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## KEYWORDS

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# THE "MUARO-PEKANBARU" RAILWAY MONUMENT CULTURAL RESERVE AS A SOURCE FOR LOCAL HISTORY LEARNING IN PEKANBARU

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## ABSTRACT

Local history learning can be used to foster students' awareness and interest in the area where they live. Through learning local history students can also learn about the uniqueness of their region such as culture, historical heritage and local wisdom. One source that can be used as a local history lesson is the "Muaro-Pekanbaru" Railway Monument cultural reserve. This monument is a historical heritage located in Pekanbaru City, Riau Province and is one of the proofs of the Japanese occupation of Indonesia when they occupied Pekanbaru. The existence of this railway monument was built to commemorate and honor the romushas who died tragically in the construction of a train network that connected the east coast and west coast of Sumatra with the route from Muaro to Pekanbaru. This monument can be a source of learning local history for the community, especially in Pekanbaru. This paper aims to explain the utilization of the "Muaro-Pekanbaru" Railway Monument Cultural Heritage Site in learning local history. The approach used in this study is descriptive-qualitative. The results of the study show that the "Muaro-Pekanbaru" Railway Monument cultural heritage can be used as a source of learning local history in Pekanbaru.

## I. INTRODUCTION

Learning History can strengthen citizens' love for their nation because the story of their homeland can instill pride in their identity as Indonesians. This happens because learning history can strengthen awareness of the nation's history and is involved in the process of instilling

knowledge, attitudes, and values regarding changes and developments in their nation. Past historical events also certainly contribute to the nation's current journey and become a source in determining the process of life today. In understanding the history of the nation can be done through cultural heritage that is around the environment of everyday life. This is done as an effort to learn history which is monotonous, not varied and not innovative, of course it will cause boredom (Milah, Suswandari, & Armiyati, 2019).

Cultural heritage is a part of building values, but in the world of education cultural heritage is often not fully utilized as a source of learning (Hermawan, Idris, & Chairunisa, 2020). Cultural heritage should be a source of learning in increasing historical insight and awareness to the wider community and students in the school environment. This is because efforts to build historical insight and awareness can be started from the environment around where students live (Kurniasih, Sunardi, & Sariyatun, 2023). This is done to enrich the limitations of textbooks in providing sources of information related to the local history of an area. Cultural heritage can also strengthen national identity and support the development of science in advancing national culture (Solekhan, 2023; Yuliani, & Bain, 2023). By utilizing the surrounding environment as a learning resource, it can encourage students to build past imaginations to strengthen their identity and identity (Kusnoto & Minandar, 2017).

Cultural heritage is spread from various regions, including the city of Pekanbaru, which has historical sites that have become cultural heritage from the Japanese occupation in Indonesia. The cultural heritage has been utilized as a historical tourist spot (*eduhistorism*) which are still well maintained, such as the Muaro-Pekanbaru railway monument. This monument is one of the proofs of the cruelty of the Japanese people when they occupied Indonesia, precisely in the Pekanbaru area. The existence of this railway monument was built to commemorate and honor the romushas who died tragically in the construction of a train network that connected the east coast and west coast of Sumatra with the route from Muaro Sijunjung-Pekanbaru. Thus, the Muaro-Pekanbaru Railway cultural heritage monument can be used as a source of learning local history in Pekanbaru.

Cultural heritage buildings should be introduced to students, besides being able to attract students' attention in studying history they can also understand how the environment around them develops so that they can take lessons from these past processes (Firmansyah, 2021). In utilizing cultural heritage as a source of learning history, of course there are several things that need to be considered, such as maintaining the authenticity and integrity of cultural heritage, and respecting the cultural values contained therein. However, this does not mean that cultural heritage must be avoided or seen as an inappropriate learning resource. On the other hand, using cultural heritage in an appropriate and wise way can help us understand history and culture better. Efforts to introduce and understand this cultural heritage can be done through the process of learning history in schools with various approaches or strategies so that it becomes a source of learning for students. Several indicators of success in learning history are determined by several factors including; application of

methods and strategies, use of learning resources and media, class situations, interest and participation of students (Mirzachaerulsyah & Wasino, 2017). Do not let students almost every day pass the Muaro-Pekanbaru Railway cultural heritage monument but do not understand how history and what lessons can be learned so that it becomes a source of learning in cognitive, affective, and psychomotor strengthening. If this cultural heritage monument is used by the teacher as a learning resource in the learning process, it will certainly form new experiences that are not found by students in the classroom (Zahroh, 2014).

For this reason, high school history teachers in the city of Pekanbaru can utilize this Muaro-Pekanbaru Railway cultural heritage monument as a source of learning history to create a different and more interesting learning atmosphere as well as enrich student learning resources. In addition, students are expected to be able to understand that cultural heritage monuments are a marker of the struggles that have been carried out by the ancestors and pass on their spirit to the next generation. This study is also intended to provide recommendations and alternative ideas that can be used in the process of learning history at school and to make the learning process more contextual with various historical relics that exist in the school's lives of students.

## **II. METHODS**

In simple terms, the method used in this study was carried out with a literature study approach, including: (1) problem formulation, (2) literature search and collection, (3) collaboration, and (4) presentation and discussion of study results. First, the formulation of the problem in this article originates from empirical experience and critical analysis regarding the importance of historical learning resources by utilizing cultural heritage around students. Second, data is collected through searching and collecting various related literature sources, especially from articles, books, and other documents. Third, the data that has been collected is then juxtaposed and compared with each other and critically examined in the collaboration stage. Fourth, the results of the study are presented and discussed in three main topics, namely a brief history of the Muaro-Pekanbaru railroad, the Muaro-Pekanbaru Railway cultural heritage monument, and how the use of the Muaro-Pekanbaru Railway Cultural Heritage can be used as a source of learning local history in schools.

## **III. RESULTS AND DISCUSSION**

### **Brief History of the Muaro-Pekanbaru Railway**

Prior to World War II, the Dutch colonial government planned to build a network of railroads connecting the east and west coasts of Sumatra, eventually covering the entire island. The railway line from Muaro (West Sumatra) to Pekanbaru is one of them. However, the plan to build this railroad was postponed because the exploited railroad line to Pekanbaru mostly relied on coal, and the construction costs were not commensurate with the results obtained from its exploitation. through forests, and rivers that make them must build many bridges.

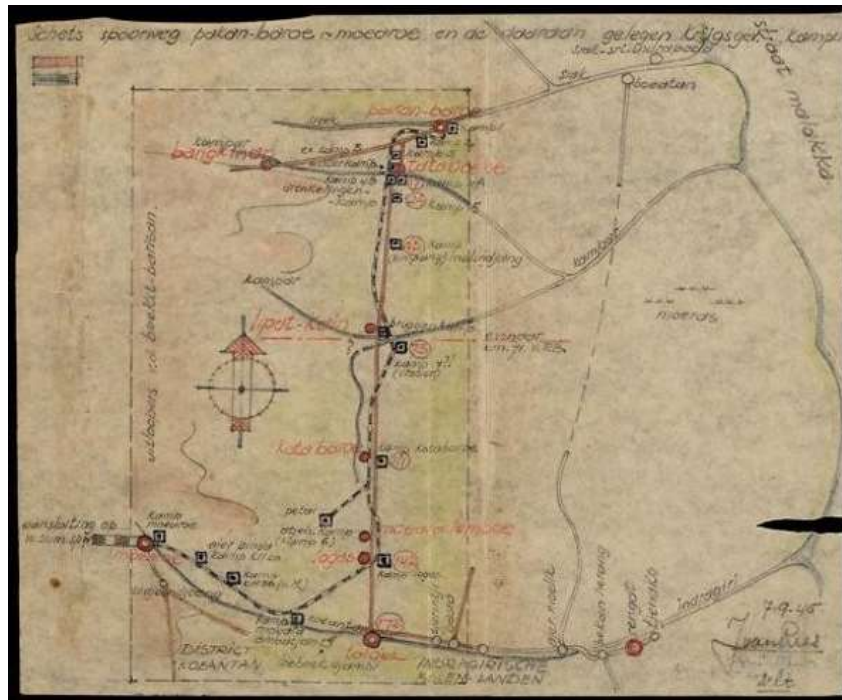
In subsequent developments, this development was later realized by the Japanese when they occupied Indonesia. the construction of the Muaro – Pekanbaru line is a top priority because the need for coal energy for the war is very urgent. The construction of the Muaro-Pekanbaru route was a top priority, this was due to the war situation which required a lot of coal, so that coal and oil became one of the most important commodities for the continuation of the war that was taking place at that time. The construction of this railway line is also an initiative to connect the interior with the coast. This is because during the Japanese period, the hinterlands had started to produce the materials Japan needed at that time. Meanwhile, activities along the coast, such as the Teluk Bayur Harbor, have started to decrease. As a result of the construction of this railroad, transportation of goods in large quantities will be easier from inland areas to coastal areas. Furthermore, the construction of this railroad would later be able to connect areas in Sumatra by land, and finally the construction of this railroad began in 1943.

The construction of the Muaro-Pekanbaru railroad requires many workers. The romushas working on the construction of this rail are Indonesian, but the majority of the imported Romusha come from Java, Riau, and West Sumatra. In addition, there were also prisoners of war from the Netherlands, Britain, the United States, Australia, and other countries who were also victims of forced labor in the construction of the railroad.



**Figure 1:** Prisoners of war walk on the rails of the Muaro-Pekanbaru Railway  
(Source: <https://id.pekanbarudeathrailway.com>)

In the construction of the Muaro-Pekanbaru Railway line there were several camps for workers, the camps were located: Kuantan 1 Camp, Kuantan 2 Camp, Lubuk ambacang Camp, Logas Camp, Kota Baru Camp, Fold the Cloth Camp, Sungaipagar Camp, Lubuk Sakat Camp, Taratak Reed Camp, Kubang Camp, Tengkirang Camp and Pekanbaru Camp.



**Figure 2:** Map of the Muaro-Pekanbaru Railroad  
(Source: <https://id.pekanbarudeathrailway.com>)

The construction of a 220 km railway line connecting Muaro Sijunjung and Pekanbaru has claimed many lives. It is estimated that in approximately 25 months the process of building this railroad has claimed around 280,000 lives, or around 0.4% of the 70 million population of Indonesia in 1945, including the victims of two ships that were attacked by allies on their voyages to Teluk Bayur and Pekanbaru. So that this railroad line is also known as the Sumatran Death Railway, there are also those who call it the Pekanbaru Rail Line, a Dutch writer calls it "The Pekanbaru Death Railway".

The construction of this railroad line began when Japan entered Indonesia in 1942. At that time, Japan controlled the coal resources in Sawahlunto and the Japanese intended to transport coal to the Malacca Strait and Singapore via the Siak region. In addition, Japan saw that this rail would help them to move away from allied threats in the Indian Ocean, so they had to speed up access to the Malacca Strait. To reach Siak, a 220 Km long railroad was built. The construction of the railroad was deemed urgent by the Japanese, so Romusha (forced labor) was deployed so that this project would be completed quickly.

### **Cultural Heritage Monument of Muaro-Pekanbaru Railway**

The struggle of the heroes is one that should not be forgotten in the history of the Indonesian state. There are still many silent witnesses of colonial atrocities that we can find and witness, one of which is the Muaro-Pekanbaru Railway Monument (Locomotive Monument) located in the Heroes Cemetery Complex located on Jalan Kharuddin Nasution, Bukitraya District, Pekanbaru City. The

Muaro-Pekanbaru Railway Monument (Locomotive Monument) is a silent witness to history in the city of Pekanbaru. This monument was inaugurated by the Government in 1956. In addition to the locomotive on the monument, there are also pictures or reliefs that tell of natives and prisoners of war who were forced to work during the Japanese colonial era, known as Romusha.

The Muaro-Pekanbaru Railway Cultural Heritage Monument (Locomotive Monument) is one proof of Japan's efforts to build a railroad network that connects the east coast and the west coast of Sumatra. This plan was a continuation of the Dutch program before World War II. The initial plan was to open a route from Muaro Sijunjung to Pekanbaru to transport coal for war purposes.

Rail construction began around September 1943. In Pekanbaru, Romusha built railroad facilities and rail bodies. The rail construction project was completed on August 15, 1945, the same day Japan surrendered to the Allies. Therefore, this railroad was never used for its original purpose, namely transporting coal from Sawah Lunto, West Sumatra, to Pekanbaru. In the end, the only trains that used these tracks were those that transported freed prisoners of war.



**Figure 2:** Map of the Muaro-Pekanbaru Railroad Track  
(Source: <http://kebudayaan.kemdikbud.go.id/bpcbsumbar/>)

The old black train numbered C 3322 is displayed on the concrete and has  $\pm$  6 meters of rails. Carvings on the walls of the railroad monument depict the Japanese soldiers' violence against romusha. There are also several graves of romusha from the Japanese colonial period who were forced to build the Muaro-Pekanbaru railway line, which is 220 kilometers in this cultural heritage park area. In this development many natives sacrificed their lives and not a few died. To commemorate these heroes, a locomotive monument was built which was located on Jalan Kaharuddin Nasution with the name locomotive or work hero's monument.

## Utilization of Cultural Heritage as a Source for Local History Learning

Learning is a very important need for all human beings because it allows them to increase their knowledge, skills, and attitudes, all of which benefit themselves and others in social situations. Learning requires learning resources that can be used to support learning activities as part of interaction with the environment. Everything related to materials, materials, ideas, or data that can increase knowledge and discover new things that can direct the learning process and facilitate the learning process itself is considered a learning resource (Hartati, 2020).

Good learning implementation is of course supported by several aspects, one of which is learning resources. The importance of learning resources in learning activities cannot be denied anymore. However, the learning resources in educational units have not been utilized and managed optimally for learning purposes. In fact, these various learning resources will only be useful if they have been managed and functioned in an optimal and organized manner. The quality of learning resources will greatly affect students' understanding and interest in learning. There are many types of learning resources that can be used in learning activities. Teachers, books, videos, museums, cultural heritage, and other learning resources can be used by students in the learning process. The creation of history lessons with local content must also pay attention to the direction of Indonesian-centric historical material. To answer the challenges of learning history, history educators must be able to conduct local historical studies around their duties apart from being curriculum implementers and historical curriculum developers (Siska, 2015).

Utilization of cultural heritage as a learning resource can be a method to improve the monotonous process of learning history using books as a source and learning media. Cultural heritage which is used as a source of learning history can provide a more real picture to students, so that they can understand historical events in a more real way than just understanding historical events in the abstract. The use of cultural heritage objects as a source of learning history provides its own meaning for students, involving cognitive, affective, and psychomotor aspects of students. Students will feel proud and confident in appreciating and loving their environment after seeing the cultural heritage objects up close. History learning, especially in the 2013 or K13 curriculum, giving more freedom to teachers in developing syllabuses, learning tools, and learning resources. In the lesson plan the teacher can determine the learning method to be applied, so that the right method to use in utilizing cultural heritage objects is the Field Trip method or some combination of existing methods.

Utilization of cultural heritage sites in the form of historical learning resources can be done in 2 (two) ways. First, introduce students directly through objects. Second, providing information to students using photos or pictures prepared by the teacher. The first way of learning can be done by students with the guidance of the teacher. It can also be done in the form of group assignments for students by visiting the nearest cultural heritage site. But in the first way this must be done through a lesson plan by the teacher precisely on the relevant topic.

Cultural heritage has a very important value as a source of learning history. Through cultural heritage, we can learn about the culture and history of a region or nation. Here are some other ways to use cultural heritage as a source for learning history:

1. Visit the cultural heritage monument. These cultural heritage monuments can be a source of information related to this history and through visits to cultural heritage, we can see firsthand the historical heritage.
2. Read books about cultural heritage. Books on cultural heritage can provide more in-depth information about the history and culture of a region or nation. These books can provide a broader and more detailed perspective on the history and culture that underlies the cultural heritage.
3. Discuss with historians or cultural experts. Historians or cultural experts can provide a deeper understanding of history and culture related to cultural heritage. Discussing with them can help you understand better the historical and cultural context that underlies the cultural heritage.
4. Use technology. Technologies such as videos, images, or virtual reality can help us understand the history and culture of a region or nation. Use this technology to explore and learn more about the cultural heritage you want to study.
5. Create a history project: You can also use cultural heritage as a resource for learning history by creating a history project. For example, you can create a paper, presentation or video that describes the history and culture associated with the heritage.

By utilizing cultural heritage as a source of learning history, we can broaden our knowledge and understand the history and culture of a region or nation. This can help us better appreciate the cultural and historical diversity that exists in the world and strengthen our understanding of the relationships between the past, present, and future. The following are several reasons why cultural heritage is important as a source of learning history:

1. Helping to gain a deeper understanding of the history and culture of a region or nation: Cultural heritage can provide concrete historical evidence and can be directly observed.
2. Helping to preserve cultural heritage: Cultural heritage is a very valuable cultural heritage for a region or nation. By studying and utilizing cultural heritage as a source of learning history, we contribute to efforts to preserve this cultural heritage so that it can still be enjoyed by future generations.
3. Foster a sense of pride and cultural identity: Understanding the history and culture of a region or nation can help us cultivate a strong sense of pride and cultural identity. By studying cultural heritage, we can gain a deeper understanding of our own history and culture.
4. Provide a fun and interactive learning experience: Studying cultural heritage as a source of learning history not only provides a deeper understanding, but also provides a fun and



interactive learning experience. We can visit historical relics directly, so we can get a more comprehensive and exciting learning experience.

Historical heritage in the form of cultural heritage buildings is useful as a generator of motivation, creativity and inspires the younger generation to understand the history and identity of a region. These historical relics and cultural heritage objects are historical evidence that colors the face of this area. Cultural heritage objects that are sustainable ideally will provide opportunities for the utilization of archaeological remains, providing welfare to the surrounding community without causing negative impacts. In this case, the welfare in question is physical and spiritual well-being and the maintenance of noble cultural values, as well as the environment of the local community. This can be obtained from tourism income which can later be used in efforts to preserve cultural heritage objects/sites.

Historical heritage in the form of cultural heritage buildings can motivate, inspire, and motivate young people to learn about the history and identity of a region. These historical relics and cultural heritage objects are examples of historical evidence that color the face of an area. Cultural heritage can also be used as a learning resource for students to learn about historical heritage from the past. Students are directed to understand the journey of their people through the remains of cultural heritage objects in their area, so that by understanding the journey of their people's lives they will understand the journey of life of the Indonesian nation and the world. In addition to developing the ability to think historically (historical thinking), historical skills (historical skills) will automatically form in students.

At this time the problem that is often encountered in learning history is the lack of enthusiasm of students during the learning process of history. To overcome this, the teacher can take the initiative to carry out learning outside the classroom by utilizing cultural heritage buildings as well as an effort to foster interest in learning. Utilization of cultural heritage as a source of history learning outside the classroom/outdoor study is an alternative carried out by a teacher to reduce student boredom while studying in class. According to experts learning outside the classroom / outdoor study can foster student learning interest.

The Muaro-Pekanbaru railway monument cultural heritage holds a lot of information about the history of Pekanbaru during the Japanese colonial period. Due to the potential for cultural heritage in Pekanbaru to contribute to the richness of the nation's culture and the characteristics of Indonesia's historical period, it is appropriate to be inventoried as learning material or learning resources for the younger generation. The goal is that the younger generation can appreciate cultural heritage or be able to recall the important values contained in a nation's cultural objects to increase their love for the motherland. Cultural heritage objects have special meaning for history, science, education, religion, and culture; therefore, the public must know their existence. Therefore, this inventory of the Muaro-Pekanbaru Railway Monument cultural heritage is expected to add to the collection of learning resources in learning local history, especially in Pekanbaru. The "Muaro-

Pekanbaru" Railway Monument Cultural Reserve is located on Jalan Kaharuddin Nasution, Bukit Raya District, Pekanbaru City. There are 21 tombs of Japanese Romusha workers in the monument. The condition of the tombs also varied, some of the headstones were already ceramic but some were still simple, only marked with grave markers. Behind the tomb, there is a railway monument. The black railroad cars are placed higher than the surroundings in Pekanbaru. There are 21 tombs of Japanese Romusha workers in the monument. The condition of the tombs also varied, some of the headstones were already ceramic but some were still simple, only marked with grave markers. Behind the tomb, there is a railway monument. There are 21 tombs of Japanese Romusha workers in the monument. The condition of the tombs also varied, some of the headstones were already ceramic but some were still simple, only marked with grave markers. Behind the tomb, there is a railway monument. The black railroad cars are placed higher than the surroundings.

This monument is physical evidence of Japanese atrocities when they colonized Indonesia, especially in Pekanbaru. Utilization of the existence of this cultural heritage provides historical value in the form of a legacy of Japanese colonialism in the form of part of the construction of a 220 km long railroad with the Muaro-Pekanbaru route. Through this cultural heritage students can identify history in the city of Pekanbaru while at the same time encouraging students to get to know their own regional identity. Learning history will be more meaningful if it makes local events a spirit for students to take lessons from events that have occurred (Pernantah, 2018). Besides that, this utilization encourages students to understand and foster a preservation attitude towards the function and role of nature reserves as a supporter of the identity of a region.

#### **IV. CONCLUSION**

Cultural heritage has enormous benefits, one of which is in the field of education. Aside from being a recreational facility, cultural heritage can also be a source of learning that is historically educative in nature. Cultural heritage as a historical legacy of the nation's struggle can be used as a source of learning to understand its historical meaning. Cultural heritage can also be optimized as a source of learning on an ongoing basis to increase understanding and awareness of cultural heritage as part of understanding the history of this nation's struggle. This historical awareness has the potential to raise awareness about the importance of tracing historical traces through cultural heritage.

Utilization of cultural heritage objects as a source of learning history in Pekanbaru is something that must be continuously pursued. The Muaro-Pekanbaru railway monument cultural heritage holds a lot of information about Pekanbaru's history during the Japanese colonial period. Because the potential for cultural heritage in Pekanbaru contributes to the richness of the nation's culture and the characteristics of Indonesia's historical period, it should be inventoried as learning material or learning resources for the younger generation. The cultural heritage of the Muaro-

Pekanbaru Railway Monument is expected to add to the collection of learning resources in learning local history, especially in Pekanbaru.

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