

LOCAL HISTORY AS A BRIDGE FOR CONTEXTUALIZING HISTORY LEARNING: A LITERATURE REVIEW STUDY

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ARTICLE HISTORY

Received : 20-04-2026

Revised : 07-05-2026

Accepted : 15-06-2026

KEYWORDS

local history;
historical consciousness;
contextualization;
critical pedagogy;
Jörn Rüsen;
Paulo Freire;

ABSTRACT

History learning in Indonesia remains dominated by centralized national narratives, causing historical alienation and marginalizing students' local realities. Consequently, students' historical consciousness is often stagnant at traditional and exemplary levels. While empirical studies on local history exist, a framework systematically integrating Paulo Freire's critical pedagogy and Jörn Rüsen's historical consciousness typology is fundamentally lacking. This study aims to construct an argumentative framework that positions local history contextualization as a conceptual bridge between abstract national narratives and students' empirical experiences. Employing a Systematic Literature Review (SLR) with a narrative synthesis approach based on Popay et al.'s (2006) framework, this study analysed a curated corpus of 15 peer-reviewed articles (2010–2025) sourced from Google Scholar, Scopus, and DOAJ. The synthesis reveals that contextualized local history-based learning successfully propels students into critical and genetic consciousness dimensions while shifting them from passive objects of "banking education" into active historical subjects. Practically, this study provides actionable insights for curriculum flexibility and guidelines for developing locally-grounded digital and physical instructional materials to transform conventional classroom history into a dialogical, reflective pedagogical practice.

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INTRODUCTION

History teaching in Indonesia has historically been built upon a dominant national narrative that is centralized and hegemonic. Consequently, the historical experiences of local communities have been systematically marginalized in the classroom. Chalimi's (2023) research explains that teaching with a local history focus faces significant challenges, including a lack of available local history teaching materials and low teacher interest in exploring the potential of local history. Teachers tend to rely on available textbooks, the content of which is predominantly national history. This problem is not merely a matter of the completeness of materials or the distribution of learning content but concerns a more fundamental issue: how history is produced, by whom, and for what purpose. This imbalance in historiographical practice between the center and the regions inevitably leads to a struggle between an authoritative and singular 'official history' and a 'history from below' that gives voice to grassroots perspectives.

The dominance of this single narrative is not merely a historiographical issue but has a direct impact on students' learning experiences in the classroom. When the history content taught focuses solely on national figures, major events at the seat of power, and a chronology dictated from above, students lose the ability to identify with that narrative. History becomes something that happens elsewhere, carried out by others, and does not touch upon the reality of their daily lives. Consequently, what might be termed 'historical alienation' emerges a condition in which students are physically present in history lessons but are cognitively and affectively disconnected from its meaning. Azizah (2025), however, found a significant gap between the ideal of place-based learning and the reality of a dense curriculum fraught with time constraints and scheduling issues. Consequently, the immense potential of local learning resources ranging from museums, heritage sites, oral traditions, to local wisdom is not utilized to its full potential.

This situation positions the teacher as the sole authority on knowledge and the student as a passive recipient who is not given the space to ask questions, challenge assumptions, or construct understanding from their own life experiences. Freire criticizes this model because it systematically stifles students' creativity, curiosity, and critical capacity precisely the qualities essential for the formation of historically conscious citizens (Maylor, 2012). Segalera (2022) explains that this banking system not only restricts intellectual freedom but also subtly internalizes the logic that students are 'empty vessels' to be filled with ready-made, final, and unquestionable knowledge. As an alternative, Freire proposes problem-posing education, in which education takes place in a dialogical, critical, and humanistic manner teachers and students learn together, and students are positioned as active subjects interpreting their own reality.

The most serious impact of this situation is evident in the weakness of students' historical consciousness. Referring to Jörn Rüsen's theoretical framework, human historical consciousness develops through four types: traditional, exemplary, critical, and genetic. National-centric and rote-learning-based history education can only take students as far as the traditional and exemplary types knowing the nation's origins and repeating the moral of stories of struggle. Meanwhile, the critical type the ability to question and challenge existing narratives and the genetic type the ability to understand history as an ongoing process of change are precisely the weakest dimensions (Rüsen, 2005). Yet it is these two types that are most needed to shape citizens who think critically and possess a strong historical identity.

This is where local history comes in, not merely as a supplement to the curriculum, but as a conceptual bridge capable of addressing this gap. Local history which in this article is broadly defined to include the history of communities, social groups, traditions, figures, and events existing outside the dominant national narrative possesses three pedagogical advantages: contextual proximity to students' lives, the authenticity of directly accessible sources, and a wealth of perspectives that trains students to think from multiple viewpoints. Through the contextualization of learning based on local history, students are no longer mere spectators of history but become part of history itself.

Although previous studies have demonstrated the potential of local history as an alternative learning resource (Chalimi, 2023; Azizah, 2025; Marta et al., 2026), most of these studies are of an empirical-developmental nature and have not yet offered a theoretical framework that systematically integrates Freire's critical pedagogy with Rüsen's typology of historical consciousness. It is this gap that forms the scope of this article's contribution. Building on this gap, this article is formulated around two research questions: (1) How can local history function as an instrument of contextualization in history learning that goes beyond merely serving as an additional learning resource? (2) How can the integration of Freire's critical pedagogy and Rüsen's framework of historical consciousness explain the potential of local history in strengthening students' historical consciousness from the traditional type towards the critical and genetic types? Thus, the aim of this article is to construct an argumentative framework based on a synthesis of the literature that explains the role of local history contextualization as a conceptual bridge between national narratives and students' empirical realities.

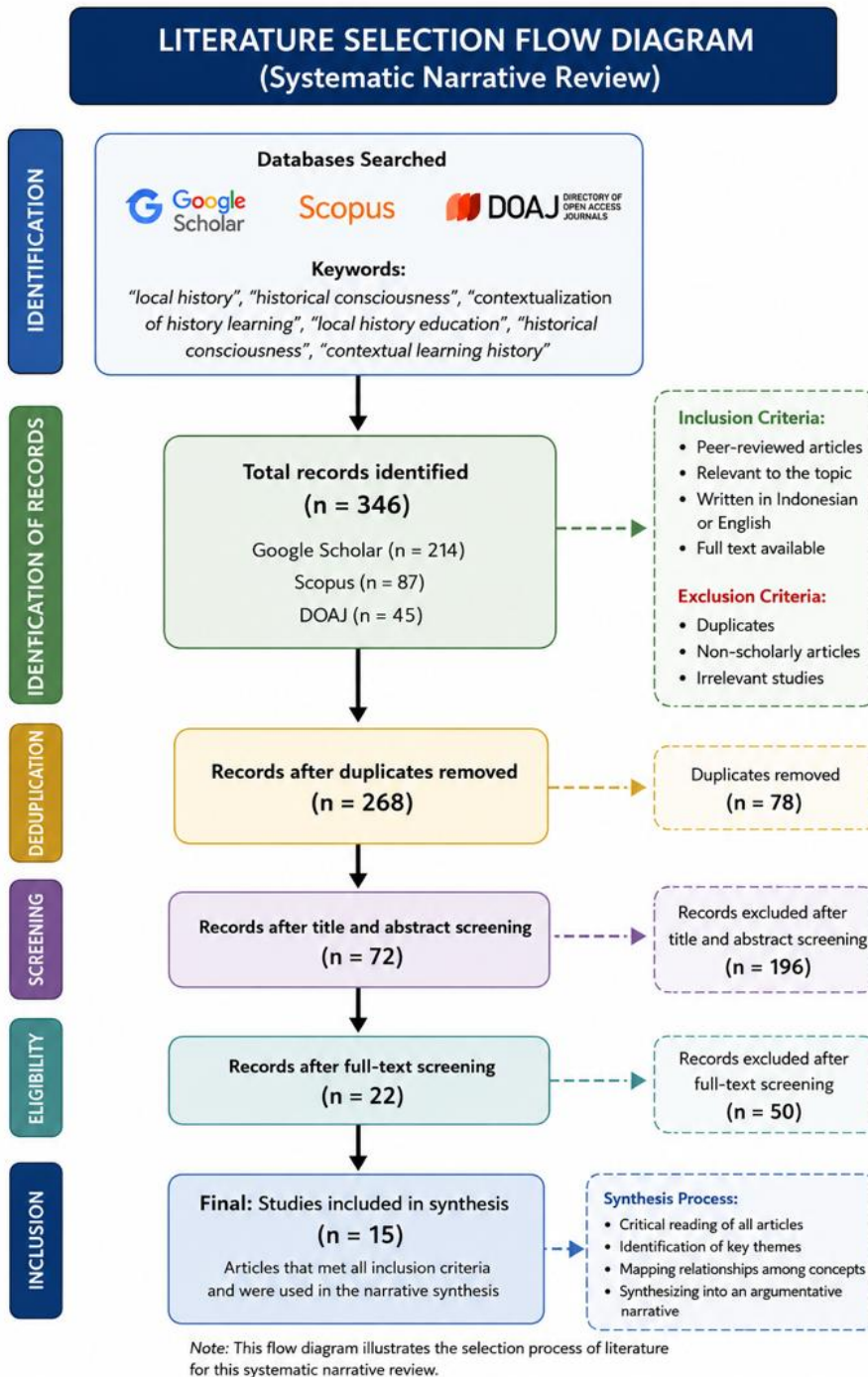
METHOD

This study employs a systematic literature review (SLR) using a narrative synthesis approach, based on the framework developed by Popay et al. (2006). This approach was chosen because the research objective is conceptual namely, to construct an argumentative framework regarding the relationship between the contextualization of local history and the development of students' historical consciousness and therefore requires interpretative synthesis rather than protocols for quantifying effects, as in meta-analyses. Narrative synthesis was specifically chosen due to the methodological heterogeneity of the analysis's literature corpus, which includes empirical studies, development research, and conceptual-theoretical reviews, thus precluding statistical aggregation.

The literature search was conducted using three academic databases: Google Scholar, Scopus, and DOAJ. The search was supplemented by an ancestry search tracing the references of key articles identified to ensure no relevant

studies were overlooked. The keywords used included: "local history", "historical consciousness", "contextualization of history learning", "local history education", "historical consciousness", "contextual learning history", "Jörn Rüsen", and "Paulo Freire", combined using the Boolean operators "AND" and "OR". The time frame was restricted to 2010–2025, except for the foundational works by Rüsen (2004) and Freire (1970), which were retained due to their irreplaceable theoretical relevance.

The literature selection process was carried out in four sequential stages. First, initial identification: all articles retrieved from keyword searches across three databases yielded 247 records. Second, deduplication: duplicates across databases were eliminated, leaving 189 unique articles. Third, title and abstract screening: of the 189 articles, 128 were excluded as they were not substantially relevant, leaving 61 articles for the next stage. Fourth, full-text screening: 39 articles were excluded as they were not available in full text or did not meet the substantial inclusion criteria, leaving 22 articles. This stage was supplemented by an ancestry search, which added three foundational articles (Rüsen, 2004; Rüsen, 2005; Freire, 1970) that were not captured by the automated search but were theoretically essential, resulting in a total of 15 articles as the final analysis corpus. The selection flow is presented in Figure 1.



Source: Author's own documentation (2026)

The inclusion criteria applied are as follows: (a) peer-reviewed articles discussing local history, historical consciousness, critical pedagogy, or the contextualization of history teaching; (b) written in Indonesian or English; (c) available in full text; and (d) published between 2010–2025 or constituting foundational works explicitly cited in the core

literature. Exclusion criteria include duplication across databases, non-scholarly works or those not subject to peer review, articles whose relevance cannot be confirmed after reading the full text, and articles not available online.

Article quality assessment is conducted using an adaptive approach suitable for narrative synthesis. Empirical articles are assessed based on the clarity of the research design, the appropriateness of the methods to the research questions, and the consistency of the findings with the arguments presented. Conceptual-theoretical articles are assessed based on the depth of the argumentation, the credibility of the primary sources cited, and the relevance of the theoretical framework to the topic under study. Development articles were assessed based on the validity of the process and the achievement of development objectives. No articles were excluded at this stage based solely on methodological quality; instead, quality assessment was used to determine the argumentative weight of each source in the synthesis process.

Data extraction was carried out using a structured analysis table recording: (a) the article's details (author, year, title, type of research); (b) the main focus and theoretical framework used; (c) key findings relevant to the research questions; and (d) substantive relevance to the theoretical propositions of this article. Theme coding was conducted using a deductive-inductive approach: initial categories were constructed based on the theoretical framework of Freire and Rusen established at the outset (deductive) and were subsequently enriched with themes that emerged organically from the literature (inductive). This process yielded four main themes that form the structure of this article's discussion.

The analysis followed the four stages of narrative synthesis outlined by Popay et al. (2006): (1) developing a preliminary synthesis identifying main themes from the entire literature through in-depth reading and extraction tables; (2) exploring relationships mapping relationships between concepts across studies to identify convergent and divergent patterns; (3) assessing robustness testing the consistency of arguments across sources whilst taking into account geographical and methodological differences between studies; and (4) building a coherent argumentative framework integrating findings into a narrative that answers the research questions. This process was carried out iteratively using the constant comparative method to ensure that every argumentative claim was based on sufficient evidence from the literature.

RESULTS

Based on the systematic literature review process described in the methodology section, a total of 15 articles met the inclusion criteria and were selected for analysis. The selected studies originated from diverse academic contexts, including history education, critical pedagogy, historical consciousness, local history learning, educational media development, and literature review methodology.

The reviewed studies can generally be categorized into five thematic groups. First, studies integrating Freire's critical pedagogy, Rusen's theory of historical consciousness, and local history learning (Schmidt & Garcia, 2010; Silva, 2014; Bitte, 2024). Second, conceptual studies discussing Freire's banking model of education and teacher-centered learning practices (Govender, 2020; Sultan, 2020; Alam, 2013). Third, methodological studies discussing systematic literature review and narrative synthesis approaches (Mulia et al., 2025; Snyder, 2019). Fourth, empirical and developmental studies examining local history learning practices in Indonesia (Marta et al., 2026; Azizah, 2025; Cepu et al., 2025; Pratama et al., 2025). Fifth, foundational theoretical works discussing historical consciousness by Jorn Rusen (Rusen, 2004; Rusen, 2005; Linchenko, 2013).

The synthesis reveals several recurring patterns across the reviewed literature. First, many studies indicate that history learning in Indonesia remains dominated by centralized national narratives and teacher-centered instructional practices. Second, local history learning appears to provide stronger contextual relevance and emotional proximity for students compared to conventional textbook-oriented approaches. Third, the reviewed studies suggest that contextualized local history learning may contribute to the development of students' historical consciousness, particularly within the dimensions of critical and genetic consciousness proposed by Rusen. Fourth, several studies also highlight structural constraints, including curriculum rigidity, limited instructional time, insufficient teaching materials, and lack of teacher preparation in utilizing local historical sources.

In addition, studies focusing on the development of contextual learning media demonstrate positive responses from students and educators. Digital media, booklets, and place-based learning approaches appear to increase students' engagement and perceived meaningfulness of history learning. However, the literature also suggests that these innovations often remain limited to small-scale implementations and have not yet been systematically integrated into broader curriculum structures.

A summary of the reviewed articles, including their primary focus, methods, key findings, and narrative relevance, is presented in Table 1.



Tabel 1. Articles Meeting the Inclusion Criteria

No.	Author(s) & Year	Title	Main Focus	Method	Key Findings	Narrative Relevance
1	Schmidt & Garcia (2010)	<i>History from Children's Perspectives: Learning to Read and Write Historical Accounts Using Family Sources</i>	Freire, Rűsen, and local history	Empirical (<i>Action Research</i>)	Family sources improved students' understanding of temporal change and integrated Freirean pedagogy with Rűsen's framework of historical consciousness.	Demonstrates how local historical sources (family history) can simultaneously integrate Freire's critical pedagogy and Rűsen's historical consciousness framework.
2	Silva (2014)	<i>History Education: The Meanings Attributed by 9th Grade Students to Local History</i> (Thesis)	Local history and Rűsen's historical consciousness	Empirical (<i>Grounded Theory</i>)	Local history activated identity formation, critical reflection, and pragmatic meaning-making, leading students toward critical and genetic consciousness.	Provides empirical evidence that local history learning can move students from traditional/exemplary consciousness toward critical and genetic orientations.
3	Bitte (2024)	<i>The History of Anchieta/ES in the Light of the Classroom</i> (Thesis)	Teachers' perceptions of local history teaching	Empirical (<i>Case Study</i>)	Teachers acknowledged the importance of local history but encountered constraints related to teaching materials, limited instructional time, and curriculum pressure.	Reveals the gap between pedagogical ideals (teacher support for local history) and classroom realities shaped by limited resources and national curriculum demands.
4	Govender (2020)	<i>Alienation, Reification and the Banking Model of Education</i>	Freire's banking model	Conceptual	The banking model functions as a mechanism of alienation and reification, whereas problem-posing education enables de-alienation.	Explains the mechanism of alienation embedded in banking education, which underpins this article's pedagogical critique.
5	Sultan (2020)	<i>Reinterpreting Freire's Banking Model Using Tyler's Model of Curriculum</i>	Banking model and Tyler's curriculum theory	Conceptual	Tyler's curriculum model structurally resembles the banking model; highly structured curricula reinforce banking logic.	Critiques overly structured curriculum designs that reproduce the logic of banking education.
6	Alam (2013)	<i>Banking Model of Education in Teacher-Centered Class</i>	Banking model in teacher-centered classrooms	Conceptual	The banking model remains dominant in developing countries and suppresses creativity and student motivation.	Strengthens the argument regarding the persistence of banking education within educational systems in developing countries, including Indonesia.



No.	Author(s) & Year	Title	Main Focus	Method	Key Findings	Narrative Relevance
7	Mulia, Fadhilah, & Irfan (2025)	<i>Vector Learning: A Systematic Review, Narrative Synthesis, and Limited Meta-Analysis Using JASP</i>	Narrative synthesis methodology	Methodological	Narrative synthesis is effective for heterogeneous studies and offers practical applications in educational research.	Provides a concrete example of applying narrative synthesis methodology within educational research.
8	Snyder (2019)	<i>Literature Review as a Research Methodology: An Overview and Guidelines</i>	Literature review as research methodology	Methodological	Provides conceptual guidelines for employing literature reviews as a research method.	Establishes the methodological foundation for using systematic literature review in this study.
9	Linchenko (2013)	<i>The Problem of Historical Consciousness in Jörn Rüsen's Philosophy</i>	Rüsen's four types of historical consciousness	Conceptual	Offers an in-depth explanation of traditional, exemplary, critical, and genetic consciousness.	Systematically elaborates Rüsen's fourfold typology to strengthen the analytical framework.
10	Marta et al. (2026)	<i>Development of Banten Local History as a Learning Resource (Conference Proceedings)</i>	Development of Banten local history teaching materials	Developmental (R&D)	Eighty percent of students perceived learning as more meaningful; students lacked familiarity with local heroes due to the dominance of national textbooks.	Demonstrates how Indonesian students experience alienation from both national and local history, while local history offers a potential solution.
11	Azizah (2025)	<i>Utilizing the Asia-Africa Conference Museum as a Historical Learning Resource</i>	Museum-based learning resource	Empirical (Case Study)	Identified a gap between the ideal of place-based learning and curricular realities such as time, cost, and scheduling constraints.	Highlights barriers to implementing place-based learning in Indonesia due to rigid curricular structures.
12	Cepu, Soeharso, & Lyndon (2025)	<i>Contextualizing Colonial History: Booklet on Local Dutch Heritage</i>	Colonial heritage booklet as local history material	Developmental (R&D)	Achieved expert validation of 90.3% and successful implementation within the Merdeka Curriculum.	Provides evidence of successful development and validation of local history teaching materials.
13	Tim UNNES (2025)	<i>Developing Contextual-Based History Learning Media: Videoscribe on Bongkotan Temple Site</i>	Videoscribe-based contextual history learning media	Developmental (R&D)	Achieved expert validation of 89.04%, positive student responses (87%), and addressed physical access limitations to historical sites.	Demonstrates how digital media innovation can overcome accessibility barriers to historical learning resources.
14	Rüsen (2004)	<i>Historical Consciousness:</i>	Four types of	Conceptual (Foundational)	Defines traditional, exemplary, critical, and	Serves as the primary foundational source defining

No.	Author(s) & Year	Title	Main Focus	Method	Key Findings	Narrative Relevance
15	Rüsen (2005)	<i>Narrative Structure, Moral Function, Ontogenetic Development</i> <i>History: Narration, Interpretation, Orientation</i>	historical consciousness Genetic consciousness and identity	Conceptual (Foundational)	genetic consciousness; historical consciousness functions as temporal self-orientation. Elaborates genetic consciousness as the highest level of historical orientation and explores its relationship with identity formation.	historical consciousness and its four typologies. Deepens understanding of genetic consciousness as the ultimate objective of history learning.

The results of the narrative synthesis reveal the emergence of four key issues that are consistently present throughout the literature, namely: (1) the dominance of the national narrative and the reproduction of banking education in history teaching; (2) local history as a pedagogical tool that goes beyond the function of a learning resource; (3) the position of students' historical consciousness within Rüsen's four-type framework; and (4) contextualization as a conceptual bridge integrating Freire's critical pedagogy with Rüsen's historical consciousness.

DISCUSSION

Criticism of the Dominance of National Narratives and Banking-Style Education

The literature synthesis suggests that history learning in Indonesia continues to be dominated by centralized national narratives and teacher-cantered instructional practices. Consequently, students often perceive history as distant, abstract, and disconnected from their lived experiences. Marta et al. (2026) indicate that many students demonstrate limited familiarity with local historical figures despite their significant roles within regional historical developments. These findings reinforce Azizah's (2025) observation regarding the gap between the ideal implementation of place-based learning and the realities of curriculum rigidity, limited instructional time, and scheduling constraints in schools.

From the perspective of Paulo Freire's critical pedagogy, this condition may be interpreted as a manifestation of banking-style education. Govender (2020) explains that the banking model is not merely an ineffective pedagogical method, but also a mechanism that systematically reproduces alienation within educational practices. In history classrooms, students are frequently positioned as passive recipients of official historical narratives rather than active interpreters of historical meaning. The limitations of this centralized national narrative are exacerbated by pedagogical alienation, whereby students fail to contextualize their local collective memory within the broader history of Indonesia (Purwanta, 2022). Consequently, the emancipatory values of the history of local struggles are reduced to dry chronological memorization (Sanjaya & Hasan, 2024). Alam (2013) further argues that teacher-cantered educational practices remain dominant in developing countries and tend to suppress students' creativity, curiosity, and critical engagement.

This tendency is also connected to curriculum structures that emphasize predetermined learning objectives and standardized outcomes. Sultan (2020) suggests that rigid curriculum models may unintentionally reinforce banking-style educational practices because they prioritize content transmission over dialogical learning experiences. As a result, history learning often becomes limited to memorizing historical facts, dates, and national figures without encouraging students to critically examine how historical knowledge is constructed and represented.

Local History as a Contextual Learning Medium

The reviewed studies indicate that local history possesses significant pedagogical potential for creating more contextual and meaningful learning experiences. Unlike dominant national narratives, local history is closely connected to students' social environments, cultural backgrounds, and collective memories. This contextual proximity appears to encourage stronger emotional engagement and historical relevance among students.

Schmidt and Garcia (2010) demonstrate that the use of family-based historical sources enables students to better understand historical change while simultaneously encouraging reflective and dialogical learning processes. Similarly, Silva (2014) finds that local history learning may activate identity awareness, critical reflection, and pragmatic understanding among students. These findings suggest that local history encourages students to move beyond passive acceptance of historical narratives toward more active processes of interpretation and contextualization.

In Indonesia, several studies also reveal positive outcomes from contextual local history learning. Marta et al. (2026) report that the development of local history teaching materials increased students' perceived meaningfulness of history learning. The use of local heritage and historical sites has been empirically proven not only to improve students' comprehension of the material, but also to foster a sense of cultural belonging (Widiadi et al., 2023). The integration of local historical sources, such as biographies of local figures, can break down the rigid boundaries of the formal curriculum (Ahmad & Supriatna, 2021). Cepu, Soeharso, and Lyndon (2025) further demonstrate that contextual booklets on colonial heritage achieved high validation results and positive classroom responses. Likewise, Pratama et al. (2025) show that digital learning media may help overcome physical accessibility limitations related to historical sites.

However, the literature also consistently identifies structural limitations that hinder broader implementation. Bitte (2024) explains that teachers frequently face challenges related to limited teaching materials, lack of institutional support, and curriculum pressure. These findings suggest that the effectiveness of local history learning depends not only on pedagogical awareness, but also on broader educational support systems.

Historical Consciousness in Rüsen's Perspective

The transformative potential of local history learning may be better understood through Jörn Rüsen's concept of historical consciousness. According to Rüsen (2004), historical consciousness refers to the human capacity to orient oneself temporally through meaningful interpretation of past experiences. Rüsen categorizes historical consciousness into four dimensions: traditional, exemplary, critical, and genetic consciousness.

Linchenko (2013) explains that traditional consciousness emphasizes continuity with inherited traditions, while exemplary consciousness focuses on extracting moral lessons from historical events. In contrast, critical consciousness involves questioning dominant narratives and challenging established interpretations. Genetic consciousness, considered the most reflective dimension, enables individuals to understand history as an ongoing process of continuity and transformation that shapes present and future realities.

The reviewed literature suggests that conventional history learning in Indonesia tends to emphasize traditional and exemplary forms of historical consciousness. Students are generally encouraged to inherit official historical narratives and moral values without critically interrogating those narratives. However, studies involving local history learning indicate stronger potential for developing critical and genetic consciousness. Schmidt and Garcia (2010), as well as Silva (2014), suggest that contextual historical experiences encourage students to compare official narratives with local realities, thereby fostering more reflective historical understanding.

Contextualization as a Bridge Between Freire and Rüsen

The synthesis of the reviewed studies suggests that contextualization functions as an important conceptual bridge connecting Freire's critical pedagogy with Rüsen's theory of historical consciousness. Through contextualized local history learning, students are no longer positioned merely as passive recipients of completed historical narratives, but as active historical subjects who participate in constructing meaning from their own historical environments.

This process reflects Freire's concept of problem-posing education, where learning occurs through dialogue, inquiry, reflection, and critical engagement with reality. Simultaneously, contextualized learning also supports the development of critical and genetic historical consciousness because students are encouraged to interpret historical change in relation to their own social experiences and future orientations.

Several reviewed studies demonstrate practical strategies for implementing contextualized learning. Marta et al. (2026) developed contextual local history teaching materials, while Cepu et al. (2025) utilized historical booklets and Pratama et al. (2025) employed digital media innovations. When students are encouraged to analyse the contradictions between the narrative of official texts and historical evidence in their local context, the transition towards Rüsen's critical-genetic consciousness is taking place through the mechanism of cognitive conflict resolution (Setiawan et al., 2026). This dialogical approach frees students from the shackles of banking education towards a dynamic understanding of history (Wirasti, 2025).

These approaches indicate that contextualization may be implemented through multiple pedagogical and technological strategies. Nevertheless, the literature also highlights that contextualization cannot function optimally without structural support. Curriculum flexibility, institutional encouragement, teacher preparedness, and the availability of contextual learning resources remain important factors influencing implementation. Therefore, the integration of local history into history education should not merely be viewed as supplementary content addition, but as part of a broader effort to transform historical learning into a more dialogical, contextual, and reflective educational practice.

CONCLUSION

This article has constructed an argumentative framework through a systematic literature review with narrative synthesis of 15 selected studies to examine how local history may function as an instrument of contextualization in history learning to strengthen students' historical consciousness. The synthesis indicates that history education in Indonesia continues to be dominated by centralized national narratives and reinforced through pedagogical practices that reflect Freire's concept of banking education. Such conditions tend to limit the development of students' historical consciousness primarily to the traditional and exemplary dimensions within Rösen's framework, while the critical and genetic dimensions, which are essential for developing reflective and historically conscious citizens, remain insufficiently facilitated.

The reviewed literature demonstrates that local history possesses pedagogical capacities that extend beyond its role as a supplementary learning resource. The spatial, cultural, and emotional proximity of local historical experiences to students' daily lives enables more dialogical and contextual learning processes. Through contextualized learning, students are encouraged not only to receive historical narratives passively, but also to critically interpret historical experiences and connect them with present social realities. Studies conducted within the Indonesian context, including the development of local history teaching materials, colonial heritage booklets, and digital media based on historical sites, consistently show that contextualization may enhance students' engagement and perceived meaningfulness of history learning.

By integrating Freire's critical pedagogy with Rösen's theory of historical consciousness, this article argues that the two frameworks complement one another structurally. Freire's critique of banking education helps explain the pedagogical problems embedded within conventional history learning, while Rösen's typology provides a conceptual orientation for understanding the desired transformation of students' historical consciousness. Within this framework, local history functions as a pedagogical bridge that connects critical dialogue, contextual learning, and the development of reflective historical understanding.

This study also provides several practical implications. For history teachers, the findings highlight the importance of integrating contextual local historical sources into classroom learning in order to create more dialogical and meaningful learning experiences. For curriculum developers, the study emphasizes the need for greater curricular flexibility that allows local historical content to be incorporated into history learning practices. For teaching material developers and educational institutions, the findings suggest the importance of developing accessible contextual learning resources, including digital media, local history modules, and place-based learning materials that are relevant to students' socio-cultural environments.

Nevertheless, this study acknowledges several limitations. First, the study is conceptual and argumentative in nature, and therefore does not provide direct empirical evidence from classroom implementation. Second, the literature corpus analyzed remains relatively limited and is largely dominated by Indonesian and Brazilian contexts, which requires careful interpretation when considering broader generalizations. Third, structural challenges such as curriculum density, limited instructional time, and insufficient availability of local history teaching materials indicate that the transformation of history learning cannot rely solely on teacher initiatives, but also requires broader institutional and policy support.

Based on these findings, future research is recommended to empirically examine the theoretical propositions proposed in this article through classroom action research, case studies, or experimental designs involving contextual local history learning in various educational settings. In addition, the development of assessment instruments capable of measuring shifts in students' historical consciousness from traditional toward genetic dimensions within local history-based learning environments remains an important area for further investigation.

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