

The use of historical evidence of the Tamiang kingdom as a history learning source for high school students

Usman^{a,1,*}, Bachtiar Akob^{a,2}, Rahmatsyah^{a,3}, Nurhijrah Binti Zakaria^b

^aUniversitas Samudra, Jl. Prof. Dr. Syarief Thayeb, Meurandeh, Langsa City, Aceh 24416, Indonesia


^bKampus Dato' Razali Ismail-Kuala Nerus, Trengganu, Kampung Wakaf Tengah, 21030 Kuala Terengganu, Malaysia

¹usbram@unsam.ac.id*

* corresponding author

ARTICLE INFO	ABSTRACT
Article history Received 11, 3, 2023 Revised 8, 10, 2023 Accepted 6, 10, 2023	<p>The Tamiang Islamic Kingdom is one of the oldest kingdoms on the east coast of Aceh, bordering Haru Bay and Kampai Island of Pangkalan Susu. Its north serves as the front line of defense in the Malacca Strait, part of the sovereignty of the Samudra Pasai Islamic Kingdom, in the 12th century AD. In 1350, the country of Tamiang faced the challenge of the expansion of Majapahit commanded by Patih Gaja Mada, who wanted to unite all regions in the archipelago following the "Palapa Oath" during the authority of King Hayam Wuruk Mahapatih Ratu Tribhuanatunggadewi. This study used a descriptive qualitative research method, then collected data through literature study, document analysis, and utilizing historical evidence of the Tamiang kingdom on the east coast of Aceh. The results showed that the students' poor skills in reading and analyzing historical sources were due to the lack of usage of historical evidence as a source of local history learning. Therefore, this research also contributes to the adoption of historical evidence of the Tamiang kingdom on the east coast of Aceh as a historical learning source for high school students to improve the Use of Primary Source Evidence skills.</p>
Keywords Historical Evidence Tamiang kingdom East Coast of Aceh Primary Source Evidence	

This is an open access article under the [CC-BY](#) license.



I. Introduction

Research is essentially a form of scientific work in every discipline, including historical science. As a field of science, historical research carries procedures. The scientific way of working in scientific disciplines is related to methodology (Creath, 2010). Accordingly, historical research has its own methods.

In addition, the history research procedures can be applied to learning history. Even though research methodology is commonly provided at a high level of education (especially in tertiary institutions), in the context of history courses in schools, research methods are one of the learning materials (Van Drie & Van Boxtel, 2008). During a history course in school, students learn the past story, as well as the procedures for story construction. This way of constructing a history is part of historical research.

Meaningful history lessons are essential, but it is often receded, resulting in a history course that only emphasizes memorization (Zirawaga et al., 2017). As most history learning only emphasizes memorization, it is commonly regarded as boring and useless courses because they only study the past. Additionally, the curriculum is a design of experience that will be obtained by students during a

learning process. The 2013 curriculum was designed to hone students' critical thinking skills; thus, the history course is expected to sharpen students' historical thinking skills (Historical Thinking) (Gestsdóttir et al., 2018). Historical thinking is the ability to think backward and forwards, which enables students to be familiar with the concepts of time and change, then make connections between the past, present, and future (Clark, 2013). Consequently, it is essential to provide historical literacy in historical learning.

In a learning process, teachers can enhance students' research skills as it represents essential thinking skills. A previous study reported that students' ability to conduct research is part of their thinking skills (Hudha & Batlolona, 2017). Thinking skills are essential intellectual processes in learning. In learning, students are obligated to process information in their brains. In the view of constructivist learning theory, information processing is done by constructing knowledge. Meanwhile, learning is defined as a process in which individuals build new ideas or concepts based on their existing knowledge and experiences.

Students' ability to do research is part of students' critical thinking. Critical thinking is a means for

understanding the real world (Nurcahyo & Djono, 2018). In the critical thinking process, people conduct investigations involving the identification of questions, formulating hypotheses, obtaining relevant data, testing, and evaluating hypotheses logically, and drawing conclusions.

The ability to think critically is crucial in the process of education and life. Thus, critical thinking is one of the obligatory cognitive abilities for students (Kitsantas et al., 2019). To solve the problem, the correct data and critical thinking patterns are needed to make the right decision.

The definition of critical thinking includes the practice of thinking carefully about issues relevant to one's experience (Laabidi, 2021), knowledge of logical examination and reasoning, as well as the skill to apply these methods. Therefore, critical thinking requires excellent effort to examine every assumption or expertise based on the supporting evidence to generate conclusions.

The ability to reason logically, examine data, and come up with creative alternatives to traditional notions provides young people with a clear route to get through the muddled thinking in the recent technological era. Thinking by calculating, visualizing, and explaining are forms of thought but are mere excretion of thinking which is really thinking.

As previously reported, local history is rarely used as a source of history learning by history teachers (Jaskulowski & Surmiak, 2017). Therefore, the public has an inadequate perception of heritage sites, especially local history. Besides, only a few people know and understand the benefits of these heritage sites for the world of education and recreation. Most people only perceive historical heritage as a place with a scary and ancient atmosphere.

The rare usage of historical heritage sites as a source of learning, along with the lack of community knowledge concerning their benefits, has threatened the existence of historical sites. Their position is further threatened due to the transfer of land functions controlled individually and by a particular group. The continuation of this phenomenon will ruin historical sites.

The discussion has sufficiently signified the importance of protecting historical sites. Besides, these sites can also be used as a source of learning history, both for primary and secondary education. In a deeper examination, learning resources are the necessary educational facilities or components for the teaching and learning process in schools (Riinawati, 2021). In completing the teaching and learning activities, teachers naturally use learning resources. Besides, the local history learning resources are crucial for the teaching and learning process.

Students' boredom in learning history subjects can be caused by the teacher's teaching pat-tern delivery style. In this case, most teachers convey the material in a

monotonous manner through lectures with a minimum usage of media. Therefore, students passively learn history and feel reluctant to learn history in comparison to the exact lessons, such as mathematics. Although many teachers use lecturers, the students are invited to find the solution to a problem actively. Thus, students feel directly involved in the learning process. However, the adoption of learning media, such as figures, can further accelerate their understanding, as well as lowering their boredom with learning. Besides, the learning media can also be used to describe their surrounding environment, such as in learning the history of the Tamiang kingdom on the east coast of Aceh as a source of learning local history.

The Tamiang Islamic Kingdom is one of the oldest kingdoms on the east coast of Aceh, bordering Haru Bay and Kampai Island of Pangkalan Susu (Kominfo Aceh Tamiang, 2018). Its north is the front line of defense in the Malacca Strait, the components of the sover-eighty of the Samudra Pasai Islamic Kingdom, 12th century AD. In 1350, Tamiang country faced the challenge of Majapahit expansion under the command of Patih Gaja Mada, who wished to unite all regions in the archipelago following the "Palapa Oath." This oath was enacted during the reign of King Hayam Wuruk Mahapatih Ratu Tribhuwanatunggadewi (Soedarso, 2014). Patih Gajah Mada, having the mission to realize the Palapa Oath and expand Majapahit's territory to the Samudra Islamic Kingdom, failed due to obstacles from the Peureulak Islamic Kingdom. Of his inability to control Pasai (Rambe, 2019), Patih Gajah Mada shifted his expansion mission to the Tamiang country. He wanted to liberate it from the Samudra Kingdom. This study aims to analyze the use of historical evidence of the Tamiang kingdom on the east coast of Aceh as a source for learning local history for high school students to improve Use Primary Source Evidence skills.

II. Method

This descriptive research used the qualitative approach. According to Sugiyono (2017), the qualitative descriptive method is a research method based on the post positivism philosophy for investigating the natural object conditions (as opposed to experiments), and the researcher is the key instrument. The data collection was carried out by triangulation (combined), while the analysis was completed inductively or qualitatively, and the results emphasized meanings rather than generalization (Cresswell, 2018).

Qualitative descriptive research aims to describe, explain, and answer a problem in detail by examining individuals, groups, or events. In qualitative research, the researcher serves as the re-search instrument. Further, the results are in the form of words or statements representing the actual situation.

Primary data is a directly obtained data source (Zuhdi, 2018). In this paper, the obtained data were directly observed, namely the evidence of the history of the Tamiang kingdom on the east coast of Aceh and the skills in using Primary Source Evidence. Meanwhile, secondary data, according to (Sugiyono, 2017), is a source of data indirectly collected by the researchers but through other people or documents instead. In this study, we obtained secondary data indirectly through the media, as well as other information related to the history of the Tamiang kingdom on the east coast of Aceh, the local history, and the Use of Primary Source Evidence skills.

In addition, data triangulation was also carried out. Data triangulation is defined as a method that combines various data collection techniques and existing data sources. The purpose of triangulation is to find the truth about some phenomena, as well as to increase the researcher's understanding of the phenomena. In this study, we used source triangulation. According to (Creswell & Creswell, 2018), source triangulation means obtaining data from different sources using the same technique. Besides, the data was determined to be valid if a consistency or suitability between the information provided by the informants was observed (Homburg et al., 2012).

III. Results and Discussion

A. Historical Evidence of the Tamiang Kingdom on the East Coast of Aceh

The Majapahit troops launched their expansion into the Tamiang Islamic Kingdom in 1350. Initially, it was started before the expansion of the Majapahit troops into the Tamiang Islamic Kingdom on the East coast of Aceh in the 14th century AD, during the rule of King Hayam Wuruk in Mojokerto, East Java, Indonesia. It was also part of a national mission to unite the archipelago. The book *Negarakertagama* described the Majapahit expansion to Tamiang as one of the efforts to realize the Palapa Oath uttered by Patih Gajah Mada in front of Ratu Tribhuanatunggadewi in 1336, which was commonly referred to as Oath of the Archipelago. After conquering Haru Bay, Pulau Sembilan (the Sumatra-Aceh border), and Kuala Telaga Muku, Patih Gajah Mada expanded the territory of Majapahit to the Islamic Empire of Samudra Pasai.

Patih Gajah Mada's troops departed from Teluk Haru Headquarters, passed through Kuala Besar (Ujung Tamiang), and attacked Samudra Pasai. Samudra Pasai was the largest empire and political rival of Majapahit in the western region of Sumatra Island in the 14th century AD. During the attack on Samudra Pasai, he was first intercepted by the Islamic army of the Peureulak Kingdom, then Patih Gajah Mada's troops failed at sea on the coast of Sungai Raya. But Patih Gajah Mada was still ambitious and made the second attack, leading his troops

to the depths of the Raya River and building a formidable fortress known as "Gajah Meunta." From the depth of the Raya River, Patih Gajah Mada and his formidable warriors attacked Samudra Pasai from two directions of the sea and land. The attack from the sea was defended by Raja Samudra Pasai's troops at Kuala Jambo Air and Keureuto Lhokseumawe. Meanwhile, troops from the ground were paralyzed by Peureulak and Idi troops at Paya Gajah Aleue Bu fortress. This is presented in Figure 1.



Fig. 1. Gajah Mada Fortress (Gajah Meunta) in the interior of the East Aceh Raya River

In addition, the soldiers of Patih Gajah Mada attacked from the land and arrived at Paya Gajah (Peureulak Peudawa). At the second attack, they were also beaten back by Samudra's troops, and they fled into the sea. Meanwhile, the remnants boarded the fleet and withdrew to Aramiyah. Most of his soldiers suffered heavy losses, and the rest were in Patih Gajah Mada's troops fleets, which were still in the river and the estuary of the Raya River. Then, the troops were attacked with bamboo rafts by troops coming from Idi and Peudawa, then doused with kerosene until they burned. After that, they were washed away by the fleets that were anchored in the Peureulak estuary and river. As a result, Patih Gajah Mada immediately withdrew to the beaches of Telaga Tujuh and Banyak Pahit, the headquarters of the second reserve army for the western Majapahit troops, after Teluk Haru and Kampai Island. The second defense of Patih Gajah Mada was called Banyak Payed (the former Majapahit army headquarters center).

B. The Role of Fort Aron Meubajee in Facing the Expansion of Majapahit Troops in the Attack of the Islamic Empire of Tamiang

Following the failure of Patih Gajah Mada in conquering the Islamic Kingdom of Tamiang, Raja Muda Seudia instructed the commanders at the border and in Kuala throughout Beunua country to be prepared to face the expansion of Majapahit led by Gajah Mada. Like the

forefront fortress Aron Meubajee, Kuala Peunaga, Sungai Yu is a coastal defense for the Malacca Straits area of the East Coast of Aceh, under the Admiral Territorial/Border of the Tamiang Islamic Kingdom. In that area, Admiral Katamma was assisted by his deputy Panglima Eumping Beusoe to safeguard the sovereignty of the Tamiang region during the reign of Raja Muda Seudia, as well as regulating maritime security and territorial boundaries in the Kampai/Aru Islands and the Tanah Melayu Peninsula.

A previous study conducted by H.M. Zainuddin [29], entitled *Tarikh of Aceh and the Archipelago*, reported that the Kuta fortress Aron Meubaje carried an essential role in maintaining stability and security in the Malacca Straits area, one of the formidable and most robust defenses on the East coast of Aceh under the leadership of Admiral Katamma. This fortress aims to maintain the integrity and sovereignty of the Tamiang region from the outside. In addition, the function of the Aron Meubajee fortress or Kuala Peunaga fortress is part of the defense of Samudra Pasai as it has a very strategic and great potential in the eastern region in maintaining the sovereignty of the Islamic Kingdom. Additionally, Pangkalan Susu, commanded by Patih Gajah Mada, was sent to Samudra Pasai-Aceh, unified parts of the national state in the archipelago, during the time of King Hayam Wuruk in Mojokerto, Java, in 1350 AD. This is presented in Figure 2.



Fig. 2. Former Aron Meubajee Fort, Sungai Yu Beach, Tamiang, the forefront defense in the Malacca Straits area against Gajah Mada's troops from Haru Bay.

During the attack of the Majapahit army commanded by Patih Gajah Mada in Beunua of the Tamiang Kingdom, there was no report to Admiral Katam Mana at Kuala Peunaga Sungai Yu. Meanwhile, Patih Gajah Mada's troops from his Headquarters from Kampai Island and Teluk Aru slipped in from the east, arriving at the Tamiang Kingdom beforehand because they were disappointed at being refused to join Majapahit.

But the evil mission of Patih Gajah Mada was first known by the strong Territorial Admiral Katamma when he was on guard at the Kuta bull Aron Meubajee (Arun in clothes) in Kuala Peunaga Sungai Yu. This

fortress was a formidable and most vigorous defense on the East coast of Aceh Region Malacca Strait at that time. Then, Admiral Katam Mana and Commander Eumping Beusoe immediately ordered their troops to attack the enemy fleets long before they were destroyed continuously. This attacked other Tamiang troops to strengthen Aron Meubajee's defense on the Yu River in confronting Patih Gajah Mada's troops.

C. The existence of the Kuruk Dalam/Seruway River as the Invasion Route of the Majapahit Troops to the Benua Tamiang Palace.

After the retreat of the Majapahit army led by Patih Gajah Mada, they gathered for the umpteenth time at the Teluk Haru and Pulau Sembilan station. They formalized a new strategy to seize the Tamiang Kingdom. In this joyful or disappointed atmosphere, Patih Gajah Mada sent spies and arrested several fishermen at Kuala Raya (Ujung Tamiang) for tracing invasion routes or river channels from the coast to break into the central government of the Beunua Tamiang Kingdom.

It was the last strategy, as its failure would send Patih Gajah Mada back to Majapahit, Java Island. Consequently, in his headquarters in Pulau Sembilan and Teluk Haru, Patih Gajah Mada moved several war fleets through the Barom, Sebakar, into Tamiang (Pusong Cium) and Berangau, from the downstream (upstream) estuary to the mouth of the Tamiang River. This movement was performed to seize the Tamiang King's Palace centered in Kampung Landoh Durian (Kuala Simpang/Kuta Lintang Atas).

The Majapahit troops immediately moved from Ujung Tamiang beach to the east and insinuated into the Pusong Kapal estuary. With Patih Gajah Mada's command, they continued to break through minor routes through the mangrove forests using a small war and intelligence armada. They were instructed to go to one river channel (arusan), leading to the shortest route to the Tamiang River. All the Majapahit soldiers dug and excavated a narrow path if they could for carrying the Majapahit war fleet to the Benua Raja Tamiang city, near Peukan Seruway, which is currently popular as "Sungai Kurok Dalam," three meters long to Peukan Seruway.

One of our respondents, a resident of the Kurok River, at 80 years old of age, described that on the Kurok III River, before reaching Peukan Seruway, the canal was scraped and turned to the left by troops of Majapahit soldiers commanded by Patih Gajah Mada. This canal was located between the Kurok II and III rivers. The Tamiang people named them "Arong Gajah" as it was the secret river passage when the Gajah Mada Army soldiers departed for an invasion of the Tamiang Royal Palace. From the Kurok III River, the Majapahit army turned its route to the south (the boundary of the Ujung Paloih bridge) and crept through a small canal in the west of the Sub-District Police or Kuakec Seruway Office. Then, they

dug up to Kampung Binjee until getting into the Seumacon channel, Tanah Merah Hill. Another respondent aged 65 years old, a resident of Kampung Duren Kuala Simpang, explained that according to older people when Majapahit troops seized the Tamiang Royal Palace (present-day Lintang Kuala Simpang City) from the Seumacon (Tanah Merah) channel, the Majapahit army had also dug or scraped the river canal to the villages of Landoh Rantau or Lubuk Bukit Culing and Landoh Derian. However, he added that the troops were confronted by Raja Muda Seudia's core troops at the forefront, which guarded the ancient Tamiang Islamic Royal Palace. This is presented in Figure 3.



Fig. 3. Kurok River In Tamiang, the secret route of the Majapahit troop soldiers to get through the Central Royal Palace of Tamiang and one of our informants, a resident of Sungai Kurok II

D. The efforts of the Majapahit troops to seize the Royal Palace of Tamiang Benua

The Majapahit army, commanded by Patih Gajah Mada, had succeeded in coming to the overland route (Kurok Dalam River). Then they went downtown Tamiang Palace via Kampung Derian, attacking the Palace using arrows. They were still capable of striking the Palace, even after being intercepted by the troops guarding the Tamiang Palace in the Landoh Duren fort, the heart of Kuta Beunua, where the King of the Tamiang Kingdom resided. In this frenzied atmosphere, the two groups released arrows and spears at each other. Then, one of the Lela Kaum War Commanders in Landoh Duren rushed to report to the Viceroy of Seudia at the Palace that the enemy had approached the main gate of the Continental City of Tamiang. The report was made when Sri Diraja Muda Sedia was playing chess with his Queen and Princess Meuga Gema (Protected Moon). The princess was the referee in the chess play, consisting of gems (spatula, emerald, pomegranate, and pearl). In the middle of the game, suddenly, a report came telling the country's current dangerous situation. At first, Raja Muda Seudia did not respond to this report because he was busy playing chess. However, the report suggested that the enemy had headed into the gate of the city of the Continent, in Landoh Derian, and that there was a terrible battle with the foremost armed forces of the Tamiang Islamic Empire.

One of our informants even described that the battle location between the Majapahit soldiers and the core troops of the Benua Tamiang Kingdom remained preserved, and it was named the "Kampung Landoh Derian" deadly battle arena. It was a battle of arrows, javelins, and swords in Kampung Landoh Derian, next to the "Blang Bunie" fortress (Tamiang language: hiding hill), which served as the front line of defense against the Majapahit soldiers. To date, this location has become the memory of the "Sawah Paya War." Near the Landoh Derian hill, on the edge of the rice fields, there are still former mass graves. Following that war, some of the Majapahit soldiers kept moving closer to the Palace and managed to enter the Palace. They also broke down the gate (palace gate).

After the destruction of the gate, they advanced to the Palace courtyard through the stairs using a large wooden. Then, they also broke the door. Sedia Crown Prince and his Queen went to the front of the Palace, peaking at the sounds of terrible screams from the cracks in the lattice windows.

When the Crown Prince saw many Majapahit soldiers come to the Palace, he panicked and hurriedly returned with his Queen to the chess table. He took the chess pieces, which consisted of jewels and the chess board made of gold. By holding the Queen's hand, then they returned to the front window of the Palace, opened the window door, and threw all the jewels and the chess board into the courtyard. Similarly, the Queen took off all the jewelry on her body and threw it into the Palace courtyard over the soldiers of Patih Gajah Mada. This is presented in Figure 4.



Fig. 4. The former Mideun (Blang Bunie) or Sawah Paya War Center in Tamiang City.

After the Majapahit soldiers took the jewels and dirhams along with the Queen's treasures, the Palace was ransacked, and all Palace equipment was destroyed. The inside of the Palace was silent, although all the Palace's contents were carried away by the Majapahit soldiers. Every palace room was ransacked and searched. All the assets of the Tamiang Kingdom were taken as a lot of war, a token of their victory. The suspected places were examined, then a gong was obtained. From within the gong, Princess Meuga Gema (Protecting the Moon)

appeared, along with the ladies hiding behind the gong. They were taken prisoner being offered to Patih Gajah Mada. After the contents of the Palace were torn apart, several resident guards were also arrested. After it was finished, the Palace was torn apart, and the city of the Tamiang Continent was burned to the ground. Then, the Majapahit troops departed in the evening with their war fleets through the river channel downstream to Kuala Raya (Pusong Kapal). They returned carrying all prisoners of war.

However, during the journey, the fleet carrying Patih Gajah Mada and Princess Meuga Gema was damaged at the Kuala Raya estuary, so they had to go ashore and camp. The news of Princess Meuga Gema's abduction reached her fiancé, Tuanku Ampon Tuan, a nobleman from Uleebalang Keureutoe, the Islamic Kingdom of Samudra Pasai. He devised a strategy with the politics of masquerading as a fruit seller, fully loaded in a boat going downstream towards the Majapahit war fleets, which were being repaired at the Kuala Raya Ujung Tamiang estuary.



Fig. 5. The front and back view of the former Palace of the Viceroy of Sedia has been renovated after being burnt to the ground by Majapahit troops.

The location of this battle is called "Kampung Tambun Tulang." It was the center of the former pile of bones from people who died in the war against Majapahit soldiers in the 14th century AD. Even the headquarters of the Majapahit army remained, along with armor. It is named "Besitang," which means the iron soldiers came from Java. Then, the Majapahit soldiers saw many Samudra, Peureulak, and Tamiang soldiers coming to Teluk Haru and the Meuran River Pangkalan Susu. At that moment, the Haru people helped the Tamiang soldiers, they jointly surrounded and attacked the Majapahit army. Besides, these troops also held banishment and hampered the sale of food ingredients to soldiers from the island of Java. As a result, the Majapahit army withdrew and returned to their ship in Teluk Haru, returning to Java Island with many captives, people from Tamiang and Haru.

E. Skills in reading and analyzing historical sources in students.

The problems adopted in learning should be relevant to students. These problems can be from the experience and knowledge of students. Besides, the problem must also be solved by students through research. Therefore, the learning process should emphasize more on student activity based on the problem posed in learning. This is presented in Figure 5.



Fig. 6. The former Mass Grave center of the Battle of the Tamiang Royal Troops against Gajah Mada's troops, this location has been renovated by PT. Karimun on the Meuran River Pangkalan Susu-Besitang.

Students' ability to find problems is a crucial skill for the learning process and results. During the process, problems can be found when the learning is ongoing. For example, in learning history, the teacher raises controversial issues in history, then the students can identify the possible problem. As reported in studies, the problem can be found by students during the learning process based on their obtained experience and knowledge.

Lévesque & Clark (2018) described historical literacy as an essential skill for developing historical thinking skills. Meanwhile, Vejola & Rantala (2018) added that historical literacy represents the ability to work, analyze and produce valid interpretations of historical sources (Fuchs et al., 2001). Students with high historical literacy must understand that historical knowledge is constructed, so they must be able to contextualize documents, realize the intent of the author and work with conflicting evidence. The process of understanding history (historical understanding) can be more complex than simply knowing the past from the stagnant facts exemplified by the role of the Canadian army in World War I (Robson et al., 1993). One way to foster historical understanding is through historical literacy, one of the components of historical sources (Maposa & Wassermann, 2009). In short, historical literacy can be defined to think like a historian. However, history learning in Indonesia until now still relies on textbooks so that it enhances students' literacy.

Skills in Using Primary Source Evidence have been extensively defined. Skills Using Primary Source Evidence is a vital tool for developing historical thinking skills. Meanwhile, history education is the ability to work and analyze historical materials, generating valid interpretations. History-literate students need to understand that historical knowledge is constructed to be able to

contextualize documents, recognize the author's intent, and handle conflicting evidence.

Ideally, in enhancing students' skills to use evidence from primary sources, teachers should not only focus on the history materials regulated in the curriculum or those available in textbooks, but they should also introduce the existing local histories, such as the one from Aceh, Indonesia. Therefore, history teachers should seek to introduce and utilize historical evidence of the Tamiang kingdom on the east coast of Aceh as a source of learning local history. Teaching local history to students is crucial and necessary since this history presents proximity to students, resulting in more meaningful history learning (Barton & Levstik, 2004). Local history holds a vital position in history learning because it aids students in experiencing a greater sense of belonging to their environment, where they grow and advance. In addition, local history learning is expected to develop students' more extensive and sustainable thinking as part of the country of the Republic of Indonesia. (Yilmaz et al., 2013) described that involving students in understanding the context of local history generates more meaningful history learning, enabling the material to shape the character of students.

Hasan (2018) defined historical thinking skills as abilities that facilitate students to understand the past, present, and future. Meanwhile, Seixas (2017) positioned historical thinking as a different way of thinking from usual thinking. Further, he added that historical thinking must be contrary to everyday thinking since it should be critical and analytical thought. Historical thinking enables individuals to be able to read history books sharply and adjust to what is being discussed. Additionally, the nature of historical thinking is abductive, as shown by the critical questions and answers full of historical arguments based on factual data (McCullagh, 2000). The most crucial foundation in answering questions related to history is accurate data or evidence rather than the past imagination. History must be explained based on solid sources as well as authentic facts.

In addition, Akbaba (2020) mentioned five essential skills that can accelerate historical thinking. First, chronological thinking is the skill of understanding the timeline to identify events according to the sequence of events. It also represents the ability to explain the continuity between each event. The second is historical comprehension. This skill enables someone to understand past narratives both by listening and reading. With this skill, a person can redescribe what they have learned from actors, books, other historical relics, or sources of information. Third, historical analysis and interpretation skills describe the ability to analyze what is obtained from various kinds of stories and experiences of different people in specific periods. Lastly, historical research capabilities are the skills in compiling questions to dig up critical information regarding a past event as well as the obtained data.

For interpreting a historical event, it is crucial for a historian to be objective and logical so that various scattered facts can be assembled into a rational whole. The interpretation stage is a common occurrence in historical narratives. This stage places the integrity of a historian at stake. To produce a reasonable interpretation, there are several things that must be possessed by a researcher, including skills in reading sources. The talent in reading sources includes the ability to interpret the meaning of the language within the sources (Turiman et al., 2012), especially sources of historical evidence, such as the evidence from the Tamiang kingdom on the east coast of Aceh, Indonesia, as a source for learning local history for high school students.

Unfortunately, many history teachers only focus on memorization to sharpen the students' historical analytical skills. Students are only provided with historical knowledge or content without the thinking processes involving the reading and writing activities. Good history learning needs to include students primarily in identifying, analyzing, and evaluating the relationships between many historical events, as well as their causal effect relationship.

Further, students need to be involved in in-depth historical learning involving reliable historical sources. This is part of shaping students' thinking process constructively. That way, students will have the awareness to escalate their scientific insight.

In the independent curriculum of history learning, there are several skills that should be attained by students. First, historical conceptual skills help students to think about historical concepts in learning history. Conceptual thinking is a means to understand the content of historical learning material. For example, students must be able to explain the background concept and theory of the entry of Hindu-Buddhism into Indonesia, as well as life during the Hindu-Buddhist kingdom ruling.

Second, historical thinking skills aid students in thinking diachronically (chronologically), synchronically, causality, interpretatively, critically, creatively, contextually, imaginatively, and reflectively. Third, historical awareness (historical consciousness) facilitates students to understand and analyze historical facts, as well as connect past, present, and future events, and make sense of past values.

Fourth, historical research helps students to determine topics, gather sources (heuristics), criticize, and select sources (verification), analyze, and synthesize sources (interpretation), and write history (historiography). Fifth, historical practical skills aid students in reading textbooks, reference books, the internet, historical documents, and interview results. These skills also enable students to write historical stories, tell historical narratives, as well as processing non-digital or digital historical information in various forms of historical applications, sound recordings, documentaries, photos, mockups, vlogs, timelines,

storyboards, infographics, video graphics, comics, posters, and others.

The pattern of history teaching and learning activities in the classroom is carried out with a variety of learning methods. Teachers must creatively develop the learning methods and strategies in the classroom. Ideally, the history learning strategy starts with students observing learning material, asking questions, gathering information, organizing information, drawing conclusions, communicating, and reflecting on the learning process.

Aside from those aspects, the use of learning tools that support the learning process is vital for building students' thinking skills. The existence of facilities can assist students in finding the history learning material quickly. For instance, the availability of the internet, libraries, books, mass media, museums, and others can be used as a means of learning history.

Historical thinking skills must be possessed by students after learning history. These historical thinking skills are needed in exploring historical learning material. The progression of historical thinking skills in learning is expected to help students be more critical in answering various problems in the learning process. Consequently, learning history should strive to consider and improve students' historical thinking skills because the skills are very influential in achieving student learning outcomes. The application of various and appropriate approaches, strategies, methods, and models in learning by prioritizing the active students' participation in the entire learning process will provide them the opportunities to develop their potential.

History subject matter does not only include heroic stories or resistance to liberate the nation from the hands of colonialism. Various artifacts can also arouse students' historical awareness because historical heritage presents stories, uniqueness, and excellence from human civilization in the past, especially regarding evidence of royal history. For instance, the history of the Tamiang Kingdom from the east coast of Aceh, Indonesia. Examination of the results of past civilizations and artifacts can inspire students. This can be realized if the teacher is able to utilize various historical sources during the learning.

Therefore, it is not unexpected that only a few or no high school history teachers have employed primary historical materials, such as historical locations in Aceh Tamiang District. In fact, historical sources are essential in history learning as the objective of history learning is understanding and interpreting historical events. Utilization of historical sources is an alternative for obtaining facts that aid students in gaining a deeper understanding of historical events. Singh et al. (2017) described that historical thinking requires contrary thinking to everyday thinking to expand the critical and analytical thinking that enables someone to read history

books skillfully, read events according to context, as well as conducting discussion and evaluation.

The utilization of local history is significant because history is not limited to knowledge of the past, which can be held easily in our hands or neatly arranged in library cabinets. However, it also represents the knowledge stored in a wall that can only be penetrated by a sharp interpretation of historical texts. To uncover the truth from a succession of historically significant events that are occasionally still opaque, historians must apply historical thinking while reading historical documents.

IV. Conclusion

Local history is rarely used as a source of history learning by history teachers. The public's perception of heritage sites, especially local history, is poor, with very few people knowing and understanding that these heritage sites are beneficial for the world of education and recreation. Many people perceive historical heritage as a place with a scary and ancient atmosphere. The Tamiang Islamic Kingdom is one of the oldest kingdoms on the east coast of Aceh, bordering Teluk Haru and Kampai Island Pangkalan Susu, serving as the front line of defense in the Malacca Strait in the north, part of the sovereignty of the Islamic Kingdom of Samudra Pasai, 12th century AD. In 1350, the country of Tamiang faced the challenge of the expansion of Majapahit commanded by Patih Gaja Mada, who wanted to unite all regions in the archipelago following the "Palapa Oath" during the time of King Hayam Wuruk Mahapatih Ratu Tribhuanatungadewi. The skill of using Primary Source Evidence is crucial for developing historical thinking skills, such as the use of historical evidence from the Tamiang kingdom on the east coast of Aceh. History education aims to realize the ability to work with historical materials, analyze them and produce valid interpretations. Historically literate students need to understand that historical knowledge is constructed, so they can contextualize documents, recognize the author's intent, and handle conflicting evidence.

References

- Akbaba, B. (2020). Investigation of Chronological Thinking Skills of Secondary School Students and Development of These Skills Based on Grade Level. *Egitim Ve Bilim-Education and Science*, 45, 215–229. <https://doi.org/10.15390/EB.2020.8631>
- Barton, K. C., & Levstik, L. S. (2004). *Teaching history for the common good*. Routledge. <https://doi.org/10.4324/9781410610508>
- Clark, J. S. (2013). "Your credibility could be shot": Preservice teachers' thinking about nonfiction graphic novels, curriculum decision making, and professional acceptance. *The Social Studies*, 104(1), 38–45. <https://doi.org/10.1080/00377996.2012.665957>

- Creath, R. (2010). The role of history in science. *Journal of the History of Biology*, 43(2), 207–214.
- Cresswell, J. W. (2018). *Penelitian kualitatif dan desain riset, memilih diantara lima pendekatan* (3rd ed.). Pustaka Pelajar.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage publications.
- Fuchs, L. S., Fuchs, D., Hosp, M. K., & Jenkins, J. R. (2001). Oral reading fluency as an indicator of reading competence: A theoretical, empirical, and historical analysis. In *The Role of Fluency in Reading Competence, Assessment, and Instruction*. In *Scientific Studies of Reading* (Vol. 5). Routledge. https://doi.org/10.1207/S1532799XSSR0503_3
- Gestsdóttir, S. M., van Boxtel, C., & van Drie, J. (2018). Teaching historical thinking and reasoning: Construction of an observation instrument. *British Educational Research Journal*, 44(6), 960–981. <https://doi.org/10.1002/berj.3471>
- Hasan, S. H. (2018). The development of historical thinking and skills in the teaching of history in the senior secondary school curriculum in Indonesia. *Historia: Jurnal Pendidik Dan Peneliti Sejarah*, 11(2), 1–23. <https://doi.org/10.17509/historia.v11i2.12324>
- Homburg, C., Klarmann, M., Reimann, M., & Schilke, O. (2012). What drives key informant accuracy? *Journal of Marketing Research*, 49(4), 594–608. <https://doi.org/10.1509/jmr.09.0174>
- Hudha, M. N., & Batlolona, J. R. (2017). How are the physics critical thinking skills of the students taught by using inquiry-discovery through empirical and theoretical overview? *EURASIA Journal of Mathematics, Science and Technology Education*, 14(2), 691–697. <https://doi.org/10.12973/ejmste/80632>
- Jaskulowski, K., & Surmiak, A. (2017). Teaching history, teaching nationalism: a qualitative study of history teachers in a Polish post-industrial town. *Critical Studies in Education*, 58(1), 36–51. <https://doi.org/10.1080/17508487.2015.1117006>
- Kitsantas, A., Baylor, A. L., & Hiller, S. E. (2019). Intelligent technologies to optimize performance: Augmenting cognitive capacity and supporting self-regulation of critical thinking skills in decision-making. *Cognitive Systems Research*, 58, 387–397. <https://doi.org/10.1016/j.cogsys.2019.09.003>
- Kominfo Aceh Tamiang. (2018). *SEJARAH TAMIANG*. www.acehtamiangkab.go.id.
- Laabidi, Y. (2021). English language teachers' attitudes towards critical thinking within Moroccan high schools. *TESOL and Technology Studies*, 2(2), 55–67. <https://doi.org/10.48185/tts.v2i2.256>
- Lévesque, S., & Clark, P. (2018). Historical thinking. In *The Wiley International Handbook of History Teaching and Learning* (pp. 117–148). Wiley. <https://doi.org/10.1002/9781119100812.ch5>
- McCullagh, C. B. (2000). Bias in historical description, interpretation, and explanation. *History and Theory*, 39(1), 39–66.
- Nurcahyo, E., & Djono, D. (2018). The implementation of discovery learning model with scientific learning approach to improve students' critical thinking in learning history. *International Journal of Multicultural and Multireligious Understanding*, 5(3), 106–112. <https://doi.org/10.18415/ijmmu.v5i3.234>
- Rambe, T. (2019). *Sejarah politik dan kekuasaan Islam, nasionalisme, dan komunisme dalam puseran kekuasaan di Indonesia* (J. Simarmata (ed.)). Yayasan Kita Menulis.
- Riinawati, R. (2021). Education financial management during covid-19 pandemic of Islamic universities in south Kalimantan. *Dinamika Ilmu*, 21(2), 383–396. <https://doi.org/10.21093/di.v21i2.3607>
- Robson, B. T., Walton, J. R., Black, I., Cain, P. J., White, C., Colls, R., & Heffernan, M. J. (1993). Review of urban population development in western Europe from the late-eighteenth to the early-twentieth century, by Richard Lawton and Robert Lee; land, labour and agriculture, 1700-1920, by Be Holderness and M. Turner; the industrial revolution, by P. H. *Journal of Historical Geography*, 19(2), 205–252. <https://doi.org/10.1006/jhge.1993.1015>
- Seixas, P. (2017). A model of historical thinking. *Educational Philosophy and Theory*, 49(6), 593–605. <https://doi.org/10.1080/00131857.2015.1101363>
- Singh, R. K., Singh, C. K., Tunku, M. T. M., Mostafa, N. A., & Singh, T. S. (2018). A review of research on the use of higher order thinking skills to teach writing. *International Journal of English Linguistics*, 8(1), 86–93. <https://doi.org/10.5539/ijel.v8n1p86>
- Soedarso, N. (2014). Perancangan buku ilustrasi perjalanan mahapatih Gajah Mada. *Humaniora*, 5(2), 561. <https://doi.org/10.21512/humaniora.v5i2.3113>
- Sugiyono, S. (2017). *Metode penelitian kuantitatif, kualitatif, dan R&D*. CV. Alfabeta.
- Turiman, P., Omar, J., Daud, A. M., & Osman, K. (2012). Fostering the 21st century skills through scientific literacy and science process skills. *Procedia - Social and Behavioral Sciences*, 59, 110–116. <https://doi.org/10.1016/j.sbspro.2012.09.253>
- Van Drie, J., & Van Boxtel, C. (2008). Historical reasoning: Towards a framework for analyzing students' reasoning about the past. *Educational Psychology Review*, 20(2), 87–110.

<https://doi.org/10.1007/s10648-007-9056-1>

- Yilmaz, K., Filiz, N., & Yilmaz, A. (2013). Learning social studies via objects in museums: investigation into Turkish elementary school students' lived experiences. *British Educational Research Journal*, 39(6), 979–1001. <https://doi.org/10.1002/berj.3018>
- Zirawaga, V. S., Olusanya, A. I., & Maduku, T. (2017). Gaming in education: Using games as a support tool to teach history. *Journal of Education and Practice*, 8(15), 55–64.
- Zuhdi, S. (2018). Historiografi dan metodologi sejarah. *Buletin Al-Turas*, 2(2), 61–68. <https://doi.org/10.15408/bat.v2i4.6872>