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Utilization of Local History Sites as Area-Wide Games in History Learning

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Abstract: History learning that focuses solely on classroom-based textual narratives often triggers student boredom and alienates them from their immediate historical surroundings. This study aims to describe the utilization of local historical sites as an outdoor *wide game* arena and analyze its effectiveness in enhancing students' historical awareness. Employing a descriptive qualitative approach, this research was conducted at SMA Islam Sidoarjo involving tenth-grade students. Data were naturalistically gathered through intensive field observations during the *wide game* activity, in-depth interviews with students and scout masters, and document analysis. The designated exploration route integrated three major local sites: the Kusuma Bangsa Heroes Cemetery, the Complex of Sidoarjo Regent Tombs, and the Mpu Tantular Museum. The results indicated that the integration of dynamic scout-based station systems successfully transformed students' perceptions of historical sites from static piles of stone into living historical spaces. The empirical, hands-on learning (*learning by doing*) approach stimulated students' curiosity, fostered teamwork, and naturalistically internalized core character values such as patriotism and a sense of ownership. Ultimately, this study concludes that utilizing local historical sites for *wide game* exploration is an effective methodological innovation to foster deep and meaningful historical awareness.

Keywords: Historical Awareness, Local History, Outdoor Learning, Scout Extracurricular, Wide Game

1. Introduction

Learning is generally carried out in the classroom, if every day and all learning is carried out in the classroom, students will definitely feel bored, even though learning is not only carried out in the classroom. Learning can utilize the surrounding environment, such as history learning which utilizes local history as learning material. According to Taufik Abdullah, local history refers to the meaning of the word local, namely "place, space" [1]. Thus, local history is the history of a "place" or a "locality", the boundaries of which are determined by the "agreement" proposed by the chronicler. This definition emphasizes that each region has a unique wealth of narratives and heritage that can be used as primary learning sources. The use of local content in learning is very important because it helps students to construct their knowledge about a historical event because they are in direct contact with historical heritage found in their own area [2]. Local history acts as a micro unit that provides a deeper understanding of community dynamics which is often overlooked in macro national historical narratives.

Even though the potential of local historical sites is enormous, their use as a medium for outdoor learning is still not optimal. so that these historical sites only become historical objects but are underutilized. An innovative learning method is needed that is able to

combine cognitive, affective and psychomotor elements in a fun way. One relevant method for exploring historical sites is through Wide Game (Exploration) activities. The Wide Game method allows students to learn actively through simulations, problem solving, and direct observation in the field. By packaging historical site visits into a systematic form of exploration, students not only act as spectators, but also as researchers who interact directly with historical artifacts and spaces.

The use of local historical sites as wide game areas in history learning is an educational innovation that adaptively combines formal and non-formal education. Wide games, or large games in scouting that are based on exploration, are a very effective means of moving the classroom into the open. When Scout members move from one post to another located at nearby historical sites, they are not only invited to compete or hone their physical skills and teamwork, but also interact directly with real evidence of the past. This pattern turns local history material which is often considered abstract and boring into a real adventure that is interactive and challenging for students.

As an active learning strategy, wide games offer an empirical approach that prioritizes students' direct experiences outside the classroom. This is in line with the views of Fono et al. which states that wide games in scouting activities are an outdoor learning model based on inter-team competition which is designed to hone students' skills, teamwork, responsibility and self-confidence through exploration and trail-finding methods [3]. Through a dynamic post and route system, students are challenged to develop sporty competition strategies to achieve group targets. The recreational yet competitive characteristics of this game have been proven to be able to eliminate the boredom of conventional learning models, while simultaneously stimulating students' physical endurance and intellectual sharpness. The integration of Scouting values such as Dasa Darma, especially love of nature and compassion for fellow humans as well as the value of patriotism finds the right space for actualization through this learning method. By solving given problems, sharpening a compass, or completing exploration missions around historical sites, Scout members are indirectly invited to follow in the footsteps of the struggles and local wisdom of the local community. This empirical experience has proven to be effective in fostering a sense of ownership, care and pride in one's own regional cultural heritage. In the end, the synergy between the Scout wide game and local historical sites is able to produce a young generation who is not only capable of scouting character, but also has historical awareness that is firmly rooted in their national identity [4], [5], [6], [7], [8].

Based on this urgency, this research intends to examine how "Using Local Historical Sites as Area Wide Games in History Learning" this use will make them more emotionally aware of the history of their region and have a greater sense of belonging. Through this approach, it is hoped that history learning will become more contextual, dynamic, and able to foster a sense of ownership of local cultural heritage.

The aim of the research is to describe how the use of local historical sites can be used as a strategy for exploring history. This research will analyze the extent to which this method increases students' historical awareness, so that history is no longer understood as a textual narrative, but as a living and meaningful reality.

2. Materials and Methods

This research was carried out at Sidoarjo Islamic High School class X using a qualitative approach with a descriptive type. This method was chosen because the researcher aims to comprehensively describe the phenomenon of using local historical sites in Wide Game activities as an educational medium, as well as exploring students' perceptions of historical awareness in a naturalistic way. In this qualitative research, the researcher acts as a key instrument. Researchers were directly involved in the process of

observing Wide Game activities to capture detailed data, ranging from students' interactions with historical sites to their emotional responses when carrying out missions in the field.

The research was carried out in the Kusuma Bangsa Heroes' Cemetery Area - Sidoarjo Regent's Grave Complex - Mpu Tantular Museum with the considerations: The site has strong local historical value but its use in education is still minimal. The location is relatively not far from the school location and allows it to be set up as a safe and educational wide game arena. The data in this research were obtained from two main sources, namely the results of observing student activities during the Wide Game and the results of in-depth student interviews. Supporting documents, such as guidebooks, historical records of the sites used, school archives, and photos of activities. Researchers made direct observations of the flow of exploration activities. Researchers recorded how they interacted with the historical site (for example: whether they read information boards, discussed history at the post, or just played physically). Conducted with several representatives to explore changes in their views towards historical sites before and after participating in the activity. Collect physical evidence of exploration results, such as historical mission answer sheets, photo documentation, and written reflections.

Analysis was carried out inductively using the following steps: Collecting field notes, interview transcripts and photos. Arranging data into a descriptive narrative form and a matrix of the relationship between Wide Game activities and indicators of historical awareness (such as concern, pride, and understanding of history). Search for the meaning of the phenomena found and conclude how this method is effective in increasing students' historical awareness. To ensure the validity of the data, this research uses Source Triangulation, namely comparing the results of student interviews with the results of supervisor interviews and the results of field observations in order to obtain consistent data.

3. Results

The implementation of wide game-based learning activities at Sidoarjo Islamic High School class X has been completed through a series of structured stages. This exploration process, which integrates scouting aspects, takes a strategic route utilizing the school's location close to the target object, starting from the Kusuma Bangsa Heroes' Cemetery area, continuing to the Sidoarjo Regent's Grave Complex, and ending at the Mpu Tantular Museum. Through this dynamic and competitive postal system, researchers conducted intensive observations of physical activity, group interaction patterns, and the students' emotional responses when faced with historical missions at each local site.

The subjects in this descriptive qualitative research involved 50 class X students at Sidoarjo Islamic High School. In order to ensure the effectiveness of field mobilization, space management, and sporty competition dynamics, all participants were divided heterogeneously into 6 groups, each led by a group leader. Outdoor learning activities are designed using structured exploration scenarios that function cultural heritage sites as social laboratories. This trace search route is divided systematically into three main posts, where each post integrates real physical remains with contextual targets for achieving historical curriculum competencies.

The operationalization of wide game implementation focuses on the functionalization of specific educational materials at each stopping point. At Post 1 which is located in the Kusuma Bangsa Heroes' Cemetery area, activities focused on material on Struggle and Independence, where each group was challenged to identify the track record of heroism of local figures. Next, the exploration continues to Post 2 at the Sidoarjo Regent's Grave Complex which directs the focus of student learning on the History of Bureaucracy and the Origins of Sidoarjo Regency material to dissect the genealogical and transitional phases of traditional regional government. The activity ended at Post 3 at the Mpu

Tantular Museum which focused on Culture and Archeology material, where each team was required to carry out observation, classification and critical analysis of various artifacts from the past on a regional to national scale. Empirical activity data and student interactions at the three posts were then collected in a naturalistic manner through participatory observation techniques, in-depth interviews, and analysis of documents resulting from exploration.

Next, this section will present descriptive data obtained naturally in the field, both through direct observation and the results of in-depth interviews with students and supervisors. The analysis presented focuses on the dynamics of the effectiveness of exploratory methods in transforming textual historical material into living empirical experiences. Furthermore, all data findings will be synthesized inductively to describe the extent to which the use of local historical site routes is able to foster indicators of historical awareness, such as a sense of concern, pride, and a sense of belonging to regional cultural heritage in students.

A. Local History Sites Become Active Learning Media

History learning activities by utilizing local Sidoarjo historical sites through the wide game method provide a real picture of the shift in learning paradigms for students. Learning which is usually centered in the classroom (classroom-based) is totally moved to open spaces, where historical sites are integrated as challenge posts that must be solved by each group competitively and sportingly. Based on data collected during the exploration process from the Kusuma Bangsa Heroes' Cemetery, the Sidoarjo Regent's Grave Complex, to the Mpu Tantular Museum, it was found that this method was successful in stimulating full active involvement of students, both from cognitive, affective and psychomotor aspects.

The use of cultural heritage sites around the school environment has been proven to be able to emotionally bring students closer to their past, as well as fostering an attitude of appreciation for this heritage. Moreover, the historical objects that are integrated into the wide game arena have multi-level strategic value, starting from understanding local (regional) scale history such as those in the Kusuma Bangsa Sidoarjo Heroes' Cemetery and the Sidoarjo Regent's Grave complex area, in addition to that, the Mpu Tantular Museum which is managed by East Java Province has many collections that contribute to the national scale historical narrative.

This scouting-based exploration concept requires students to act as young researchers who actively move and construct their knowledge independently, no longer as passive audiences. The dynamics of this field activity proves that the surrounding environment is capable of providing secondary and primary learning sources that are much richer than textual narratives in printed books.

Based on the results of observations in the field, the use of the historical site Kusuma Bangsa Heroes' Cemetery - Sidoarjo Regent's Grave Complex - Mpu Tantular Museum as a Wide Game arena succeeded in changing students' perceptions of historical objects. If previously the site was only considered a pile of stones, integration into exploration posts makes it a dynamic primary learning source, discussions and division of tasks in groups make them active and work together to complete information.

Observation data shows that the participants' physical involvement, such as walking around looking for scattered local historical sites as objects of interest, triggers curiosity. This activity is in line with the principle of learning by doing in deep learning, where knowledge is obtained through direct experience (empirical experience).

Empirical experience begins when students are physically involved in finding the location of scattered local historical sites, which then triggers their curiosity. Students no longer just read texts, but interact directly with historical artifacts and spaces as dynamic primary learning sources. This exploration activity applies the principle of learning

through doing, where knowledge is constructed independently through what they see, touch, and discuss at research locations, such as at the Kusuma Bangsa Heroes Cemetery, the Sidoarjo Regent's Grave, and the Mpu Tantular Museum, through direct experience. This historical object, which was initially thought to be just a pile of stones, turns into a living and meaningful reality for students. Through this direct experience, historical objects that were initially only thought of as piles of stones turn into living and meaningful realities for students.

Overall, this series of field data proves that the functionalization of Sidoarjo's historical route into a post wide game system is not just a matter of moving the learning location, but has succeeded in revolutionizing the way students interact with the past. When students' physical activity, rational acuity and emotional sensitivity are merged in one sporting competition scenario, the rigid boundaries between formal and non-formal education disappear. The success of this method in changing students' perceptions of historical artifacts from boring inanimate objects to dynamic social laboratories confirms that the effectiveness of history learning is greatly influenced by spatial proximity and the involvement of direct empirical experience.

Furthermore, the multidimensional impact resulting from the collaboration of scouting methods and historical education provides a breath of fresh air for strengthening student character in the modern era. By triggering curiosity and the principle of learning by doing, this exploration naturally internalizes the noble values of the Scout Dasa Darma, such as devotion to God Almighty. love of nature and compassion for fellow humans. chivalrous and chivalrous patriot. obedient and likes to negotiate. willing to help and steadfast. diligent, skilled, and happy. frugal, careful, and modest. disciplined, brave, and loyal. responsible and trustworthy. pure in thoughts, words and deeds.

Collective knowledge regarding heroism at the Kusuma Bangsa Heroes' Cemetery, bureaucracy at the Sidoarjo Regent's Tomb, and archaeological riches at the Mpu Tantular Museum will ultimately no longer settle as mere textual memorization, but will instead be transformed into a solid foundation for the growth of lively, critical and meaningful historical awareness in the younger generation.

This discussion also emphasizes that local historical sites have enormous potential to be optimized as active learning media outside the classroom. While the current formal education curriculum demands flexibility and contextual relevance, the integration of scouting exploration strategies is proven to be able to answer these challenges. By packaging regional history routes as arenas of challenges that are both challenging and enjoyable, schools can produce young researchers who are not only academically competent but also have emotional closeness and a deep sense of belonging to the cultural identity and historical roots of their own nation.

B. Analysis of Wide Game Mechanisms in History learning

The application of wide games in out-of-class history learning actually adopts the flexibility of scouting education media, which can be packaged by arranging contextual themes, one of which is the historical theme. As a learning model, wide games utilize areas outside the classroom with targets that must be achieved by participants, such as moving to explore routes to several activity posts to complete certain tasks. Through this dynamic exploration structure, the surrounding environment is no longer just a backdrop for a playground, but is transformed into a social laboratory where students construct their historical knowledge independently and actively.

The effectiveness of this exploration method lies in its ability to synchronize scouting physical activity with the achievement of academic competence. The division of students into several groups or teams triggers an atmosphere of healthy and sporty competition, where each member is required to hone their strategic skills, increase the sharpness of their minds, and prioritize the values of mutual cooperation. By placing historical sites in Sidoarjo as stopping points or mission posts, students are not only challenged physically,

but also stimulated their critical thinking power to solve historical problems relevant to the location where they are standing.

To map the relationship between physical exploration activities and the internalization of educational materials in the field, a structural analysis of the functionalization of each historical site is needed. Scientific discussion regarding the effectiveness of the Wide Game can be seen through the following activity correlation table:

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Table 1. Activity Correlation of the Wide Game in Local History Learning.

Local History Objects	Material Learned	Impact on Students
Kusuma Bangsa	Local Independence	Growing sense of nationalism and
Heroes Food Park	Struggle	appreciation for regional heroes.
Makam Bupati	Sidoarjo Regent's	An understanding of the genealogy
Sidoarjo	Grave	and development of local leadership.
Mpu Tantular Museum	Culture &	Dexterity in identifying types of
	Archaeology	relics of the past.

These three sites in the exploration posts succeeded in changing students' perceptions from previously viewing historical sites as mere piles of stones into dynamic learning resources. Physical activity in finding the location of the site and completing group missions encourages the creation of cooperation and a deep learning by doing process.

Overall, the activity correlation analysis above proves that the functionalization of local historical site routes starting from TMP Kusuma Bangsa, the Regent's Tomb Complex, to the Mpu Tantular Museum as a wide game arena has succeeded in creating an integrative learning ecosystem. Through a synthesis between the physical activity of scouting exploration and the historical educational mission, learning no longer goes in one direction textually, but is transformed into a multidimensional empirical experience. This synergy not only equips students with a cognitive understanding of genealogy, bureaucracy and regional archaeology, but also succeeds in internalizing affective aspects in the form of nationalist values, a spirit of patriotism and a strong sense of ownership of their local cultural heritage.

Thus, the use of local historical sites through the wide game learning model has proven to be effective as an innovation for out-of-class history learning (outdoor learning). This method is able to bridge the needs of the academic curriculum with the naturalistic formation of the characteristics of mutual cooperation and student independence. The successful transformation of students' perceptions from passive to active confirms that the surrounding environment, if packaged in a systematic exploration scenario, has enormous potential to foster deep and meaningful historical awareness from an early age.

4. Discussion

Interpretation of wide game activities on the Sidoarjo historical route shows that moving the learning space from conventional texts to real physical remains is able to trigger emotional and cognitive leaps in students. When students physically explore the site, their curiosity is stimulated in a naturalistic way. This proves that local historical sites act as primary laboratories that bridge the past with the reality of students' current living spaces. The change in students' perception from viewing the site as a "pile of stones" to a living narrative space confirms that spatial (geographical) proximity has a linear correlation with emotional closeness to the history of one's own area.

This finding is in line with Hariyono's argument that local history learning has the inherent power to bring learning subjects closer to real objects around them in order to broaden macro insight [9]. Through wide game activities, the process of "getting to know those close to you" is no longer just a theoretical suggestion, but an empirical experience. Students were successfully invited to leave their passive position as spectators or connoisseurs of the past, and were encouraged to position themselves as active interpreters of these legacies. Concrete interactions at the Kusuma Bangsa Heroes' Cemetery and the Mpu Tantular Museum show how the microstructure of regional history is able to provide a depth of understanding that is often missed in the generalization of macro national historical narratives.

Furthermore, the functionalization of this exploration route has proven effective in transforming students' historical awareness from a surface level to a more critical and integrative level. Based on observations in the field, the group mission forces students to analyze the cause-and-effect relationship of the existence of an artifact. According to Cakranegara, building critical historical awareness is very crucial in the contemporary era to ward off information distortion and identity crises. In this context, wide game-based history learning acts as an instrument of ideological immunity that equips the younger generation with critical reasoning based on physical evidence (historical evidence), so that the value of patriotism and a growing sense of belonging are not blind doctrine, but rather the result of independent reflection in the field.

The multidimensional characteristics that emerge from the collaboration of scouting methods and historical education also verify the methodological shift in looking at the past. As explained by Fauzan, writing and teaching modern local history must break away from just subjective chronicles or boring rote memorization of years, and begin to adopt a dynamic sociological-anthropological approach [10]. The wide game method succeeded in bringing this multidimensional approach to life by integrating physical dexterity, division of tasks (mutual cooperation), and archaeological identification simultaneously. The post-to-post game structure transforms local sites into interactive spaces where Sidoarjo's genealogy, bureaucracy and culture are reconstructed by the students' collective imagination.

In the context of the modern curriculum, the use of this large game-based out-of-class learning model provides an alternative solution to the obstacles to implementing local content that are often faced by formal schools. Prasetya et al. emphasized that the current curriculum platform opens up a very wide space for the integration of regional cultural heritage into learning outcomes to strengthen national identity (national character building). Through a dynamic synthesis between Scout discipline and historical academic competency targets, this research at Sidoarjo Islamic High School proves that local historical sites can be optimized to become independent and enjoyable active learning arenas (independent historical thinking), as well as being a solid foundation for producing citizens who are aware of their own cultural roots [11], [12], [13], [14], [15].

5. Conclusion

This research describes and analyzes the utilization of local historical sites including the Kusuma Bangsa Heroes Cemetery, the Sidoarjo Regent's Tomb Complex, and the Mpu Tantular Museum as media for out-of-class historical exploration based on the wide game method. In line with the main objectives of the research, the integration of these sites into the scouting game post system has proven effective in shifting the students' learning paradigm from merely memorizing textual narratives in the classroom to a process of independent, active, and dynamic knowledge reconstruction in the field. Physical involvement and group mission-solving empirically transform students' perceptions of historical objects from mere piles of inanimate objects into a living and meaningful reality of the past.

Furthermore, the analysis results show that this wide game method significantly contributes to enhancing students' historical awareness. Thru the synthesis of recreational-sportive scouting competition activities with the introduction of primary historical sources, indicators of critical awareness such as a sense of concern, pride, and belonging toward regional cultural heritage can be naturally fostered. Thus, this research concludes that the utilization of local historical site areas as outdoor exploration arenas is a relevant methodological innovation to address the challenges of the modern curriculum, while also serving as a crucial means to foster emotional closeness and deeply root the identity of the younger generation in their collective national identity.

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