

ENDE LOCAL HISTORY AS A CONTEXTUAL LEARNING RESOURCE FOR DEVELOPING HISTORICAL THINKING IN HISTORY EDUCATION: A LITERATURE REVIEW

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ARTICLE HISTORY

Received : 20-06-2026

Revised : 23-07-2026

Accepted : 30-07-2026

KEYWORDS

Ende local history;
historical thinking;
history education;
contextual learning;
local historical sources

ABSTRACT

History education should not be limited to the transmission of factual knowledge but should encourage students to develop the ability to understand, analyze, and interpret the past through historical reasoning. This study aims to analyze the utilization of Ende local history as a contextual learning resource for developing historical thinking in history education. This research employs a literature review method using a conceptual synthesis approach. Data sources consist of 26 selected academic publications, including journal articles, books, and proceedings related to historical thinking, history education, local history, and cultural heritage of Ende. Literature selection was conducted through identification, screening, eligibility assessment, and data extraction processes. The collected data were analyzed using content analysis and thematic analysis to identify patterns and conceptual relationships among the reviewed studies. The findings indicate that Ende possesses diverse local historical sources, including colonial heritage sites, national historical sites, traditional villages, traditional architecture, oral traditions, and cultural rituals. These sources have significant potential as contextual learning resources because they provide authentic historical evidence that can support students in developing historical thinking. The synthesis shows that the utilization of Ende local history can facilitate students' abilities to analyze historical evidence, understand historical perspectives, recognize continuity and change, and interpret historical significance. Therefore, local history can function not only as cultural heritage but also as an educational medium that transforms history learning into an inquiry-based and meaningful process.

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INTRODUCTION

History is a discipline that seeks to understand human experiences across time through the reconstruction of past events based on historical evidence. Kuntowijoyo (2005) argues that history is not merely a narrative of the past, but a scientific discipline with its own objects, methods, and ways of thinking to explain social change. Therefore, studying history does not only involve memorizing facts, figures, and chronological events, but also requires the ability to analyze, interpret, and understand the meaning of historical processes. Sjamsuddin (2012) emphasizes that historical reconstruction must be conducted through systematic procedures, including the identification of sources, source criticism, interpretation, and historiography. These processes demonstrate that history learning should encourage students to understand how historical knowledge is constructed.

This understanding has significant implications for history education. History learning is not only aimed at transferring knowledge about past events but also at developing historical awareness, critical thinking, and students' ability to understand social changes over time. Abdullah (1985) explains that local and national histories contribute to the development of historical consciousness by presenting human experiences within particular spatial and temporal contexts. Similarly, Aman (2011) states that history education should enable students to understand the meaning and relevance of past events in relation to present life. Therefore, meaningful history education should provide opportunities for students to analyze historical phenomena, engage with historical sources, and construct interpretations rather than merely receive historical information.

However, history education in Indonesia still faces challenges, particularly the tendency toward teacher-centered learning and the dominance of factual memorization. Aman (2011) notes that history learning is often oriented toward the mastery of information, such as dates, figures, and events, rather than the development of historical reasoning. This condition limits students' opportunities to interact with historical sources, formulate historical questions, evaluate evidence, and develop interpretations. Consequently, history is frequently perceived as a subject of memorization rather than an intellectual process for understanding human experiences and social transformation. These challenges indicate the need for learning approaches that shift history education from information transmission toward the development of historical thinking skills.

Historical thinking has emerged as an important approach to address these challenges because it positions students as active learners who construct historical understanding through processes similar to those used by historians. Historical thinking involves the ability to understand chronology, analyze cause and consequence, evaluate historical evidence, interpret past events, and recognize continuity and change. Hastuti et al. (2021) explain that developing historical thinking enables students to understand history critically rather than simply mastering historical facts. Therefore, the development of historical thinking requires learning resources that allow students to engage directly with historical evidence and participate in historical inquiry processes.

The development of historical thinking requires learning resources that provide opportunities for students to engage with authentic historical evidence. Local history has significant potential in this regard because it presents historical experiences that are closely connected to students' social and cultural environments. Kochhar (2008) emphasizes that historical learning resources should not be limited to textbooks but should include various sources that enable students to gain concrete historical experiences. Local historical sites, traditional architecture, oral traditions, and cultural practices can function as sources that encourage students to identify evidence, analyze historical contexts, and construct interpretations of the past. Wiyanarti et al. (2020) further explain that the integration of local history into history education creates contextual learning experiences because students interact with historical realities that are familiar within their communities.

Local history also contributes to a broader understanding of national history by revealing diverse human experiences within specific regions. Abdullah (1985) argues that local history is an essential part of Indonesian

historiography because it illustrates the complexity of historical development at the community level. In history education, local history provides opportunities for students to understand that historical processes occur not only at the national level but also through local experiences shaped by particular social, cultural, and geographical contexts. Therefore, local history can serve as a medium for developing historical thinking by encouraging students to examine evidence, understand historical perspectives, and interpret continuity and change within their own environments.

One region with significant potential for the development of contextual history learning is Ende Regency, East Nusa Tenggara. Ende possesses diverse historical resources representing various periods of social and cultural development, including colonial encounters, national movements, traditional settlements, indigenous architecture, oral traditions, rituals, and archaeological remains. These resources demonstrate that historical knowledge is preserved not only through written documents but also through material heritage and living cultural practices. The Soekarno Exile House, for example, represents the connection between local experiences in Ende and the broader history of Indonesian nationalism (Nuryahman, 2012; Kedhi et al., 2022). In addition, the Portuguese Fort on Ende Island provides archaeological evidence of colonial interaction and defense strategies in eastern Indonesia (Wati, 2023).

Beyond colonial and national historical sites, Ende's traditional villages, cultural landscapes, oral traditions, and indigenous rituals provide valuable resources for understanding the continuity and transformation of local communities. Traditional villages such as Wologai, Wolotopo, and Nggela reflect social organization, cultural values, and relationships between humans, nature, and ancestors. Likewise, traditions such as Lota script, Joka Ju, Ka Nggua, Ine Pare, and Wurumana represent forms of collective memory and cultural knowledge transmitted across generations. These historical and cultural resources provide meaningful opportunities for students to explore the relationship between evidence, historical context, and social change.

Although previous studies have explored historical thinking as an approach in history education and examined local history as a contextual learning resource, these two areas have often been discussed separately. Research on historical thinking generally focuses on students' ability to analyze evidence, interpret historical events, and construct historical understanding, while studies on local history tend to emphasize cultural values, preservation, or the educational potential of local heritage. Meanwhile, studies on Ende's local history have documented various historical and cultural resources, but limited attention has been given to how these resources can be systematically utilized to develop historical thinking in history education.

This study addresses this gap by analyzing the utilization of Ende local history as a contextual learning resource for developing historical thinking in history education. Through a literature review approach, this article synthesizes previous studies related to historical thinking, history education, and Ende's local historical resources. The study argues that local history should not be viewed merely as cultural heritage or additional learning material, but as an intellectual resource that enables students to engage in historical inquiry, analyze evidence, interpret the past, and develop historical consciousness.

METHOD

This study employed a literature review method using a conceptual synthesis approach. This approach was selected because the study aimed not to examine relationships between variables through empirical investigation, but to identify, evaluate, and synthesize previous studies related to local history, history education, and historical thinking. Through conceptual synthesis, various concepts, findings, and arguments from previous studies were analyzed to develop an understanding of how Ende local history can be utilized as a contextual learning resource for developing historical thinking.

The data sources consisted of relevant academic publications, including journal articles, academic books, and scientific proceedings related to historical thinking, history education, local history as a learning resource, and the

historical and cultural heritage of Ende. Literature searches were conducted through Google Scholar, Garuda, and SINTA databases using the keywords *historical thinking*, *history education*, *local history*, *Ende local history*, *local history learning*, and *history learning*. The selected literature primarily consisted of publications from 2016–2026, while several classical references were included as theoretical foundations due to their conceptual relevance. Based on the identification and selection process, 26 references that met the inclusion criteria were analyzed.

The literature selection process consisted of four stages. First, identification was conducted by collecting publications based on predetermined keywords. Second, screening was carried out by reviewing titles, abstracts, and keywords to determine their relevance to the research focus. Third, eligibility assessment was conducted through a comprehensive review of the selected publications to evaluate their academic quality, relevance, and contribution to the study. Fourth, data extraction was performed by identifying important information from each source, including research objectives, methods, major findings, and implications for history education and historical thinking development.

The collected data were analyzed using content analysis and thematic analysis. Content analysis was used to identify key concepts and arguments presented in each publication, while thematic analysis was applied to identify patterns, relationships, and recurring themes across the literature. The findings were then synthesized conceptually to formulate an analytical framework regarding the utilization of Ende local history as a contextual learning resource for developing historical thinking in history education.

RESULTS AND DISCUSSION

Historical Thinking as an Orientation of History Education

History education is not merely intended to transmit knowledge about past events, but also to develop students' ability to understand how historical knowledge is constructed. In this perspective, history learning should encourage students to examine evidence, interpret historical events, and understand the relationship between past experiences and contemporary life. Kuntowijoyo (2005) emphasizes that history is a scientific reconstruction of the past based on evidence and interpretation rather than a simple collection of narratives. Therefore, history education requires learning processes that enable students to understand the nature of historical inquiry and the ways historians construct explanations about the past.

However, history learning practices in Indonesia still frequently emphasize the memorization of historical facts, chronological sequences, and important figures. Such an approach often positions students as passive recipients of historical information rather than active learners who engage with historical sources. Aman (2011) argues that history education should develop historical awareness by enabling students to understand the meaning and relevance of historical events. This requires a shift from fact-oriented learning toward learning activities that involve questioning, analyzing evidence, interpreting sources, and constructing historical arguments.

In this context, historical thinking becomes an essential orientation in history education. Based on the synthesis of previous studies, historical thinking refers to the ability to understand the past through processes of reasoning, analysis, and interpretation. Hastuti et al. (2021) explain that historical thinking enables students to move beyond factual understanding by developing abilities such as chronological reasoning, causal analysis, interpretation of historical sources, and understanding continuity and change. These abilities allow students to view history as an analytical discipline rather than merely a collection of past events.

The concept of historical thinking developed in history education internationally provides a broader theoretical foundation for this approach. Wineburg (2001) argues that historical thinking involves ways of reasoning used by historians when examining the past, including questioning the reliability of sources, understanding historical contexts, and constructing interpretations based on available evidence. Similarly, Seixas and Morton (2013) identify

six key concepts of historical thinking: historical significance, evidence, continuity and change, cause and consequence, historical perspectives, and the ethical dimension. These concepts emphasize that historical understanding is developed through active engagement with historical problems and evidence.

The development of historical thinking requires learning environments that allow students to interact with authentic historical sources. Students need opportunities to investigate evidence, compare different perspectives, evaluate historical information, and construct interpretations based on historical contexts. Therefore, the selection of learning resources becomes a crucial factor in implementing historical thinking-oriented history education. Contextual and authentic sources, particularly those located within students' social and cultural environments, provide meaningful opportunities for historical inquiry.

Based on the synthesis of the reviewed literature, historical thinking represents an important direction for strengthening history education in Indonesia. Nevertheless, its implementation requires learning resources that connect historical concepts with students' lived experiences. In this regard, local history provides significant potential because it offers concrete historical evidence that can be examined, interpreted, and contextualized within history learning.

Ende Local History as a Contextual Historical Source

Ende Regency possesses a rich historical and cultural heritage that represents various stages of social development, ranging from prehistoric traces, colonial encounters, national struggle narratives, to the continuity of local traditions. These historical resources include tangible heritage, such as colonial sites, traditional settlements, and architectural remains, as well as intangible heritage in the form of oral traditions, rituals, and cultural practices. This diversity demonstrates that local history in Ende is not merely a collection of past events but also provides authentic historical sources that can support contextual history learning.

One of the significant historical resources in Ende is the heritage associated with colonial and national history. The Soekarno Exile House represents an important site that connects local experiences with the broader narrative of Indonesian nationalism. Nuryahman (2012) explains that Soekarno's exile in Ende between 1934 and 1938 was not only a period of political restriction imposed by the colonial government but also an intellectual phase that influenced the development of his national ideas. Similarly, Kedhi et al. (2022) emphasize that the historical significance of the exile site provides educational value as a medium for understanding the relationship between local spaces and national historical processes.

Besides the Soekarno Exile House, the Portuguese Fort on Ende Island represents another important colonial heritage. Wati (2023) explains that the fort was part of the Portuguese defense system established to secure trade routes and colonial interests in Eastern Indonesia. As a historical source, the fort provides opportunities for students to examine colonial encounters through material evidence. Through direct observation and historical inquiry, students can analyze the function of the fort, the context of Portuguese expansion, and the interaction between local communities and colonial powers.

Other colonial traces can also be found in Numba Village. Sulaiman et al. (2018) identify several Portuguese-related historical remains, including wells, cannons, churches, graves, and religious monuments. These remains illustrate that historical knowledge is not only preserved through written documents but also through material heritage and collective memory. Therefore, Numba Village can serve as a contextual learning resource for understanding colonial history from a local perspective.

Beyond colonial heritage, Ende also possesses various traditional settlements and cultural landscapes that reflect the social organization and worldview of the Ende-Lio community. Studies on Wologai Traditional Village indicate that its spatial structure represents the relationship between humans, nature, and cultural values. Edo (2018) highlights the architectural and spatial characteristics of Wologai, while Rada et al. (2026) further explain Wologai as a living cultural landscape that reflects the continuity of ancestral values within contemporary society. These findings

demonstrate that traditional villages can function as historical sources for understanding social structures, cultural continuity, and historical change.

Traditional architecture in Ende-Lio communities also represents an important source for understanding local historical experiences and cultural values. Mukhtar et al. (2013) explain that the traditional Keda building structure in the Wolotolo customary settlement reflects the relationship between architectural forms, social organization, and cultural meanings within the Ende-Lio community. Such architectural heritage demonstrates that historical evidence is not only preserved through written documents but also embedded in spatial arrangements and traditional structures. Therefore, traditional architecture can serve as a contextual historical source that enables students to examine the relationship between material culture, social systems, and historical continuity.

Similarly, research on Wolotopo and Nggela Traditional Villages reveals that traditional houses, spatial organization, and customary leadership systems contain historical meanings related to social relations and cultural identity. Kusi and Husen (2024) show that Sa'o Nggua in Wolotopo reflects the symbolic role of women in maintaining cultural traditions. Meanwhile, Poerwati et al. (2022) and Prioharyono (2012) explain that Nggela Traditional Village represents the relationship between spatial organization, customary authority, and cosmological values. These cultural elements provide opportunities for students to explore historical perspectives by understanding past societies within their own cultural contexts.

In addition to material heritage, Ende's oral traditions and cultural rituals represent important sources of historical knowledge. Serlin and Jamaludin (2021) demonstrate that Aksara Lota functions not only as a traditional writing system but also as a medium for transmitting cultural values across generations. Likewise, Wudy et al. (2025) and Rosini (2023) reveal that Joka Ju tradition contains collective memories, social values, and community beliefs that continue to be maintained through ritual practices. Other traditions, such as Ka Nggua, Ine Pare, and Wurumana, also reflect the continuity of local knowledge, social relations, and cultural adaptation within Ende-Lio society (Ga'a et al., 2024; Rero et al., 2025; Naga et al., 2025).

The synthesis of these studies indicates that Ende's local history provides diverse historical sources that are relevant for contextual history education. Colonial sites, traditional settlements, architectural heritage, oral traditions, and cultural rituals represent different forms of evidence that enable students to engage with the past through investigation and interpretation. Therefore, local history in Ende can function not only as cultural heritage but also as an educational resource that supports students in developing historical understanding through authentic engagement with historical evidence.

Utilizing Ende Local History to Develop Historical Thinking

The utilization of local history in history education provides an opportunity to transform students' understanding of the past from the memorization of historical facts into an active process of historical inquiry. Historical thinking requires students to examine how historical knowledge is constructed through evidence, interpretation, and contextual understanding. Wineburg (2001) argues that historical thinking involves the ability to critically analyze sources, understand the past within its own context, and develop interpretations based on available evidence. Similarly, Seixas and Morton (2013) emphasize that historical thinking consists of several fundamental concepts, including historical significance, evidence, continuity and change, historical perspectives, cause and consequence, and ethical dimensions.

In the context of history education in Ende, local historical resources provide meaningful opportunities for developing these dimensions of historical thinking. Historical sites, traditional settlements, cultural landscapes, oral traditions, and community rituals can be positioned as authentic sources that encourage students to investigate, question, and interpret the past. Through engagement with local historical resources, students are not only introduced to historical information but also involved in the process of constructing historical understanding.

First, Ende's local historical resources can support the development of students' ability to analyze historical evidence. Historical sites such as the Soekarno Exile House, the Portuguese Fort on Ende Island, and Portuguese heritage remains in Numba Village provide material evidence that can be examined through historical inquiry. Students can analyze the origin, function, and historical context of these remains by asking critical questions about who created them, why they existed, and how they influenced local communities. This process encourages students to understand that historical knowledge is constructed through the interpretation of evidence rather than merely obtained from textbooks.

Second, local history in Ende contributes to the development of historical perspectives. Traditional villages such as Wologai, Wolotopo, and Nggela represent social systems and cultural values that developed within specific historical contexts. The spatial arrangement of traditional settlements, the meaning of traditional houses, and customary leadership systems reflect the ways in which past communities understood their relationship with nature, ancestors, and social organization. Through studying these sources, students can learn to understand past societies based on their own historical contexts rather than judging them solely from contemporary perspectives.

Third, Ende's cultural traditions provide opportunities to understand continuity and change in history. Oral traditions such as Aksara Lota, Sodha, and various rituals, including Joka Ju and Ka Nggua, demonstrate how cultural values are preserved, adapted, and transformed across generations. These traditions show that history is not only about past events but also about the processes through which communities maintain and reinterpret their heritage. By examining these cultural practices, students can identify patterns of continuity and change within local society.

Fourth, the use of Ende's local history can strengthen students' understanding of historical significance. Historical significance is not determined solely by the scale of an event but by its relationship to human experiences and collective memory. The Soekarno Exile House, for example, is significant not only because it relates to a national figure but also because it demonstrates the connection between local experiences in Ende and the broader history of Indonesian nationalism. Likewise, traditional villages and cultural practices are historically significant because they represent identity, social values, and collective memories of the Ende-Lio community.

The integration of local history into history learning also contributes to strengthening students' historical awareness. When students encounter historical resources that exist within their own social and cultural environment, history becomes more meaningful because it is connected to their lived experiences. Local history enables students to recognize that their communities are not merely passive recipients of national historical narratives but active participants in historical processes.

Therefore, Ende local history can be understood as a contextual learning resource that supports the development of historical thinking in history education. The diversity of historical sources in Ende provides opportunities for students to practice analyzing evidence, interpreting historical contexts, understanding continuity and change, and constructing historical meaning. Through this approach, history learning becomes more inquiry-oriented, contextual, and meaningful, while simultaneously strengthening students' awareness of local identity and their connection to broader historical processes.

Based on the literature synthesis, the utilization of Ende local history can be conceptualized through four interconnected learning processes: identifying historical sources, analyzing historical evidence, interpreting past contexts, and reflecting on historical meanings. These processes correspond with the development of historical thinking dimensions, particularly evidence, historical perspectives, continuity and change, and historical significance.

CONCLUSION

The literature synthesis demonstrates that local history has a strategic position in history education because it provides contextual and authentic learning experiences for students. Local history is not merely a complementary

narrative to national history but a pedagogical resource that enables students to understand the relationship between humans, space, time, and social change. Through the utilization of historical sources within their surrounding environment, history learning can move beyond factual memorization toward inquiry-based processes involving analysis, interpretation, and reflection.

This study reveals that Ende possesses diverse local historical sources with significant educational potential, including national historical sites, colonial heritage, traditional settlements, traditional architecture, oral traditions, and cultural rituals. These sources represent not only material and intangible heritage but also historical evidence that can be explored in the learning process. The diversity of Ende's historical resources provides opportunities for students to understand historical experiences from local perspectives while recognizing their connections with broader Indonesian historical developments.

Furthermore, the synthesis indicates that the utilization of Ende local history is strongly connected with the development of historical thinking. Through engagement with local historical sources, students can develop the ability to analyze historical evidence, understand historical perspectives, identify continuity and change, and interpret the significance of historical events and cultural practices. Therefore, Ende local history can be positioned as a contextual learning resource that supports the transformation of history education from knowledge transmission toward historical inquiry.

This article emphasizes that utilizing Ende local history is not only important for cultural preservation but also contributes to the development of meaningful, critical, and contextual history learning. Integrating local historical sources into history education can strengthen students' historical awareness and encourage them to recognize their communities as active participants in historical processes. Future studies may further explore empirical applications of Ende local history-based learning models in classroom settings.

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