still exist today strengthen the evidence that the event once happened. For this reason, the potential of the Jogja Archive Diorama in class X can be attributed to TP E.10.5.1 Identifying the life of the people during the Islamic kingdoms in Indonesia and TP E.10.5.3 Showing various evidences of the heritage of Islamic kingdoms in Indonesia.

In the history material of grade XI, the reference of the Jogja Archives Diorama as a learning resource is supported by many components of learning resources. In KD 3.2 Analyzing the strategy of resistance of the Indonesian nation against European colonialism (Portuguese, Spanish, Dutch, British) until the 20th century, it can be seen in the struggle of Sultan Agung against the Dutch, the resistance of the Chinese army and the Mataram Army to expel the VOC, the construction or strengthening of fortifications and defense systems around the palace to prevent attacks, the struggle of the Yogyakarta Sultanate against the British troops and the struggle of Prince Diponegoro against Dutch.

Furthermore, in KD 3.3 Analyzing the political, cultural, social, economic, and educational impacts during the colonial period of European nations (Portuguese, Spanish, Dutch, British) in the life of the Indonesian nation today, can be seen in the Bedhaya Semang Dance by Sultan Agung, the Giyanti Agreement, the Beksan Lawung Ageng Dance by Hamengku Buwono I, the Development of the Palace, Plengkung Gading or Fort Yogyakarta and Taman Sari, Srimpi Nadheg Putri Dance by Paku Alam IV, Serimpi Renggawati Dance, Construction of Tugu Pal Putih or Tugu Jogja and Industrial Technology were introduced.

In KD 3.5 Analyzing the nature of the Japanese occupation and the response of the Indonesian people can be seen from the Japanese Propaganda in Yogyakarta and the Construction of the Mataram Sewer by Romasha workers. In KD 3.6 Analyzing the role of national and regional figures in fighting for Indonesian independence, there are photos of national revival figures from Jogja. As for KD 3.10 Analyzing the strategy and form of struggle of the Indonesian nation in an effort to defend independence from the threat of the Allies and the Netherlands, it can be seen in the Establishment of various military organizations and the Linggarjati Agreement, Renville, Roem Royen and the Round Table Conference.

Finally, the relevance of the Jogja Archive Diorama as a source of learning history for grade XII is quite a lot. In KD 3.2 Evaluating the role and values of the struggle of national and regional figures in maintaining the integrity of the Indonesian state and nation in the period 1945-1965, the role of Soekarno, Sri Sultan Hamengku Buwono IX, Paku Alam VIII and General Soedirman in the Dutch Military Aggression can be seen. In KD 3.3 Analyzing the development of the political and economic life of the Indonesian Nation in the early period of independence to the period of Liberal Democracy can be seen in Organizing the legal basis of the government system and the division of territories as well as regarding the Madukismo Sugar Factory and the Tarumartani Cigar Factory.

No less important in the 1998 reform event is also in the Jogja Archive Diorama so that it can be associated with KD 3.5 Analyzing the development of the political and economic life of the Indonesian Nation during the New Order period. In KD 3.9 Evaluating the life of the Indonesian nation in developing science and technology in the era of independence (from the proclamation to the Reformasi) can be seen in the establishment of various educational facilities, the National History Seminar I in 1957 and the way Jogja promotes the beauty of tourism and its culture.

Based on research, the Jogja Archives Diorama has relevance as a learning resource that can support the history learning process at SMA Negeri 1 Minggir, SMA Negeri 1 Prambanan and SMA Negeri 8 Yogyakarta. In SMA Negeri 1 which experiences problems in learning resources and has never held study visits outside of school, the use of the Jogja Archive Diorama can be an alternative option so that students do not feel sleepy or bored with the use of learning resources that are less varied. At SMA Negeri 1 Prambanan, the learning resources around the school are only related to Hindu Buddhist relics such as Prambanan Temple, Ijo Temple, Watu Gadid and others so that if you use the Jogja Archive Diorama, it is not only related to Hindu Buddhism but also related to several materials such as Mataram, Exploration of the Western Nation, Japanese Occupation, Indonesian Struggle, Reform Movement to the Development of Science and Technology so that the learning resources that are used more variously. Moreover, to access the materials in the Jogja Archive Diorama, there are also digital-based ones that are also related to the mission and goals of SMA Negeri 1 Prambanan to increase the effectiveness of learning according to the applicable curriculum with teacher indicators using ICT-based learning (Information and Communication Technology). In addition, for high schools that often implement learning outside of school as done by history teachers of SMA Negeri 8 Yogyakarta, the use of the Jogja Archive Diorama can be an alternative choice, especially since the distance from SMA Negeri 8 Yogyakarta to the Jogja Archive Diorama is close.

The thing that needs to be considered in utilizing the Jogja Archive Diorama as a source of history learning in high school is good planning by teachers. Without good planning, the collections in the Jogja Archives Diorama cannot be effective in using them as learning resources. The need for objects that support and can present material by combining these objects makes the Jogja Archive Diorama very relevant to be used as a learning resource by students.

The Jogja Archives Diorama has various collections of archives in various forms such as photo, textual, audiovisual and oral history archives to describe various events that have a long history of Yogyakarta from the era of Panembahan Senopati to the present day Yogyakarta. The Jogja Archive Diorama can provide a visual and concrete context that enriches students' understanding. They can connect theoretical knowledge with real historical evidence so that learners can be inspired to create creative and engaging presentations on the historical topics they are studying. By utilizing the Jogja Archive Diorama as a learning resource, students not only gain theoretical knowledge, but also a contextual and interesting learning experience.

The recommended learning method in utilizing the Jogja Archive Diorama as a learning resource in high school is the Problem Based Learning (PBL) method. By implementing problem-based learning, learners not only learn about historical facts but also develop crisis, analytical and collaborative skills. Teachers can prepare materials relevant to the Jogja Archive Diorama such as material on Mataram, Western Colonization, Japanese Occupation, preparing Student Worksheets that contain tasks that must be completed during the visit. After the visit, students can make a report on what they learned in the form of papers, articles or learning vlogs. After that, students can make presentations or discussions to exchange opinions or information from their findings and experiences.

CONCLUSION

The Diorama Arsip Jogja, a collection of various archives, has been found to be a valuable source for history education in high schools. It covers topics such as Mataram Islam, Western resistance movements, Japanese occupation, and Indonesia's independence struggle. The Diorama's relevance aligns with the 2013 Curriculum and the new Kurikulum Merdeka. Research at several schools supports its potential as a historical learning source, with

Problem-Based Learning (PBL) suggested as an effective teaching method. Future research should explore expanding the Diorama's scope and testing different learning models.

REFERENCES

- Ahmad, D. N., Astriani, M. M., Alfahnum, M., & Setyowati, L. (2021). Increasing creative thinking of students by learning organization with steam education. *Jurnal Pendidikan IPA Indonesia*, 10(1). <https://doi.org/10.15294/jpii.v10i1.27146>
- Bernacki, M. L., Greene, M. J., & Lobczowski, N. G. (2021). A Systematic Review of Research on Personalized Learning: Personalized by Whom, to What, How, and for What Purpose(s)? *Educational Psychology Review*, 33(4). <https://doi.org/10.1007/s10648-021-09615-8>
- Buronova, S., & Abdunazarova, I. (2020). Methodological Basis of Introducing Innovative Technologies to the Process of Literary Education. *Mental Enlightenment Scientific-Methodological Journal*, 2020(2).
- Endaryati, T. (2024). *Wawancara terkait Pembelajaran Sejarah*.
- Ernawati, Subroto, W., & Mardiani, F. (2024). Problematika Guru Sejarah dalam Penerapan Kurikulum Merdeka di Sekolah Menengah Kejuruan Nadhlatul Ulama. *Edukatif: Jurnal Ilmu Pendidikan*, 6(3), 2662–2674. <https://doi.org/https://doi.org/10.31004/edukatif.v6i3.6691>
- Ersozlu, A., Karakus, M., Karakas, F., & Clouder, D. L. (2024). Nurturing a Climate of Innovation in a Didactic Educational System: A Case Study Exploring Leadership in Private Schools in Turkey. *Leadership and Policy in Schools*, 23(2). <https://doi.org/10.1080/15700763.2022.2129074>
- González-Zamar, M. D., & Abad-Segura, E. (2021). Visual arts in the university educational ecosystem: Analysis of schools of knowledge. *Education Sciences*, 11(4). <https://doi.org/10.3390/educsci11040184>
- Gurevich, I., & Yashina, V. (2021). Basic Models of Descriptive Image Analysis. *Lecture Notes in Computer Science (Including Subseries Lecture Notes in Artificial Intelligence and Lecture Notes in Bioinformatics)*, 12665 LNCS. https://doi.org/10.1007/978-3-030-68821-9_26
- Imansa, N. P. (2023). *Kurasi Arsip sebagai Materi Pameran Diorama Arsip Jogja*. Institut Seni Indonesia.
- Miller, E. C., Severance, S., & Krajcik, J. (2021). Motivating Teaching, Sustaining Change in Practice: Design Principles for Teacher Learning in Project-Based Learning Contexts. *Journal of Science Teacher Education*, 32(7). <https://doi.org/10.1080/1046560X.2020.1864099>
- Nurhidayah, U. A. (2024). *Wawancara terkait Pembelajaran Sejarah*.
- Pak, K., Polikoff, M. S., Desimone, L. M., & Saldívar García, E. (2020). The Adaptive Challenges of Curriculum Implementation: Insights for Educational Leaders Driving Standards-Based Reform. *AERA Open*, 6(2). <https://doi.org/10.1177/2332858420932828>
- Parmeiasih, M. (2024). *Wawancara terkait Pembelajaran Sejarah*.
- Prihadi, A. A. (2024). *Wawancara terkait Pembelajaran Sejarah*.
- Sustianingsih, I. M. (2020). Pemanfaatan Museum SUBKOSS sebagai Sumber Belajar Sejarah di Lubuklinggau. *Criksetra: Jurnal Pendidikan Sejarah*, 9(1), 3.
- Szabó, T. P., Burnard, P., Harris, A., Fenyvesi, K., Soundararaj, G., & Kangasvieri, T. (2021). Multiple Creativities Put to Work for Creative Ecologies in Teacher Professional Learning: A Vision and Practice of Everyday Creativity. In *Creativity and learning: Contexts, processes and support*. https://doi.org/10.1007/978-3-030-77066-2_6
- Tomlinson, C. A., & Jarvis, J. M. (2023). Differentiation: Making Curriculum Work for All Students Through Responsive Planning & Instruction. In *Systems and Models for*

Developing Programs for the Gifted and Talented, Second Edition. Taylor & Francis.
<https://doi.org/10.4324/9781003419426-22>

Windayanti, Afnanda, M., Agustina, R., Kase, E. B. S., Safar, M., & Mokodenseho, S. (2023). Problematika Guru Dalam Menerapkan Kurikulum Merdeka. *Journal on Education*, 6(1), 2056–2063. <https://doi.org/10.31004/joe.v6i1.3197>

Yurika. (2024). *Wawancara terkait Diorama Arsip Jogja*.

Copyright holders:

Vidya Putri Kartini, Amirul Syafiq, Miftahuddin (2024)

First publication right:

Injurity - Interdisciplinary Journal and Humanity



This article is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International](https://creativecommons.org/licenses/by-sa/4.0/)