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Experience-Based Historical Learning Training through Megalithic Culture to Strengthen the Character of High School Students in Palu City

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ABSTRACT

This community service activity was carried out in the form of training entitled "Training on Historical Learning Based on Historical Experience through Megalithic Culture to Strengthen the Character of High School Students in Palu City." This training aims to increase the understanding and awareness of teachers and students regarding the important role of contextual, participatory learning, and oriented towards strengthening student character. This program emphasizes empowering teachers to utilize local cultural heritage utilizing community service activities, it introduces megalithic culture as a source of historical learning and provides training in historical learning based on historical experience to high school students in Palu City as a learning source through an effective historical experience approach to megalithic culture as an educational medium and encourages innovative teaching approaches in accordance with the development of science and technology. The training material includes an introduction to the Megalithic Cultural Heritage of Stone Mortar in Loru Village, Sigi Regency, and provides training related to historical learning media based on the Vatunonju megalithic culture which has historical values and functions of stone mortar in Loru Village, Central Sulawesi Province. This training is carried out in four stages, namely, carrying out preparation, activities, implementation and conducting assessment or evaluation through pretest and post-test, to measure the effectiveness of this training program as an effort to develop the quality of historical experience-based learning as an effort to improve the character of high school students in Palu City, Central Sulawesi Province based on local culture.

Keywords: Historical; cultural; megalithic; character; and history learning

INTRODUCTION

History learning at the Senior High School (SMA) level currently still faces various challenges, especially related to the low interest and understanding of students towards historical materials and the low character of students towards their love for local wisdom values. The learning process tends to be conventional, oriented towards memorization, and does not link the material to real-life contexts that are contextual according to local culture in a region, and in the current era of globalization students view history subjects as less relevant to digitalization and boring. This is reinforced by research findings which show that students' understanding of local history is still relatively low, even though various learning innovations have been implemented. (Mishnah, Gamar, et al., 2020;Misnah(Mutawakkil, et al., 2020)

This condition is an indication that the history learning approach needs to be reoriented to be more contextual, meaningful, and able to build active student involvement. Research shows that the low involvement of the younger generation in understanding local history and culture can lead to marginalization of local wisdom values in everyday life. (Mutiani et al., 2021) (Bahri & Tati, 2019) Therefore, strategic efforts are needed to integrate local cultural values in learning, especially through history subjects as a medium for forming student character based on local wisdom through historical experiences of megalithic culture, so that

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this will be a breakthrough in new materials in history subjects in accordance with current developments in science and technology (iptek).

Learning will be more interesting if it is connected to local culture and is one of the relevant approaches to answer these problems, the use of local culture-based learning resources has been proven to increase students' interest and understanding of history because the material presented is closer to their lives, In addition, the integration of local wisdom in history learning also contributes to strengthening cultural awareness and character values (Ratu et al., 2019)

However, the reality in the field based on the results of observations and interviews conducted in Senior High Schools, especially in the history subject, data was found that there was a lack of sources of teaching materials, local culture-based learning media as a reference for teaching materials for teachers, in addition to the integration of teacher learning tools that had not integrated local cultural values and minimal local integration in the learning process, this statement was also supported by the results of interviews with students that high school students' knowledge was still low regarding local culture-based learning materials, and their low love for local culture in the current digitalization era. (Carlos, 2026)

Based on the conditions and explanations above, as an effort to improve and strengthen students' character based on the historical experience of the Vatunonju megalithic culture, one solution is a community service program in the form of historical learning training based on historical experience through the utilization of megalithic culture. This program is expected to improve the quality of history learning, strengthen historical literacy, and instill character values in high school students in Palu City. In addition, this activity is also a strategic effort in preserving local culture through education and integrating local wisdom in a more innovative and contextual learning system for high school students in Palu City, Central Sulawesi Province. (Sukriah, 2026)

LITERATURE REVIEW

Local history learning

Partners in this community service activity are students and high school teachers in Palu City and Loru Village, Sigi Biromaru District, Sigi Regency, Central Sulawesi Province, the location of the stone mortar megalithic site. The current problem is that history learning tends to be teacher-centered and emphasizes memorization of material, thus providing less space for students to directly experience the process of learning history meaningfully. (Andi, A., Bandariyah, D., n.d.) (Nana Supriatna, 2014). This condition has an impact on low interest in learning and active involvement of students in history learning. Research shows that conventional learning models contribute to low understanding of historical concepts and minimal critical thinking skills of students (Husain et al., 2024)

Furthermore, partners also face challenges related to the low utilization of local culture-based learning resources in history teaching. Although Central Sulawesi boasts a rich megalithic culture with significant potential as a learning resource, teachers have not yet optimally utilized it in the learning process. This is due to limited knowledge, skills, and learning media that support the integration of local culture into learning.

Instilling character values

Studies show that the lack of utilization of local wisdom in learning causes students to lack emotional and contextual closeness to the historical material being studied (Selnita et al., 2023; Andi et al., 2023). (Bahri & Tati, 2019;Misnah(Mutawakkil, et al., 2020) Another problem faced by partners is the low awareness and internalization of character values contained in history learning. Learning that focuses solely on cognitive aspects has not been able to optimally instill values such as

nationalism, responsibility, and respect for cultural heritage. In fact, history learning has great potential as a medium for character building when packaged contextually and based on experience. Recent research shows that integrating local cultural values into learning can strengthen students' character and increase awareness of cultural identity (Afandi & Sidoarjo, 2011; Bahri et al., 2021).

On the other hand, the implementation of experiential learning approaches in partner environments is still very limited. Teachers have not widely utilized learning methods that involve direct activities such as field observations, exploration of historical sites, or reflection on student learning experiences. This limitation prevents students from gaining authentic learning experiences, making history learning less meaningful. However, research shows that experiential learning approaches can increase student engagement, conceptual understanding, and strengthen character values in learning (Aji & Fahruddin, 2024; Fadila et al., 2023). (Aji, S. K., n.d.)

Based on these various issues, it can be concluded that partners need a mentoring and training program that can increase teachers' capacity in developing innovative, contextual, and experience-based history learning, while simultaneously utilizing the potential of megalithic culture as a learning resource. Thus, it is hoped that history learning will not only improve students' cognitive aspects but also strengthen their character and local cultural awareness in a sustainable manner (Misnahet al., 2018; Nana Supriatna, 2016; Supriatna, 2019).(Apdelmi, A., Sutimin, LAnd 2023.)

MATERIALS AND METHODS

Implementation of community service as a solution to solve the problems faced by carrying out 4 (four) forms of activities, namely as follows.

The preparation stages carried out are as follows;

1. Conduct an analysis of conditions and situation analysis to understand conditions and needs.
2. Coordinate with related parties to carry out community service activities
3. Prepare proposals and submit community service applications
4. Submit a letter of application for permission to carry out community service activities

Place and Time of Implementation

1. Location: in Loru Village, megalithic site and State Senior High School 3 Palu.
2. Time: 08.00 until finished.

Implementation Stage

1. Preliminary activities include introductions to participants and community service team facilitators.
2. Explanation of the existence of stone mortars in Loru village and material related to megalithic stone mortars as a source for learning history.
3. Question and answer session to deepen participants' understanding of the material.

Evaluation Stage

1. A pre-test was conducted to measure participants' initial knowledge.
2. A post-test was conducted after the training to see the increase in understanding.
3. Joint reflection as evaluation and feedback on training implementation.

RESULTS AND DISCUSSION

General description of community service activities carried out in Loru Village, Sigi Regency.

This community service implementation activity is arranged as an implementation of academic accountability and this service is carried out in Loru Village, Sigi Biromaru District, Sigi Regency, Central Sulawesi Province, and to review this area located in Vatunonju Hamlet, road access to this location is rather difficult to access by 4-wheeled vehicles, but road access is not yet optimal to reach from the city center. As an effort to promote the values of the existing veliev in the megalithic site area, megaliths as a laboratory for social science clusters are used as learning resources and as a form of inheritance from generation to generation also to the younger generation. (Hamlan Andi Baso Malla, 2015; Malla, 2017) This activity not only aims to share knowledge with the community, but also strengthens the relationship between educational institutions, the general public, and cultural institutions in Loru Village in Vatunonju Village located in Sigi Regency. This statement is supported by students of SMAN 3 Palu explaining that megalithic cultural heritage, pottery and stone mortars are a form of information for students who will provide important knowledge about past events and students can learn through information on the vatunonju site. (Vanesya, 2026) This activity aims to introduce the potential of local historical heritage as a learning resource that can help students understand the lives of past communities through historical evidence found in the surrounding environment. (Asman, 2026)

Through various programs, it is hoped that this megalithic site can be further empowered as an inclusive, engaging, and relevant educational space. This will be further explained as follows (see Figure 1).



Figure 1. Information on the Batu Nonju stone mortar
Source: Misnah Documentation (2026)



Figure 2. Information on the Stone Mortar that cracked due to the earthquake
Source: Misnah Documentation 2026

The introduction of megalithic relics in Loru Village also provides an opportunity for students to recognize the rich history and culture found in the Central Sulawesi region. The existence of these relics can be used as a starting point to build local historical awareness while introducing the importance of documentation, research, and preservation of cultural heritage. (Asman, 2026; Atman, n.d.) Thus, the introduction of stone mortars in this community service activity not only serves to convey information about historical relics, but also as an initial step in developing history learning that is contextual, evidence-based, and close to students' lives. The various forms of community service programs implemented can provide an information space that is educational and relevant to developments. (Hermita et al., 2020)

Based on the description of the results of empirical data based on documentation in the form of photography at the location of this community service based on the results of interviews with site guards, there is data about the Loru Village stone mortar site located in a hilly area. (Wani, 2026) Literature on megalithic relics in Sigi Regency also mentions that a number of relics in Loru Village are scattered and have not all been identified. The condition of each stone needs to be re-examined through field observations because the level of damage is not always the same. (Kacandipa, n.d.; Satman, 2026) Interview information included in the monograph states that stone mortars were used to pound agricultural products. Other informants provided explanations regarding the connection of these relics to the social life and beliefs of past communities. Information regarding these functions needs to be differentiated by source and cross-checked with archaeological sources.

From the aspect of site condition, the megalithic remains of stone mortars in Loru Village demonstrate the importance of inventory and documentation activities as part of cultural heritage preservation efforts. The distribution of remains and variations in their physical condition are aspects that need to be considered in introducing the site to students. This documentation can be used as learning material to help students understand that historical remains require a sustainable approach, research, protection, and maintenance. In the context of community service, information about the condition of the site can be used as discussion material to raise students' awareness of the responsibility for preserving local history.Mishnaet al., 2018;Mutiani et al., 2021; Permana & Suhaili, 2020) Based on the data search for documentation of the images above and community service carried out in Loru Village, Central Sulawesi Province, it was obtained that Megalithic can play an important role as a source for learning history, especially in introducing the cultural and natural wealth of a region, as seen in cultural heritage in the form of stone mortars and pottery findings in the form of burial jars located in Central Sulawesi. Middle,

General description of community service activities carried out at SMAN 3 Palu.



Figure 3. Information on the introduction of the community service team and students of SMA 3 Palu City
Source: Misnah Documentation of the year (2026)

The implementation of experiential history learning training is one of the main stages in community service activities carried out by a team of lecturers for high school teachers and students in Palu City. This activity is aimed at introducing a history learning approach that utilizes local cultural heritage as a learning resource. One of the objects introduced is the megalithic relic of stone mortars in Loru Village, Sigi Regency, Central Sulawesi. The training began with an introduction to the concept of experiential history learning and an explanation of the importance of local cultural heritage in understanding the lives of past communities. In this activity, students are introduced to stone mortars as one of the megalithic relics that can be used to study local history. This introduction is aimed at students not only understanding history through written information, but also learning to observe, identify, and interpret historical heritage based on available information. This activity can be seen in the following documentation:



Figure 4. Documentation information of the community service team, teachers and students of SMA 3 Palu City
Source: Misnah Documentation of (2026)

Furthermore, the process of providing material related to megalithic heritage is carried out through direct observation of digital videos based on megalithic culture in Loru village. Through this activity, students have the opportunity to recognize the physical characteristics of stone mortars, discuss their possible connections to the lives of past communities, and understand the importance of these relics as part of local cultural heritage. This activity also provides space for students to ask questions and express their views on the relationship between historical relics and current community life. (Ratu, 2026) Community service carried out through this activity, students are given material presentations and assistance in digging up historical information directly from the collections and artifacts at the Vatunonju stone mortar site. In addition, this activity also encourages students to develop critical and analytical thinking skills towards historical events, while fostering a love for the nation's cultural heritage and fostering the character of students who love regional culture in the Central Sulawesi region. (Sukriah, 2026)

Overall, the implementation of the training became a means to bring history learning closer to historical sources found in the local environment. The introduction of the Loru Village stone mortar provided a learning context that could be used to develop an understanding of local history and awareness of the importance of preserving cultural heritage. (Bahri & Tati, 2019), Findings regarding student responses, involvement, and understanding were then analyzed based on the results of observations, documentation, and activity data collected by the community service team.Community service at SMAN 3 Palu plays a crucial role in instilling the values of social awareness and sustainable education in students. One relevant form of community service is the delivery of information on the role of megalithic cultural heritage in the form of stone mortars as a source of historical learning. Students can also understand the relationship between environmental preservation, cultural heritage, and holistic history learning.



Figure 5. Implementation of Activities
Source: Documentation,Misnah (2026)

CONCLUSION

Community service activities through experiential history learning training through megalithic culture at SMA Negeri 3 Palu are one effort to develop contextual history learning by utilizing the potential of local cultural heritage. The introduction of megalithic stone mortar heritage in Loru Village, Sigi Regency, Central Sulawesi and encouraging students to develop critical and analytical thinking skills regarding historical events, while simultaneously fostering a love for the nation's cultural heritage and developing students' character who love regional culture in the Central Sulawesi region

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