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## HISTORY LEARNING FOR STUDENTS THROUGH LUBUKLINGGAU LOCAL HISTORY STUDY TOUR ACTIVITIES

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**Abstract.** *The problem that arises in learning History today is how to make History material more interesting. The current learning system is still considered conventional which causes the belief that learning History is less active. The purpose of this research is learning History in students through Lubuklinggau local history study tour activities. The method of implementation in the current learning process of History is using qualitative descriptive method. In this descriptive method, the researcher tries to describe the research carried out with appropriate reference sources. The results and discussion include: History learning in Higher Education is that current History learning continues to be improved. History learning is not only carried out by discussing textbooks, but is made as interesting as possible. History lecturers have a big responsibility in realizing this. Then the Lubuklinggau local history study tour is a tourist study activity carried out by lecturers together with students to visit historical places in Lubuklinggau City. This activity will add insight and essential knowledge for students. The History learning system will be more colorful and create a spirit of learning History for students. The conclusion is that the improvement of the History learning system can be done by lecturers with local history study tours. This activity can increase knowledge and provide valuable experience for students related to learning History, local culture and traditions. Of course, apart from being a medium for learning History directly, it is also a promotional medium in introducing valuable heritage to the wider community.*

**Keywords:** *History Learning, Students, Study Tours*

### INTRODUCTION

These technological developments have also affected the education sector in Indonesia. It is very natural considering that the education sector is inhabited by many young people who are productive in developing talents in themselves. This triggers that the progress of the times has brought color to the lives of young people as the next generation of the nation in the future. Furthermore, how young people mix the progress of the times into positive things (Danuri, Muhamad, 2019). Indeed, it can be said that the effects of the times that arise with technological developments are not all good. In fact, for users of this technology, if they cannot use it wisely, it will have an impact on the decline in enthusiasm for learning and can threaten the future sustainability of the younger generation (Astin Lukum, 2019). Serious handling is needed when it comes to the nation's next generation. The role of parents in collaboration with the community and the school as a place of learning for these young people is very important. In this sense, parents, communities and schools continue to supervise and provide positive knowledge so that these young people are not misguided in acting when they come into contact with the progress of the times (Limbong, Masdar, dkk, 2022).

In connection with the fields that are passed by the increasingly diverse technology, in the level of education in Higher Education, the role of Lecturers is very important in developing their teaching skills. It should also be understood that lecturers have a very vital role in the national education system in higher education. Even now it is not just delivering material, but lecturers are required to provide character education or moral education (Mazid dkk., 2020). Moreover, the development of the curriculum that is currently developing with the independent curriculum, increasingly makes the position of lecturers really have to be creative by producing a work of innovation. Creativity and innovation developed by lecturers through the teaching process are considered to increase students' knowledge and increase abilities related to character education (Susilo, Agus, 2019).

Character education is currently a highlight for the world of education. This is because students who are generally young people who are considered as the nation's successors are indeed a great conversation today (Sirnayatin, Titin Ariska, 2017). This arises from technological advances that sometimes make young people lazy to learn. Even though they are the mainstay of the nation's future generations (Susilo & Isbandiyah, 2019). Indeed, the moral burden in the world of education is the responsibility of Higher Education in overcoming this. Of course, the level of laziness of young people to continue can be cut so that in the future the golden generation can be created properly. However, the College must also get support from families including parents and guardians and the community environment. So that the control of socialization and the use of technology can be adjusted according to the needs of young people.

This requires History Lecturers to continue to be enthusiastic in carrying out their teaching. Providing motivation to students to increase their enthusiasm in studying History. Of course, such things are not easy for lecturers to do. Moreover, History Lecturers in the current era also need abilities outside of academics obtained through self-development training. Teaching History that is well packaged will generate enthusiasm for students. Activity programs that can be carried out by History Lecturers in improving the ability to learn History and providing knowledge related to the best local traditions.

History lecturers at the PGRI Silampari University Campus located in Lubuklinggau City must really take advantage of the moment, where Lubuklinggau City is a city that has a very diverse historical heritage and local traditions. Even the history and local traditions of the Lubuklinggau community are still preserved today. Almost every activity for local traditions is still often staged to be introduced to the public. The historical heritage itself is also increasingly diverse, where there are still many and become the study of historical researchers. However, the availability of historical heritage and local traditions is still not widely exposed among the younger generation, especially the educated generation. The preservation of historical heritage and local traditions is still mostly preserved by the older generation. The thing that must be done is of course the introduction of the next generation of the nation, especially educated young people. Therefore, History Lecturers as the main agents of change have a very significant share in developing local wisdom-based learning.

So if you look at the map and the current condition of Lubuklinggau City, lecturers can utilize local history learning resources in Lubuklinggau City. Some things that can be used as reference materials to support History learning such as the ulak lebar site, Batu Cave, Batu Urip Village, Garuda Sriwijaya Subkoss Museum, Bukit Sulap, and many others (Susetyo, Berlian, dkk, 2023). So History Lecturers will be more flexible with outdoor learning by visiting these historical places. In addition, the people of Lubuklinggau City also still store and preserve local traditions that are still developing today. Through the study of local history by bringing students to historical places in Lubuklinggau City, History Lecturers actually also help preserve local history by introducing it to the general public, especially students who are the future generation of the nation. In his struggle, of course, it is very meaningful because it is the younger generation who will one day be the successor and guardian of local historical values both in Lubuklinggau City and in the area of origin of the student. Of course this is very meaningful in the midst of increasingly complex globalization. So from the above problems, this research is focused on the theme of History learning on students through Lubuklinggau Local History study tour activities.

## **METHOD**

The method of implementation in the current History learning process is to use a qualitative descriptive method. Descriptive research, which is a step taken by formulating social problems where this research seeks to explore or portray the social situation to be studied thoroughly, broadly and in depth (Moleong, L.J., 2017). Qualitative research focuses on social phenomena, giving voice to the feelings and perceptions of participation in the research developed. In this descriptive method, researchers try to describe

the research carried out with reference sources as needed (Sugiyono, 2017). Qualitative research itself seeks to discuss a phenomenon experienced by research subjects which includes: behavior, perception, interest, motivation, action by means of descriptions developed in words and language (Ambarwati, 2022).

The research sources used by researchers are in the form of documentation of activities and direct observation of History study tour activities. The research data was developed into research data by describing or telling the activities that took place (Abdussamad, Zuchri, 2021). To add reference materials, this research also uses other reference sources which include reference books and scientific articles. Reference sources are obtained from personal book collections. Meanwhile, scientific journals are obtained through google scholar accounts that are accessed online. The results of these reading sources are combined with other research reference sources and analyzed so that they become good learning materials in authentic scientific studies and can be a reference for the world of education.

## **RESULTS AND DISCUSSION**

### **History Learning in Higher Education**

History education is currently developing by adjusting to the flow of sophisticated times. The era of digitalization has indeed become a trend in the national education system. This means that currently all learning with the materials in it can be accessed easily anytime and anywhere (Arif, Suparman, dkk, 2023). This pleasant digital era should indeed make educators and students more fulfilled in the learning process. Moreover, History learning in Higher Education has a lot of material that must indeed be developed and completed by students through the lecture system (Kamal, Muhammad Fuad & Rani Apriani, 2022). History learning in higher education is mostly more tailored to the many areas of the course. Students will get a larger portion of material than when they were students in high school. This is actually in accordance with the current curriculum. Students as agents of change must remain enthusiastic in attending a lecture. It is a challenge for each History Lecturer to continue to improve the quality of their learning amid the increasingly complex influence of globalization. Of course, this has become a means for the world of education to equip teaching staff who are ready to develop education. Students as the hope of the nation must be in accordance with the goals that have been aspired to so far. This is what must remain a belief for History learners that they will be successful in the future.

Learning History that people often know is only learning about the past is actually not entirely true (Abrar, A., 2017). Learning History is not only limited to the past. However, in learning History, a person will be required to develop their abilities in the present and the future. This means that learning History also concerns the life of the present, and also the future. It can even be said that learning History can make a person wiser and more authoritative (Fauzan, 2020). After all, in the History learning system itself, which is included in the social humanities family, learning History is also associated with other subjects. History learning is more identified with activities in the wider community. Through other social sciences, the development of History will be able to enter in time and space. Learning History will also not be boring because it discusses the past continuously (Daliman, 2016). History learning in higher education usually exists not only as a course, but also as a study program. It is clear that it is not only limited to a brief history learning, but there are respective levels. This is what should be discussed by History observers to increase the interest of History learners in Higher Education. This is a challenge that History learning must be more interesting and more competitive with other study programs. It is undeniable that with the development of the times, many people's mindsets are different from those of the past. Generally, people want their children to study and get a promising future. This must continue to be honed by History Education Lecturers in particular to continue to improve the quality of the learning system. Moreover, the University supports the History learning system with many facilities that support learning History. So later learning History is not limited to reading books, but also develops its talents and abilities so that what it has can be fulfilled.

Please note that in Higher Education too, in supporting the best teaching system, the teaching staff is also not arbitrary. In general, lecturers in higher education have taken Masters or Masters and even S3 who have passed and are eligible to teach in higher education. Not only that, usually lecturers also have a great ability to develop themselves, such as designing interesting and innovative learning. The ability to carry out the Tri Darma of Higher Education such as teaching, research and community service (PKM) is qualified and there is no need to doubt. Even productive lecturers, the output of the Tri Darma of Higher Education produced is also very much and has broad benefits. Some results of Lecturer activities that have meaningful benefits and values such as scientific articles published in accredited journals both nationally and internationally. In addition, other very large things can also produce textbooks and reference books that can

be used in lectures. The results of the lecturer's work are actually many and according to the ability and purpose of the lecturer in developing his ability. Everything that lecturers do is not only for their own personal interests, but for the benefit of the University, one of which is to provide benefits for students, lecturers and all campus residents. So the spirit of developing this ability can also be transmitted to students to be even better as agents of change in the future.

Furthermore, the learning resources produced will be very useful for supporting the teaching system in Higher Education. Especially if History Lecturers are also productive in producing phenomenal works needed in Higher Education. Students and lecturers will make it a reference which is certainly very good. In addition, in the field of research and community service (PKM) involving students will certainly make it an awaited collaboration. The results of research collaboration between lecturers and students can produce scientific articles and textbooks or references that can be used as references in learning. Of course, this is very beautiful if implemented regularly and purposefully. Students not only get knowledge from within the campus, but also gain valuable experience by being directly involved in the activities of their lecturers.

In connection with teaching in higher education, the ability of lecturers to teach is certainly increasing. Along with the development of times that are increasingly flexible with technology that can support the teaching system. Lecturers can access digitalization to apply it in the learning system. Moreover, the vast learning of History is certainly very suitable with the presence of technology that is developing today. On the other hand, History Education students must also be able to place themselves in this digitalization era. The emergence of technology should not make students complacent by using it for less useful purposes. Here the importance of lecturers in guiding students so that they are not wrong in utilizing the capabilities of the facilities they have. It is hoped that the access to digitalization that is present in the midst of the world of education will not make the next generation of the nation become complacent, but must be balanced with an extraordinary spirit to advance to become a generation with a winning mentality.

Collaboration in learning History carried out by lecturers and students is eagerly awaited. Currently, digital references are also increasingly widespread for education fighters to apply their abilities. The results of the work needed in the world of education must be created in such a way. It should also be understood that currently access to literacy in Indonesia, especially in the world of education, is still lacking and requires other literacy produced by the nation's children. The unique and extensive learning of History should indeed be able to produce a work. Almost every region in Indonesia has its own characteristics in terms of history, society, economy, culture, politics and so on. The vast aspects of the culture and traditions of the people must be introduced to the wider community that the Indonesian nation is not only vast in territory but also its true wealth is very broad.

The golden generation that is envisioned as the pioneer of the progress of the Indonesian nation must be pursued from now on. History learning in higher education must be more alive with the spirit of education fighters who have no limits. Furthermore, literacy and numeracy, which are currently still minimal, must be addressed immediately. Young people must understand history and its values. Digitalization must be directed to positive things by expanding its network. Learning History that is designed to be interesting will increase the enthusiasm and motivation of people to learn History. The availability of a lot of literacy both printed and digital will add a broad insight for the nation's children. Universities as the most important part of the nation's History have a great responsibility in making it happen. A golden generation that is able to understand and apply History learning in social life will have an impact on the formation of smart and characterful Indonesian human morals.

### **Lubuklinggau Local History Tourism Study**

Lubuklinggau City is one of the cities in South Sumatra Province. The position of Lubuklinggau City is very strategic because it is located in the cross-border route that finds 2 provinces, namely Jambi Province and Bengkulu Province. The path is getting more and more crowded and is a cross-Sumatera road that connects various other provinces. The community itself consists of various tribes, religions, and cultures. Lubuklinggau City, which is inhabited by the Malay tribe as the original tribe, also arrives to settle down such as Javanese, Sundanese, Batak, and so on. All the people live in harmony and peace with each other. This is what makes Lubuklinggau City more crowded day by day. On the other hand, immigrants come to Lubuklinggau City not only by chance, but they also carry out activities that support their economy, such as becoming civil servants, working in certain agencies, trading, and farming. Increasingly, Lubuklinggau City is getting crowded and even its development is getting faster. This is supported by supporting infrastructure facilities such as roads, buildings, and educational facilities. Even Lubuklinggau City has many levels of

education from kindergarten to university level. So it is not surprising that Lubuklinggau City has become one of the icons in South Sumatra Province (Susilo, Agus & Yeni Asmara, 2023).

As an Intermediate City, Lubuklinggau City turns out to have a very large historical heritage. This can be seen from the development of history that is still often found. Lubuklinggau City in the past was also one of the areas involved in the struggle for Indonesian independence. This is proven by the evidence contained in the Garuda Sriwijaya Subkoss Museum. Some relics that tell the story of the struggle to maintain Indonesian independence in this region are also felt until now. Even the Indonesian independence ceremony in Lubuklinggau City also took place precisely on the date field adjacent to the current Garuda Sriwijaya Subkoss Museum. The museum is improving day by day so that it can be said to be one of the destinations for learning history to add insight into the history of the local community both at the kindergarten to university level. Even studies related to the history of the struggle have been written by many researchers, of which the Garuda Sriwijaya Subkoss Museum is one of the concrete sources in supporting this progress. It is a source of pride for a small city that has a historical heritage such as a museum that is still preserved today. Researchers consisting of students or lecturers collaborate with each other to produce works such as scientific journals and books. This proves that the spirit of learning and self-development for the people of Lubuklinggau City, especially young people, is still very much taken into account in the midst of increasingly great advances.

If traced further, various relics in Lubuklinggau City are also still many and varied. Starting from the ulak lebar and bukit sulap sites that tell the story of the beginning and development of Lubuklinggau City. Historical studies that reflect the first Islamic society in Lubuklinggau with its local traditions are also growing rapidly. These studies are also interesting for students and researchers of History to continue to be developed. Even the Ulak Lebar site which contains a historic tomb of figures before the entry of the Dutch in Lubuklinggau is still well preserved. This Ulak Lebar site is widely used as a learning media for teachers, lecturers and students to be developed into an innovative media. The studies of the magic hill itself are not just limited to stories. But its existence is also still preserved today. Bukit Sulap is one of the favorite tourist attractions because at the top of the hill you will be able to see the beauty of Lubuklinggau City from the height of Bukit Sulap. It can be said that Lubuklinggau City is not lacking in relics of the past.

If traced in depth, Lubuklinggau City has a very extensive historical heritage. Historical relics are not just relics, but have the meaning implied in them. So it is not surprising that until now the local community, especially the indigenous Lubuklinggau people, still preserve the old culture and traditions that originated from their ancestors in the past. Local traditions of the Lubuklinggau City community are still often found in the current era. Even on certain days it is often performed in front of the general public. This certainly makes the greater element of local traditions that develop in Lubuklinggau City. One of the traditions that is still developing today is Sedekah Rame (Ramai), which is held almost every year by the people in Batu Urip Village, Lubuklinggau City. Not just a celebration, but there are elements of local wisdom that can be taken by young people who currently live in the era of modernization. Regarding the local tradition of the Lubuklinggau community, it must be preserved. Considering that many young people have forgotten the values of historical heritage in the past. Many activities that introduce culture and tradition are carried out by the elderly. Of course, this must continue to be developed so that it can be passed on to the next generation, especially the local youth (Berlian Susetyo & Ravico, 2021).

In connection with the cultivation of character values and fostering the spirit of learning History can actually be done by universities and at the school level. At the Higher Education level, in particular, one of the things that can be done is a history study tour conducted by lecturers and students. This activity is certainly very noble not just a vacation, but to provide knowledge and experience to students about history, culture and local traditions. Moreover, Lubuklinggau City as an Intermediate City has many historical and cultural relics that can be learned by young people, especially students. History learning does not have to be continuously in the classroom. Even learning history in the field will have an impact on the addition of knowledge for history students. The best thing that students can do in the future is to be able to create innovative History learning media such as those uploaded on Youtube. Of course it is very good to be seen by many people. In addition to providing knowledge and experience by conducting local history study tours, it also contributes to efforts to promote the region to the wider community.

Tourism is very good if applied in the world of education considering the problems of the learning system that often occur before. Besides providing direct knowledge, it is also a place for recreation after studying (Isilda Leitão & Carlos Fernandes, 2023). Students also need recovery after studying on campus. Especially if the History tourism study is in the city which is certainly not only fun but also does not make

students heavy in terms of financing. History tourism studies conducted in the city are cheaper and more affordable. Moreover, students will be open-minded to various historical relics around them. Of course this is very good considering that students are not all the same in obtaining education. Usually, history study tour activities are also carried out not just visiting. Generally, lecturers in history study tour activities also relate to the courses they teach. In this case, of course, students will get assignments from historical sources, culture, and local traditions that they get after carrying out the field trip. Here students will feel a sense of responsibility that after the implementation of History study tour activities, students also have the responsibility to complete a report on the activities they have carried out.

From local history study tour activities, it can also have an impact on students' ability to get themes or research studies that will be developed in time. Especially when lecturers and students conduct research collaborations that discuss local wisdom. This is very important to produce quality research. Research conducted with students, for lecturers, will be very special because it can be used as a reference in subsequent studies. This is a reflection that the study of local history is not expensive and luxurious. But it can be carried out according to mutual needs. Students will also open their minds with reports of their activities and also research collaborations that might be carried out with lecturers. Through historical tourism studies, the impact is very significant if it is carried out carefully. Lecturers and students must really understand the aspects of their needs. Learning History outside the classroom with field trips will add insight, knowledge and enthusiasm for developing historical values for the best young generation.

## **CONCLUSIONS AND SUGGESTIONS**

Students as agents of change in the world of education do play an important role in the future. In learning History in Higher Education requires a high fighting spirit. This concerns the sustainability of unique and interesting History learning. It should also be understood that history learning experiences a phase of change that develops from time to time. History learning that is taught is not just a story, but must be developed with technological aspects. This means that the delivery of History material can be done by using available History learning media. Lecturers are required to be creative and innovative so that the learning of History delivered to students can also be absorbed as well as possible. For students themselves must also be more open-minded. In following the learning process, not everything is only found in the campus, but also must be creative by looking for additional reference sources through access to digitization or direct study to the field.

Almost every region has advantages in the aspect of learning History. History students and other students who are in Lubuklinggau City should be more grateful. This is because Lubuklinggau City in addition to being a Madya City and famous in South Sumatra Province is also known as a city that has history, culture and local traditions that are still well preserved. Lecturers and students in improving History learning must make an agenda for the implementation of History study tour activities with areas in Lubuklinggau City. Activities that are neatly and well planned will have an impact on increasing high motivation to learn History. Moreover, Lubuklinggau City has history, culture and local traditions that are still maintained to this day. In addition to learning History to develop student knowledge, History study tour activities will have an impact on joint research activities between lecturers and students. Of course this is very good considering the ability of the lecturers will also be transmitted to the students. High enthusiasm has a positive value for the development of local history learning.

## **ACKNOWLEDGMENTS**

This publication activity is part of the Lecturer's obligation to carry out the Tri Darma of Higher Education at PGRI Silampari University Lubuklinggau. In this publication activity that runs smoothly, we express our deepest gratitude to:

1. Dr. Rudi Erwandi, M.Pd. as the Rector of PGRI Silampari University Lubuklinggau who has given motivation and encouragement to us as lecturers to increase productivity and quality of research.
2. Dr. Ahmad Gawdy Pranansa, M.Pd. as the head of LPPM and staff who have provided a lot of support, facilities, administration for the smooth implementation of research and publication programs.
3. Lecturer friends who have provided support and enthusiasm in completing this research report and

scientific publication.

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