



Culture-Based History Teaching Materials as a Process of Cultivating Nationalism in Elementary Schools in Indonesia and Malaysia

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Abstrak

Pendidikan sejarah di sekolah dasar Indonesia dan Malaysia pada era abad 21 mengalami banyak tantangan ketersediaan waktu yang terbatas, minimnya sarana dan prasarana yang memadai, materi ajar sejarah yang masih terfokus pada buku paket, perubahan kurikulum yang sering terjadi, dan menghambat proses penanaman nasionalisme siswa. Penelitian ini bertujuan untuk menganalisis materi ajar sejarah berbasis budaya di sekolah dasar Indonesia dan Malaysia sebagai proses penanaman nasionalisme siswa. Penelitian menggunakan pendekatan kualitatif studi literatur dengan mengidentifikasi dan memilih sumber pustaka yang relevan. Metode pengumpulan data menggunakan metode dokumentasi literatur. Teknik analisis data yang digunakan adalah deskriptif kualitatif. Hasil penelitian menunjukkan bahwa materi ajar sejarah berbasis budaya di Indonesia menekankan integrasi nilai-nilai budaya lokal, seperti nilai-nilai luhur, agama, moral, dan kebenaran, ke dalam proses pembelajaran. Sedangkan, di Malaysia mata pelajaran sejarah merupakan mata pelajaran wajib yang diajarkan di jenjang pendidikan dasar, menengah, hingga tinggi di dalam kurikulum Malaysia. Pendidikan sejarah diselenggarakan dengan pendekatan yang berpusat pada Malaysia dengan tujuan untuk menanamkan rasa cinta tanah air, patriotisme, serta pembentukan bangsa Malaysia yang bersatu. Materi ajar sejarah mengintegrasikan pendidikan warisan budaya ke dalam kurikulum pendidikan Malaysia. Implikasi penelitian yaitu penelitian ini menunjukkan bahwa materi ajar sejarah berbasis budaya efektif menanamkan nasionalisme dan nilai-nilai luhur pada siswa.

Kata Kunci: Materi Ajar Sejarah; Budaya; Nasionalisme

Abstract

History education in Indonesian and Malaysian elementary schools in the 21st century faces many challenges: limited time, inadequate facilities and infrastructure, textbook-based history teaching materials, frequent curriculum changes, and obstacles to instilling nationalism in students. This study aims to analyse culture-based history teaching materials in Indonesian and Malaysian elementary schools as a process of instilling nationalism in students. The study used a qualitative literature study approach by identifying and selecting relevant literature sources. The data collection method used literature documentation. The data analysis technique used was descriptive qualitative. The results show that culture-based history teaching materials in Indonesia emphasise the integration of local cultural values, such as noble values, religion, morals, and truth, into the learning process. Meanwhile, in Malaysia, history is a compulsory subject taught at the elementary, secondary, and tertiary levels within the Malaysian curriculum. History education is implemented with a Malaysia-centred approach with the aim of instilling a sense of love for the homeland, patriotism, and the formation of a united Malaysian nation. History teaching materials integrate cultural heritage education into the Malaysian education curriculum. The implications of this research are that this research shows that cultural-based history teaching materials are effective in instilling nationalism and noble values in students.

Keywords: Teaching Materials on History; Culture; and Nasionalism

1. INTRODUCTION

History learning plays a crucial role in instilling nationalistic values in students. History plays a crucial role in shaping the character of Indonesians, fostering a sense of

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nationalism and love for their homeland (Djono, 2020; Ummah, 2018). Nationalism is an ideological movement to achieve and maintain autonomy, unity, and identity on behalf of the population it considers members to constitute a true nation (Pranata & Setiawan, 2019; Santosa et al., 2021; Trisiana, 2020). Nationalistic values such as patriotism, a spirit of unity, willingness to sacrifice, and respect for cultural diversity serve as essential social glues, especially in facing the challenges of globalisation and the potential for national disintegration (Pranata & Setiawan, 2019; Santosa et al., 2021; Trisiana, 2020; Utami et al., 2020). The subject of history has a strategic role in instilling the values of nationalism in the younger generation, who will one day become the leaders and driving force of the nation. Education in Malaysia emphasises three important aspects in history learning, including the integration of scientific elements, skills, and the instilling of patriotic values. History education is taught separately from social sciences starting from grade 4 of elementary school, and history is a compulsory subject that must be studied by all students (Marta, 2015; Muhtarom, 2024; Muhtarom & Abrar, 2024; Zakaria et al., 2019). History subjects in Malaysia have a very important role. History in KBSM is a core subject that all students must study for five years at the secondary school level, and this is in line with the aspirations and goals of the National Education Philosophy (FPN), which emphasises balanced and integrated development in terms of intellectual, spiritual, emotional, and physical. Moreover, history education in Malaysia is increasingly intertwined with an overt agenda to promote Malay ethnonationalist-oriented patriotism and national identity (Marta, 2015; Muhtarom, 2024; Muhtarom & Abrar, 2024; Zakaria et al., 2019).

However, amidst the massive flow of globalisation, the value of nationalism among students, especially at the elementary school level, faces significant challenges. Exposure to foreign pop culture, unverified information, and an excessive focus on individualistic issues often erode students' understanding and appreciation of their own nation's history (Firdaus & Zattullah, 2021; Kurniawati Mahardika et al., 2023). In Indonesia, history subjects still face unresolved problems, such as inadequate curriculum changes, history teaching materials that still focus on textbooks, and the use of inappropriate models, media, and strategies (Faidar et al., 2023; Gunada et al., 2021; Mistina et al., 2022). This phenomenon occurs not only in Indonesia but also in neighbouring countries like Malaysia, which have intertwined historical and cultural backgrounds. Conventional history learning focuses solely on memorising facts and political events, which is considered ineffective in fostering a deep understanding and internalisation of nationalist values.

Field problems indicate that history learning at the elementary school level in Malaysia faces many challenges, such as limited time availability, as it is only 1 hour per week. Field problems indicate that history learning at the elementary school level in Malaysia faces many challenges, such as limited time availability, as it is only 1 hour per week. In addition, the problem of internet availability is one of the problems that has not been resolved to date, thus hampering the implementation of technology-based learning. Based on this explanation, a history learning strategy is needed that goes beyond memorising dates and names, but also is able to connect the past with the realities of students' current lives. One possible approach is to teach history using culture-based teaching materials. Historical materials are presented based on local culture that is relevant to students (Hendriani, 2020; Mainuddin & Septiani, 2021). This approach is expected to make history learning more meaningful, personal, and effective in instilling nationalist values authentically. A more contextual approach relevant to students' experiences is believed to increase engagement and understanding (Amirin, 2013; Putra, 2021; Rizki & Linuhung, 2017; Sulistyawati, 2020). Cultural integration into the curriculum has a positive impact on the formation of national identity (Rafflesia & Maharani, 2023; Sudarmiani, 2013; Tambak & Sukenti, 2017). Through this approach, students not only learn about past events, but also understand how the nation's

noble values are reflected in everyday cultural practices (Gay, 2018; Hulu et al., 2025; Purbonuswanto & Darmowiyono, 2022).

Indonesia and Malaysia, as neighbouring countries with intertwined historical and cultural roots, also possess unique dynamics of nationalist development, offering an interesting context for comparative study. Both countries have distinct efforts to integrate local cultural elements into their history curricula to instil nationalist values in young people, particularly beginning in elementary school. Understanding how these two countries design and implement history instruction with culture-based teaching materials and how this impacts students' nationalist development can provide valuable insights for developing more effective nationalist education. Currently, Malaysia is revolutionising history teaching by utilising augmented reality (AR) technology, focusing on literature about Malaysian Warrior Figures. This project provides an interactive exploration of warrior biographies, utilising empirical visual references to ensure the preservation of original data (Shawalludin et al., 2024). (Shawalludin et al., 2024). There has been no study on culture-based history teaching materials as a process for instilling nationalism in elementary schools in Indonesia and Malaysia. Based on this, this study aims to analyse culture-based history teaching materials in Indonesia and Malaysia as an effort to instil nationalist values in students.

2. METHOD

This study uses a qualitative approach with a literature review method (Darmalaksana, 2020). This approach was chosen because the main objective of the study was to analyse and synthesise various research results, reports, and relevant academic sources regarding culture-based history teaching materials in Indonesian and Malaysian elementary schools in the context of instilling nationalist values. The research procedure was carried out through four main stages: source identification and selection, data collection, data analysis and categorisation, and validation and refinement of the study results. The identification stage was carried out by searching various relevant library sources through academic databases such as Google Scholar, Taylor & Francis, Springer, Scopus, Elsevier, and ERIC. Keywords used included "culture-based history teaching materials," "nationalism," "elementary school," and "Indonesia–Malaysia." The sources obtained were then selected based on the following criteria: published between 2010 and 2025, focused on elementary education, and discussed the topics of learning history, culture, and nationalism.

The research subjects in this study were scientific documents and publications that were directly relevant to the topic. The data collection method used literature documentation, then analysed using a literature analysis sheet that served as the research instrument. The instrument contained aspects of the study, including educational context, cultural approach, learning objectives, learning models and strategies, and the effectiveness of culture-based learning implementation. The instrument validation process was carried out using expert judgment techniques. Validation focused on three main aspects: the relevance of the indicators to the research objectives, the clarity of the analysis item formulation, and the instrument's suitability for assessing academic documents. The validation results showed that all aspects were deemed appropriate with minor revisions to the item wording to make it more contextual to the elementary school level. The instrument outline is presented in Table 1.

The selection of literature sources in this study was conducted using purposive sampling, which involves deliberately selecting literature that meets the criteria for quality and relevance to the research objectives. This approach enabled the researchers to obtain in-depth and comprehensive data and illustrate how cultural integration in history teaching materials can be an effective means of building nationalism at the elementary school level.

The data analysis technique used was descriptive qualitative. The analysis was conducted through data reduction, theme categorization, content interpretation, and synthesis of findings from various sources. The data obtained were grouped based on key themes such as cultural approaches to history learning, the integration of nationalist values, and the effectiveness of their application in the context of primary education in Indonesia and Malaysia. Triangulating sources then verified the interpretation results to ensure the accuracy and consistency of the information.

Table 1. Research Instrument Grid

No.	Study Aspects	Analysis Indicators
1	Educational Context	Education systems and policies in Indonesia and Malaysia
2	Cultural Approach	Integration of local cultural values in history learning
3	Learning Objectives	Nationalism values instilled
4	Learning Models and Strategies	Pedagogical approaches used
5	Impact and Effectiveness	Empirical evidence from previous research

3. RESULTS AND DISCUSSION

Results

First, consider the characteristics of culture-based history teaching materials used in Indonesian and Malaysian elementary schools. Culture-based history teaching materials in Indonesia emphasise the integration of local cultural values, such as noble values, religion, morals, and truth, into the learning process. The teaching materials are designed to build student character through exemplary values, heroism, and patriotism, as well as national identity amidst globalisation. The goal is to increase students' appreciation of local culture, instil awareness of their own cultural roots, and build strong character and nationalism for the homeland. The material presented is rich in national civilisation, values of heroism, patriotism, and local wisdom to face today's challenges. In the independent curriculum, history learning in Indonesian elementary schools is combined with Natural Sciences and is called IPAS. The goal of this integration is to foster students' holistic and integrated understanding of the natural and social environment, in line with their stage of thinking, which prefers everything as a whole. Furthermore, it fosters curiosity, develops a scientific attitude, fosters creativity, and enhances problem-solving skills by linking natural phenomena to human interactions in everyday life. This is an effort by the Indonesian government to improve the effectiveness of the education system in line with current demands. The primary expected impact of merging science and social studies into science is to improve students' scientific and social literacy (Zakarina et al., 2024). However, the integration of history and science in Indonesian elementary schools has had a significant impact on the delivery of history material.

History is a compulsory subject taught at primary, secondary, and tertiary levels in the Malaysian curriculum. History education is implemented with a Malaysia-centred approach with the aim of instilling a sense of love for the homeland, patriotism, and the formation of a united Malaysian nation (Marta, 2015). Integrating cultural heritage education into the Malaysian curriculum is crucial to ensuring the continued preservation of heritage, as Malaysia is a multicultural country with four world heritage sites. Malaysia is a multicultural and multiracial society comprising three main races: Malay (53.3%), Chinese (26.0%), and Indian (7.7%). Approximately 13% of the population consists of several smaller ethnic groups, including Eurasians and indigenous ethnicities (e.g., Kadazan, Dusunu, Murut, Iban,

Bidayauhu, and Penan), primarily in Sabah and Sarawak. However, although each of these ethnic groups has its own culture and traditions, these cultures contribute to Malaysia's unique multicultural heritage, making preserving national heritage through education a cornerstone of Malaysian public policy (Barghi et al., 2017). History in Malaysian primary schools, such as at Sekolah Kebangsaan Sikauati Sabah, is a core (compulsory) subject along with four other subjects: Malay, English, Mathematics, and Science. Even if a student passes all subjects in the exam, but fails history or Malay, the entire exam is considered a failure. This is what differentiates history subjects in Indonesia and Malaysia, and can be used as input for the advancement of history education in Indonesia, as history education is an important aspect of education for students, especially at the elementary level. The results of the Study of Culture-Based History Teaching Materials in Indonesia and Malaysia are presented in Table 2.

Table 2. Results of the Study of Culture-Based History Teaching Materials in Indonesia and Malaysia

Study Aspects	Findings in Indonesia	Findings in Malaysia
Educational Context	History is integrated into the Natural and Social Sciences (IPAS) curriculum in the Independent Curriculum, with limited learning time. The focus remains on textbooks, and teachers struggle to integrate cultural values and technology.	History is a compulsory subject from elementary school through higher education, with a minimum of one hour of instruction per week. It is a key part of the national curriculum, instilling patriotism and national identity.
Cultural Approach	Integration of local cultural values such as nobility, religion, morality, and truth. The material is structured contextually within the local culture to foster historical awareness and national character.	Integration of cultural heritage education into the national curriculum, encompassing four World Heritage sites, with a focus on preserving Malaysia's multicultural identity.
Learning Objectives	Cultivating a sense of nationalism, love of the homeland, and historical awareness through the context of local culture.	Shaping national identity, a spirit of patriotism, and a sense of love for the homeland with a Malaysia-centered approach.
Learning Models and Strategies	Using Culture-Based Learning, Project-Based Learning (PjBL), and Problem-Based Learning (PBL), teachers are expected to innovate by linking history to students' local cultural experiences.	An integrative approach between historical knowledge and cultural heritage, as well as technology-based innovations such as Augmented Reality (AR) for the exploration of national historical figures.
Effectiveness and Impact	Culture-based learning enhances historical awareness, student character, and engagement in learning. It is effective in strengthening the Pancasila Student Profile.	Enhancing national identity, racial integration, and inter-ethnic national spirit through an inclusive history curriculum.
Implementation Challenges	Time constraints, minimal teacher training, and lack of local culture-based teaching materials.	Dependence on the national syllabus and limited time for history learning in elementary schools (1 hour/week).

Second, the effectiveness of culture-based history teaching materials in instilling nationalistic values in elementary school students in Indonesia and Malaysia. The implementation of culture-based history teaching materials is effective in instilling nationalistic values in students. This is based on the results of previous research that has shown that culture-based learning has a significant impact in fostering nationalism, and integrating local pedagogical strategies can further enhance students' sense of national identity in both countries (Mustoip & Fadhlullah, 2025). This strengthens the argument that a culture-based approach can be an effective strategy in building a sense of nationalism among elementary school students, thus becoming a consideration for teachers to implement in the learning process in elementary schools. Culture-based history learning has a positive impact on students because they are directly introduced to real situations and close to the environment, thus helping students develop a deeper understanding of their national identity, as it emphasises direct experiences, such as involvement in cultural activities. Synthesis of Study Results (General Comparison of Indonesia–Malaysia is presented in Table 3.

Table 3. Synthesis of Study Results (General Comparison of Indonesia–Malaysia)

Category	Indonesia	Malaysia	Conclusion
History's Place in the Curriculum	Integrative (in IPAS)	Independent and mandatory	Malaysia places greater emphasis on history as a national identity.
Cultural Integration	Focus on local culture and regional wisdom	Focus on national heritage and multiculturalism	Both instill nationalism through a cultural context.
Educational Goals	Character formation and Pancasila values	Formation of patriotism and national identity	Both are oriented towards the formation of national identity.
Learning Approaches	Contextual, reflective, and collaborative	National-centric and technology-based	A synthesis of both approaches is necessary for maximum effectiveness.
Impact on Students	Increasing historical awareness and character	Enhancing nationalism and social integration	Both are effective in building nationalism among the younger generation.

Further findings from the Elsevier database examined the integration of local Kagaluhan cultural values through connected learning, Problem-Based Learning (PBL), and Project-Based Learning (PJBL). The results showed that this strategy was effective in increasing historical awareness and character development in students (Wijayanti, 2025). The integration of local cultural values has not yet been fully implemented in the learning process, so this research can serve as a reference for history teachers to begin implementing local cultural values. This implementation is crucial as an effort to shape student character amidst the challenges of increasingly widespread globalisation. Further research from the Google Scholar database indexed by Sinta 1 examined the integration of cultural context into education in Indonesian elementary schools. The embedding of cultural context and traditional practices, particularly in mathematics and music education in elementary schools, is highly beneficial for students' understanding, learning experiences, and overall academic growth. This research activity underscores the transformative impact of ethnomathematics and traditional music literacy, suggesting their inclusion in teaching methodologies to enrich educational content with Indonesia's rich cultural heritage (Fitriadi et al., 2024). By

emphasising the need for a culturally enriched educational framework that respects and promotes Indonesia's diverse cultural identities while fostering academic excellence and social cohesion, although in practice, the Indonesian curriculum does not yet specifically integrate cultural values into the learning process, teachers can innovate by linking teaching materials to current developments and needs.

Further research emphasises the importance of innovation in learning to strengthen national identity and build meaningful knowledge in an era of global development and diversity (Hamidah et al., 2025). One way is by utilising culture-based learning resources, given Indonesia's rich cultural diversity, making it easier to implement. Innovations that teachers can implement based on the results of this research include integrating local culture into learning materials, developing a culture-based curriculum, implementing a culturally responsive learning (CRI) approach, using culture-based teaching materials, and implementing active learning strategies. Furthermore, the research examines the enhancement and cultivation of humanitarian values rooted in local knowledge in accordance with the characteristics of Pancasila students (Astawaa et al., 2024). The results indicate that the inclusion of humanitarian values derived from local culture is an appropriate pedagogical approach in an independent learning curriculum. Due to the degradation of human values related to the increasing prevalence of individualistic views in line with contemporary societal norms, it is necessary to instill and educate students from elementary school on human values, such as Truth, Virtue, Peace, Compassion, and Anti-Violence, to improve their character in accordance with national standards.

Other research suggests that instilling ethical, moral, and character values in students can be implemented through culture-based learning (CRT) (Patras et al., 2023). This can be done, for example, at the elementary school level. This requires commitment from all educational elements and school members to create learning that is tailored to students' needs by incorporating cultural elements. Culture-based learning that is close to students' environments will make it easier for them to understand what is being taught, as it is close to their environment. Another study examined the need for teaching materials in science subjects to ensure they align with student characteristics and development with the applicable curriculum (Guslinda et al., 2025). The integration of local cultural elements into science teaching materials has a positive impact on student engagement and academic achievement in science subjects for fifth-grade students. Teachers in the classroom learning process can implement the results of this study to ensure that teaching materials are relevant to current conditions.

Another study examined the implementation of the elementary school history curriculum in Malaysia with environmental and knowledge support to realise the nation's aspirations, particularly in promoting Malaysian identity among elementary school students (Zakaria et al., 2019). In Malaysia, history has become a core subject and is compulsory for all students in the Elementary School Curriculum since grade 4. History plays a role in building and nurturing students' patriotic spirit through their knowledge of historical values. The aspects studied include educational objectives, the scope of teaching, and pedagogical values in History Education subjects in Malaysia and Indonesia (Zainal et al., 2019). Based on the structure of the History curriculum in Malaysia and Indonesia, teachers are expected to be able to implement teaching innovatively and systematically. The results of the study indicate that the improvement of History education in both Malaysia and Indonesia tends to focus more on the values of History subjects, such as self-affirmation, the spirit of unity, and the spirit of togetherness as global citizens.

Other research examines the importance of education for the sustainable preservation of cultural heritage, making it urgent to address the importance of cultural heritage in the education system. Malaysia is a multicultural country with a rich cultural

heritage and is home to four world heritage sites (Barghi et al., 2017). This paper examines Malaysia's new primary school curriculum to determine the extent to which the core curriculum fosters awareness and respect for cultural heritage. The results show that the primary school curriculum focuses on Malaysia's intangible cultural heritage in several core subjects, such as history, Bahasa Malaysia, art, and music education. Further research examines the transition of history subjects from colonial to postcolonial education, from a history syllabus that upheld the colonial order to the post-independence period when the history syllabus became a tool for nation-building in Malaysia and Singapore (Blackburn & Lun, 2019). The colonial English-language history syllabus was 'decolonised' into a translated national curriculum for Chinese, Malay, and Tamil schools in Malaysia and Singapore. Blackburn and Wu's book offers interesting insights into educational reform, the impact of decolonisation on the curriculum, and the educational history of Malaysia and Singapore. Recent research examines the historical aspects of the problems that arise in history education in Malaysia and provides recommendations for several appropriate steps that will enable students to instil values related to race relations (Ahmad et al., 2010). The findings indicate that history education can help shape attitudes of tolerance, patriotism, citizenship, and values to create a united nation through the concept of One Malaysia.

Discussion

Based on the results of the literature analysis, it was found that both Indonesia and Malaysia have the same goal in implementing history learning at the elementary school level, namely, instilling the values of nationalism, patriotism, and historical awareness from an early age. However, there are fundamental differences in the curriculum policies and approaches used in the two countries. In Indonesia, history is integrated into the Natural and Social Sciences (IPAS) subject in the Independent Curriculum (Chamidi et al., 2022; Indarta & dkk, 2022; Zakarina et al., 2024). This condition results in limited time for history learning and often still focuses on textbooks. Nevertheless, the integration of local cultural values in the learning process has been an important effort to make history more contextual and meaningful for students (Hendriani, 2020; Mainuddin & Septiani, 2021). Teaching materials are designed to develop a nationalistic character by linking noble values, morals, religion, and local wisdom that exist in the students' surroundings. In contrast, in Malaysia, history holds a stronger position as a compulsory subject from elementary school through higher education. History learning in Malaysia is centred on a national approach that emphasises love for the homeland and patriotism. The history curriculum is integrated with cultural heritage education to strengthen the multicultural identity of the Malaysian nation (Muhtarom & Abrar, 2024; Shawalludin et al., 2024). This demonstrates that the Malaysian education system views history as a strategic tool in shaping a national identity rooted in cultural and ethnic diversity.

From a pedagogical perspective, studies have shown that the application of Culture-Based Learning, Project-Based Learning (PjBL), and Problem-Based Learning (PBL) models has proven effective in increasing historical awareness and student engagement in the learning process. Culture-based learning enables students to understand national values through concrete experiences, such as exploring local culture and project activities relevant to their lives (Ade Sri Madona et al., 2023; Yuniarti et al., 2021). In Malaysia, innovative history learning has even been developed through the use of Augmented Reality (AR) technology to enrich students' learning experiences in recognising national historical figures and events (Shawalludin et al., 2024). In terms of effectiveness, the implementation of culture-based teaching materials has a significant positive impact on student character development (Kurnita et al., 2022; Yuniarti et al., 2021). In Indonesia, this approach supports the achievement of the Pancasila Student Profile, particularly in aspects of faith, global

diversity, and critical reasoning. Meanwhile, in Malaysia, culture-based history learning contributes to increasing racial integration, a spirit of togetherness, and strengthening national identity in a multi-ethnic society.

However, several challenges were also identified. In Indonesia, time constraints, lack of teacher training, and a lack of locally based teaching materials were the main obstacles to optimising implementation. Meanwhile, in Malaysia, the problem lay in the limited teaching time of only one hour per week and the reliance on the national syllabus, which lacked flexibility for local exploration. The limitations of this study include: although it provides a comprehensive overview of culture-based history teaching materials in Indonesian and Malaysian elementary schools, it relies entirely on secondary data obtained through a literature review. The absence of field data limits contextual understanding of how culture-based history learning is actually implemented in schools. Therefore, the findings presented represent more of a theoretical and documentary perspective than empirical conditions in the field. The implications of this study confirm that cultural integration in history learning is an effective strategy for fostering nationalism at the elementary school level. Indonesia emphasises the internalisation of local cultural values, while Malaysia emphasises the preservation of national cultural heritage and a spirit of collective patriotism. The synthesis of these two approaches can inspire the development of a history learning model that is contextual, inclusive, and adaptive to the socio-cultural dynamics in Southeast Asia.

4. CONCLUSIONS

Based on the research results and discussion, it can be concluded that culture-based history teaching materials in Indonesia and Malaysia have a similar goal: to foster a sense of nationalism, patriotism, and historical awareness among the younger generation. The difference lies in the curriculum policy regarding placing history lessons at the elementary school level. Furthermore, culture-based history teaching materials in Indonesia emphasise the integration of local cultural values, such as noble values, religion, morals, and truth, into the learning process. Meanwhile, in Malaysia, history is a compulsory subject taught at the elementary, secondary, and tertiary levels within the Malaysian curriculum. History education is implemented with a Malaysia-centred approach with the aim of instilling a sense of patriotism and the formation of a united Malaysian nation. History teaching materials integrate cultural heritage education into the education curriculum.

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