

Narrative, Practice, Perception, and Student Comprehension of Local History: A SEM Analysis

Suswandari ¹, Laely Armiyati ^{2*}, Miftahul Habib Fachrurozi ², Eka Nana Susanti ³ and Mahmud Abdullah Noho ⁴

¹ Department of Postgraduate Programme, Faculty of Teacher Training and Education, University of Muhammadiyah Prof. DR. HAMKA, Jakarta, 12410, Indonesia;

² Department of History Education, Faculty of Teacher Training and Education, Siliwangi University, Tasikmalaya 46115, Indonesia;

³ Department of Economic Education, Faculty of Teacher Training and Education, University of Muhammadiyah Prof. DR. HAMKA, Jakarta 12410, Indonesia;

⁴ Department of Elementary Education, School of Teacher Training and Education, Muhammadiyah Kalabahi, Kalabahi, 85813, Indonesia.

* **Corresponding author:** laely.armiyati@unsil.ac.id.

ABSTRACT: This study aims to explore the inclusion of local history content and its relationship with history teaching practices. These two variables are analyzed in relation to students' perceptions of local history education. Furthermore, the study examines how these perceptions influence students' understanding of local history and culture. Data were collected through an online survey distributed via Google Forms, involving 212 high school students from Eastern Indonesia. Four hypotheses were tested using Structural Equation Modeling–Partial Least Squares (SEM-PLS), covering three aspects: measurement model (outer model), structural model testing (inner model), and robustness testing. The study reveals a positive and significant effect of local history narratives on teachers' local history teaching practices. However, the direct influence of local history narratives on students' perceptions is weak, requiring mediation through teaching practices to increase effectiveness. On the other hand, students' perceptions of history show a strong and significant positive relationship with their understanding of local history. The availability of local history textbooks makes it easier for teachers to integrate local content into their teaching, which in turn encourages students to develop stronger perceptions and understanding of local history. This study underscores the importance of developing textbooks that integrate local history and culture. Such resources can serve as essential tools for teachers and students, supported by collaboration among local governments, academics, and communities.

Keywords: local history narrative, student perception, student comprehension, teaching history, SEM analysis.

I. INTRODUCTION

Education is a fundamental dimension of human life and an integral part of the Sustainable Development Goals (SDGs). It represents the fourth SDG, which emphasizes the realization of inclusive and equitable quality education and the promotion of lifelong learning opportunities for all [1]. The implementation of quality education must be grounded in principles of equality, fairness, inclusivity, and non-discrimination [2]. Multicultural education plays a central role in achieving these goals, ensuring that everyone, regardless of

cultural background, has equal learning opportunities, including opportunities to study their own culture [3]. Recognition of cultural diversity within educational practice reflects social sustainability within the SDGs framework and is a key to achieving fair and sustainable development.

Education is not only about the transfer of knowledge but also about transmitting values and fostering character among students [4]. One strategic aspect of value transmission and character building is carried out through history education [5, 6]. History education can represent the cultural and historical diversity of different ethnic groups, strengthening Indonesia as a multicultural nation [7]. At the same time, 21st-century skills such as critical thinking, creativity, communication, and collaboration can also be nurtured through history learning [8 - 10]. Importantly, history education can present local historical and cultural narratives that serve as social capital for facing global challenges [11, 12]. In this way, history education functions as a means of strengthening national cultural identity, which will be passed on to future generations as part of realizing quality education and social sustainability.

Nevertheless, history education in Indonesia continues to face fundamental problems. It has primarily been focused on shaping national character and fostering patriotism. The issue, however, lies in its centralized orientation, which places heavy emphasis on nation-state narratives [13]. As a result, diverse local narratives are often overlooked, leading to a monolithic and politicized understanding of history that serves the perpetuation of power a legacy dating back to the New Order era [14]. Nevertheless, local historical and cultural narratives are critical in shaping students' character [15, 16]. This imbalance in historical narratives highlights the incomplete adoption of social sustainability principles in Indonesian history education.

The dominance of centralized narratives reflects disparities in educational practice in Indonesia, which has not fully embraced social sustainability. Quality education is more accessible in major cities on Java Island but remains difficult to access in Central and Eastern Indonesia [17]. This is also true for East Nusa Tenggara Province (NTT), where challenges include geographical disparities that make inter-regional access difficult, low teacher quality in rural areas, and limited access to teaching materials particularly digital resources and locally relevant content [18, 19]. These realities confirm the gap between ideal conditions and the actual situation in education in Eastern Indonesia.

One area in Eastern Indonesia requiring special attention is Alor Regency in East Nusa Tenggara. The quality of education in Alor lags behind other regencies in the province, as reflected in its low Human Development Index compared with other regencies/cities [20]. Yet Alor is known for its ethnic, cultural, and historical diversity, which could be integrated into education [21, 22]. However, observations in several schools in Kalabahi (the regency capital) reveal that this rich cultural and historical heritage is still scarcely represented in teaching materials or learning media used by history teachers. This raises critical questions: what are the practices and challenges of history education in peripheral regions such as Alor, and how do these affect young people's understanding of their local history and culture?

To date, research on local history education in Indonesia's peripheral regions remains limited. Studies in such areas generally focus on issues of nationalism or character education [23, 24]. More broadly, research on history education in Indonesia often emphasizes national narratives or issues such as nationalism, multiculturalism, and international relations [25 - 28]. This highlights the absence of local narratives in history education discourse. Thus, this study seeks to contribute insights into the narratives and practices of local history education in peripheral regions as a form of support for quality education that advances social sustainability.

Previous studies on local history in Indonesia have been conducted in regions such as Sumatra [29], Java [30, 31], and Kalimantan [32], with a focus on developing learning products or utilizing local historical sources. Unfortunately, these studies are concentrated in Western Indonesia and have not explored the representation and narrative of local history in education or its relationship with students' cultural-historical identity. By contrast, research in other countries such as Finland [33], United Kingdom [34], and Brazil [35] shows that incorporating local narratives into history education is vital for meaningful learning and for fostering cultural awareness among students. This points to a research gap that must be addressed through in-depth studies of local history narratives and representation in teaching practice, particularly in Eastern Indonesia, including Alor.

The purpose of this study is to analyze students' perceptions of local history education in Alor, Eastern Indonesia, and how these relate to the teaching practices they experience. Alor's marginalized position in national historiography risks excluding its younger generations from their own history and culture. Therefore, this study investigates the inclusion of local history content and its relationship with history teaching practices in this context. In addition, these two variables are analyzed in connection with students' perceptions of local history learning. Finally, the study examines how such perceptions influence students' understanding of local history and culture. This research is an effort to capture the voices of marginalized groups and to provide a foundation for realizing the principles of inclusive and equitable quality education that embraces the cultural diversity of Indonesia, particularly in the field of history education.

II. RELATED WORK

1. LOCAL HISTORY TEACHING PRACTICE AND STUDENT'S PERCEPTION

Local history teaching has become an important topic of discussion in history education today. In practice, local history instruction can include a wide range of content such as local events, cultural heritage, and local historical figures [30, 36, 37]. The integration of local values into teaching practices is one way to address the threat of cultural identity crises brought about by globalization [38]. Such practices are often linked to the preservation of local values and culture, which can strengthen community identity [39]. These arguments justify the urgency of implementing local history education.

In general, the implementation of local history education receives positive perceptions from students. This has been confirmed by studies in various contexts. For instance, in Missouri, United States, found that local history education can increase students' sense of belonging to their community and culture [40]. Similarly, in Lampung, Indonesia, reported that students responded positively when introduced to historical figures from their own region [41]. Further noted that the noble values of ancestors can be passed down to younger generations through local history instruction and can positively affect learning outcomes [42]. Thus, students' generally positive perceptions reinforce the importance of implementing local history education in classrooms.

- H1. There is a significant relationship between local history teaching practices and students' perceptions.

2. LOCAL HISTORY NARRATIVES AND TEACHING PRACTICE

The teaching of local history can be influenced by several factors, one of which is the availability of content that teachers can use in their lessons. In Indonesia, history curricula are typically centered on national narratives, often neglecting local aspects [43, 44]. A similar phenomenon occurred in the Soviet Union during the 1960s–1980s, where centralized approaches resulted in the erosion of citizens' sense of belonging to their local cultural heritage [45]. These findings show that limitations in local historical content within curricula can directly affect the practice of local history teaching in schools. In contrast, Myanmar, highlighted the importance of decentralizing curricula to incorporate local history narratives. Such decentralization facilitates the teaching practices of history educators, especially in countries with diverse ethnic and cultural contexts [46]. Other studies also demonstrate that the availability of learning resources whether locally enriched textbooks [47] or tangible cultural heritage [48] supports teachers in implementing local history instruction. Accordingly, the presence of local historical narratives has a significant impact on classroom teaching.

- H2. There is a significant relationship between local history narratives and local history teaching practices.

3. LOCAL HISTORY NARRATIVES AND STUDENTS' PERCEPTIONS

History teaching must be contextualized in order to generate positive student perceptions. One approach to contextualization is to integrate local content into history lessons and connect it with present-day issues familiar to students [49]. In Indonesia, found that integrating local historical figures into history teaching contributed positively to students' values education. Students responded more positively when taught about historical figures from their own regions. Similar results were reported by [50], who showed that local content

in history education influences students' motivation to learn. In a U.S. study, students, teachers, and parents alike supported the integration of heritage into the history classroom [51].

The importance of heritage education in fostering student engagement [52], while [53] in Turkey found that students were more enthusiastic and found lessons more relevant when they studied the history and traditions of their own community. Similarly, [54] reported that most students believe history becomes easier to understand and more enjoyable when connected to their locality, particularly when supported by visits to museums or historical sites. These studies suggest a reciprocal relationship between local content and student perceptions.

- H3. There is a significant relationship between local history narratives and students' perceptions of history education.

4. STUDENTS' PERCEPTIONS AND LOCAL HISTORY UNDERSTANDING

Students' perceptions of learning have a direct influence on their understanding of the content being studied [55, 56]. This also applies to local history education, where students' perceptions shape their understanding of their community's past and cultural heritage. Low student perceptions of history hindered their ability to understand the complexities of the past when connected to the present context, resulting in disconnection from their community's history [57]. This finding is reinforced by [58], who conducted research in the Netherlands, the United Kingdom, and France. They found that minority (non-native) students held the strongest perceptions regarding migrant histories related to their communities. These perceptions were tied to their desire to understand the history of their community and cultural identity. Such findings underscore the close relationship between students' perceptions of local history education and their understanding of local history and culture.

- H4. There is a significant relationship between students' perceptions of local history education and their understanding of local history.

III. MATERIAL AND METHOD

The study employed a quantitative research method using Structural Equation Modeling-Partial Least Squares (SEM-PLS) to examine the structural relationships among key constructs in student comprehension of local history. The SEM-PLS design was chosen because it allows for the simultaneous analysis of complex causal relationships between latent variables and is particularly suitable with small to medium sample sizes [59]. The research model was developed based on theoretical frameworks of local history narrative, local history practice, students' perception, and students' comprehension.

1. DATA COLLECTION

Data were collected through an online survey distributed via Google Forms to senior high school students in Alor Regency, East Nusa Tenggara Province, Indonesia. Google Forms was chosen because it is easy to use and allows wider reach to respondents. A total of 212 students participated in the survey, which is sufficient for SEM-PLS analysis [59].

This study employed a quantitative survey method to investigate the factors influencing high school students' understanding of local history in Eastern Indonesia. Responses were measured using a five-point Likert scale, ranging from strongly disagree (1) to strongly agree (5). The survey consisted of 25 items distributed across four constructs:

Local History Narrative (LHN): 5 items addressing the inclusion of Alor's local history in the national history curriculum, the presence of Alor's local history in school textbooks, and the availability of school learning resources containing Alor's local history and culture.

Local History Practice (LHP): 7 items exploring how teachers implement local history learning by utilizing historical heritage, learning materials, local traditions, and folklore from the Alor community.

Perception (P): 8 items measuring students' pride in and appreciation of local history and culture. This construct also captures attitudes, relevance, sense of ownership of local identity, and students' views on the value of local history in their lives.

Understanding (U): 5 items assessing students' comprehension of historical events, figures, and heritage in Alor Regency. The demographic characteristics of the respondents are presented in Table 1.

Table 1. Respondent demographics.

Characteristic	Type	Frequency	Percentage
Gender	L	93	43.87%
	P	119	56.13%
Religion	Islam	168	79.25%
	Protestant	41	19.34%
	Catholic	3	1.42%
Ethnicity	Alor	96	45.28%
	Abui	10	4.72%
	Bampalola	7	3.30%
	Tereweng	13	6.13%
	Others	86	40.57%
School Type	High School	87	41.04%
	Religious School	81	38.21%
	Vocational School	44	20.75%

2. RESEARCH DESIGN

Data were analyzed using Structural Equation Modeling (SEM) with three stages: Measurement model (outer model): Evaluated indicator reliability, internal consistency reliability, convergent validity, and discriminant validity. Structural model testing (inner model): Included testing for variance inflation factor (VIF), path coefficients, coefficient of determination (R^2), effect size (f^2), and predictive relevance (Q^2) [60] Robustness testing: Conducted using the Standardized Root Mean Square Residual (SRMR) to ensure that the proposed model fit the empirical data [60, 61]. All data analyses were conducted using Smart PLS version 4

IV. DATA ANALYSIS

1. RESULTS

In evaluating the measurement model, the relationship between constructs and their indicators must first be examined. Four aspects were tested: indicator reliability, internal consistency reliability, convergent validity, and discriminant validity [60, 62], outer loading values should ideally be 0.70 or higher, though values between 0.40 and 0.70 may still be accepted if overall construct validity and reliability are adequate. Values below 0.40 should be removed. In this study, indicators LHN2, LHP1, and U2 were removed because their outer loadings were below 0.40, which negatively affected validity and reliability [62].

The measures of internal consistency and reliability are presented in Table 2. Internal consistency reliability was assessed using both Cronbach's Alpha and Composite Reliability values. Composite Reliability value above 0.708 is considered acceptable. In this study, Composite Reliability values ranged from 0.729 to 0.924, all of which exceeded the threshold [59]. This indicates satisfactory internal consistency reliability and that all indicators demonstrated strong reliability.

Reliability was further supported by Cronbach’s Alpha values. A construct is considered reliable if it has a Cronbach’s Alpha of at least 0.70 (or 0.60 in exploratory research) and no higher than 0.95 to avoid redundancy among indicators, which can threaten content validity [59] In this study, Cronbach’s Alpha values ranged from 0.704 to 0.922, confirming that all indicators met the required level of internal consistency reliability. Convergent validity was assessed using the Average Variance Extracted (AVE). Convergent validity reflects the extent to which a construct converges in explaining the variance of its indicators. The AVE represents the average squared factor loadings of a construct’s indicators (i.e., the sum of squared loadings divided by the number of indicators) [59]. For each construct, the AVE must meet or exceed the recommended threshold value of 0.50, indicating sufficient convergent validity [64].

Table 2. Convergent reliability and validity.

Construct	Items	Outer loading	CA	CR	AVE
Local History Narrative	LHN 1	0.735	0.704	0.729	0.519
	LHN 3	0.722			
	LHN 4	0.790			
	LHN 5	0.624			
	P1	0.713			
Student’s Perception	P2	0.815	0.922	0.924	0.647
	P3	0.817			
	P4	0.798			
	P5	0.796			
	P6	0.813			
	P7	0.819			
	P8	0.856			
	LHP 2	0.757			
Local History Practice	LHP 3	0.796	0.819	0.826	0.526
	LHP 4	0.651			
	LHP 5	0.772			
	LHP 6	0.693			
	LHP 7	0.668			
	U1	0.710			
	U3	0.775			
Student’s Understanding	U4	0.722	0.728	0.733	0.548
	U5	0.753			

Table 2 shows that the AVE values in this study all exceeded 0.50. This indicates that, on average, the constructs were able to explain more than half of the variance in their indicators, thereby meeting the requirement for convergent validity across all constructs in the dataset. Discriminant validity was assessed using the Heterotrait-Monotrait (HTMT) ratio [64]. The HTMT ratio reflects the degree of similarity between latent variables. An HTMT value below 0.90 is considered acceptable and indicates that the constructs are distinct, thus confirming discriminant validity [60, 64].

Table 3. Discriminant validity (Heterotrait-Monotrait Ratio).

Construct	LHP	LHN	P	U
Local History Practice				
Local History Narrative	0.807			
Student’s Perception	0.864	0.691		

Student's Understanding	0.704	0.664	0.751
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Based on Table 3, the discriminant validity values for all constructs were below 0.90. This indicates that the constructs are distinct from one another and can be considered unique, each capable of explaining the phenomena being measured.

1.1 Structural Model Test (Inner Model)

After confirming the adequacy of the measurement model (outer model), the next step was to test the research hypotheses using the structural model (inner model). This stage involved evaluating the Variance Inflation Factor (VIF), path coefficient significance (β), coefficient of determination (R^2), effect size (f^2), and predictive relevance (Q^2). Collinearity was first assessed by examining VIF values, with values above 5 suggesting potential multicollinearity among predictor constructs. In this study, as shown in Table 4, all VIF values were below 5, indicating that no multicollinearity issues were present [60].

Table 4. Path coefficient, VIF, and effect size.

	β	T-Statistic	P-Values	VIF	f^2	Hypothesis
LHP -> P	0.635	9.315	0.000	2.248	0.574	H1 accepted
LHN-> LHP	0.657	14.061	0.000	1.000	0.760	H2 accepted
LHC -> P	0.192	2.595	0.009	2.248	0.052	H3 rejected
P -> U	0.629	12.565	0.000	1.000	0.654	H4 accepted

Next, the path coefficient test was conducted using the bootstrapping procedure to examine the hypotheses of the constructs under study. At the 5% significance level, a path is considered significant if the calculated T-value exceeds the critical threshold of 1.96, and if the p-value is less than 0.05 [63]. In this study, all T-values were greater than 1.96, and all p-values were below 0.05, confirming the statistical significance of the results. To determine the extent to which exogenous variables explain endogenous variables, the coefficient of determination (R^2) was used [59, 62]. According to [63], R^2 values above 0.631 are considered substantial (strong), values greater than 0.562 are moderate, and values above 0.292 are weak.

Table 5. Predictive relevance.

	R^2	Q^2
LHP	0.508	0.415
P	0.553	0.356
U	0.407	0.234

As shown in Table 5, the R^2 value for LHP was 0.508, meaning that 50.8% of the variance in LHP was explained by LHN. This falls into the moderate category [62], indicating that local history narratives make a substantial contribution to the development of local history teaching practices. The R^2 value for P was 0.553, showing that 55.3% of the variance in perceptions was explained by both LHP and LHN. This confirms that the combination of local history narratives and teaching practices provides a reasonably strong influence in shaping students' perceptions of local history. Meanwhile, the R^2 value for U was 0.407, which means that 40.7% of the variance in understanding was explained by perceptions. This falls into the moderate category, suggesting that perceptions play a meaningful role in enhancing students' understanding.

To further test the predictive relevance of the reflective indicators for the endogenous variables, Q^2 (predictive relevance) was calculated [61]. Q^2 values range between 0 and 1, with values greater than 0, 0.25, and 0.50 respectively indicating small, medium, and large predictive relevance in PLS path models [63]. As presented in Table 5, all endogenous constructs in this study had positive Q^2 values: 0.415 for LHP, 0.356 for P, and 0.234 for U. These positive Q^2 values indicate that the model demonstrates relevant predictive capacity

[59]. In particular, the higher Q^2 values for LHP and P confirm that these variables are well predicted by their related exogenous constructs, while the lower (still positive) Q^2 value for U suggests moderate predictive relevance.

Overall, the R^2 and Q^2 results confirm that the research model adequately explains the relationships among latent variables and provides meaningful predictive contributions to students' understanding of local history. The positive Q^2 values across all constructs underscore the model's predictive validity.

1.2 Robust Check

The model's goodness of fit was further evaluated using the Standardized Root Mean Square Residual (SRMR), one of the robust check indices. SRMR ensures that the model is not only valid and reliable at the indicator level but also demonstrates an acceptable fit with the empirical data [60].

Table 6. Robust check based on process model analysis (SRMR).

	Original sample (O)	Sample mean (M)	95%	99%
Saturated model	0.090	0.055	0.062	0.066
Estimated model	0.092	0.057	0.065	0.068

The SRMR test results indicated that the SRMR value for the saturated model was 0.090, while the estimated model produced a value of 0.092. Both values fall within the range of $0.080 < SRMR < 0.10$, which is still considered an acceptable fit [61]. These findings suggest that while the tested model does not yet achieve the level of a good fit, it nonetheless demonstrates an adequate level of model-data consistency.

The sample mean (M) values were 0.055 for the saturated model and 0.057 for the estimated model, both lower than the original sample values. This indicates that, on average, the model presents a better fit, and the estimates can be regarded as more conservative. Furthermore, the relatively narrow confidence intervals at both the 95% and 99% levels reinforce the consistency and stability of the SRMR estimates. Taken together, the SRMR-based robustness check confirms that the research model is sufficiently robust to be used in analyzing the relationships among the studied variables.

2. DISCUSSION

As presented in table 4, the path from LHN to LHP produced a β value of 0.657, indicating a strong and positive effect. This finding suggests that the more local history content is incorporated into curricula, textbooks, media, and reference materials, the greater the likelihood that teachers will implement local history in their instruction. To further evaluate the strength of the relationships, the effect size (f^2) test was conducted. This test examines the change in R^2 when an exogenous construct is removed from the model [63]. According to [65], values of f^2 below 0.02 indicate no effect, 0.02 to 0.15 a small effect, 0.15 to 0.35 a medium effect, and values above 0.35 a large effect. The results showed that the LHN to LHP path had an effect size of 0.760, categorized as large. This confirms that LHN makes a substantial contribution to explaining LHP. In other words, history teachers are more inclined to deliver local history content when it is explicitly included in curricula, textbooks, and reference materials. As emphasized by [67], the availability of flexible and accessible local history resources (curriculum, textbooks, references, media) makes it easier for teachers to adopt them in practice. However, the availability of local history materials remains a persistent challenge for history teachers in Indonesia [67, 68] In Alor Regency, despite the abundance of significant historical events and figures worth passing on to younger generations, the lack of adequate resources has limited teachers' ability to teach them. Consequently, history teachers in Alor often rely solely on the content presented in standard textbooks. The limited number of textbooks and other sources covering Alor's local history explains why teachers rely only on the material available in standard textbooks.

The path from LHP to P produced a β value of 0.635, indicating a strong positive effect. This suggests that greater implementation of local history in teaching significantly contributes to strengthening students' perceptions. The effect size (f^2) of 0.574 falls into the large category, confirming that local history teaching

practices play a substantial role in shaping student perceptions. In this regard, historical narratives strongly support teaching practices. Pedagogical practices that emphasize local history such as organizing visits to historical sites or museums and incorporating local reference books and manuscripts can strengthen students' perceptions of the historical relevance of their region [69]. This finding aligns with [70], who reported that students showed positive attitudes when learning about local heroes from their region. Similarly, integrating local history into classroom practices encourages students to better understand their environment and develop deeper historical perceptions [71].

Meanwhile, the path from LHN to P showed a β value of 0.192. Although positive, this effect was relatively weak compared to the previous path. The effect size (f^2) of 0.052 falls into the small category, indicating that LHN does not have a strong direct effect on perceptions. Instead, its influence is more effective when mediated by LHP. This result suggests that local history narratives in schools do not strongly shape students' perceptions on their own; rather, they become more impactful when teachers actively implement them in classroom practices. In this way, local history teaching practice functions as a mediating variable, bridging the relationship between content and students' perceptions. While local history narratives provide the foundation of knowledge and learning resources, student perceptions are shaped primarily when teachers actively integrate them into teaching. As [66] note, teachers play a crucial role in shaping student perceptions. The mere existence of historical narratives as resources is not sufficient. History teachers in Alor need access not only to local history materials (especially textbooks for students) but also to training that enables them to develop effective pedagogical practices for teaching local history. Therefore, education policy should not only focus on enriching curricula with local history content but also provide tangible support for teachers to develop methods, media, and learning experiences based on local history thereby strengthening students' perceptions of their cultural and historical heritage.

The path from P to U produced a β value of 0.629, indicating that perceptions of local history have a substantial positive impact on students' understanding of local history. The effect size (f^2) of 0.654, also in the large category, further highlights the important role of perceptions in enhancing understanding. In other words, stronger perceptions lead to higher levels of understanding. From a constructivist perspective, this suggests that understanding is not derived solely from mastery of content but is also shaped by perceptions that mediate the learning experience [72]. In the context of local history education, weak perceptions hinder students' ability to comprehend the complexities of the past when connected to the present [57]. This is reinforced by [73], who found that when students view local history as relevant to their daily lives, their understanding of cultural heritage increases significantly. Thus, student perceptions directly influence their comprehension of history and the cultural heritage around them.

V. CONCLUSION

Students' understanding of local history plays a crucial role in shaping identities that are aware of and engaged with their social and cultural environments. Local history narratives, when integrated into curricula and textbooks, exert a strong influence on the practice of history teaching by teachers, which in turn shapes students' perceptions and ultimately enhances their understanding of local history. However, the findings indicate that local history narratives in curricula and textbooks are more effective in strengthening students' perceptions when mediated through teachers' instructional practices. This underscores the vital role of teachers in bridging historical narratives with meaningful learning experiences. Accordingly, while integrating local history narratives into the curriculum is essential, schools and training institutions must provide greater support by offering professional development programs to help teachers design and implement effective local history instruction.

Further studies could expand the scope by including larger and more diverse samples across regions or school types. Mixed-method approaches which combining SEM and longitudinal designs, would provide deeper insight into how teachers' practices and students' comprehension. Researchers may also investigate additional variables, such as socio-cultural backgrounds or community engagement to develop the result.

Conflicts of Interest

The authors declare no conflicts of interest. The funders had no role in the design of the study; in the collection, analyses, or interpretation of data; in the writing of the manuscript; or in the decision to publish the results.

Author Contributions

Conceptualization, S. and L. A.; methodology, S. and L. A.; software, M. H. F.; validation, M. A. N. and E. N. S.; formal analysis, L. A.; resources, M. A. N. and E. N. S.; data curation, L. A. and M. H. F.; writing—original draft preparation, L. A.; writing—review and editing, S.; visualization, M. H. F.; supervision, L. A.; project administration, E. N. S.; funding acquisition, S. All authors have read and agreed to the published version of the manuscript. All authors made an equal contribution to the development and planning of the study.

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Data Availability Statement

Data are available from the authors upon request.

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