

Strengthening Culture Through Historical Elements, Origins of Village Naming and Folk Games in Lalingato Village, Tirawuta District, East Kolaka Regency

Laxmi ^{a,1,*}, Fina Amalia ^{b,2}, Aswati ^{c,3}, Erens Koodoh ^{d,4}, Suriana ^{e,5}

^a Department of Anthropology, Faculty of Cultural Sciences, Universitas Halu Oleo

^b Department of English Literature, Faculty of Cultural Sciences, Universitas Halu Oleo

^c Department of History, Faculty of Cultural Sciences, Universitas Halu Oleo

^d Department of Anthropology, Faculty of Cultural Sciences, Universitas Halu Oleo

^e Department of Biology, Faculty of Mathematics and Natural Sciences, Universitas Halu Oleo

¹ laxmi77antro@yahoo.com; ² fina_amalia@uho.ac.id; ³ aswati@uho.ac.id; ⁴ koodoherens@gmail.com; ⁵ suriana_0568@gmail.com

* Corresponding Author

ABSTRACT

The community service activities carried out in Lalingato Village, Tirawuta District, East Kolaka Regency were carried out collaboratively with the 2022 UHO Regular KKN student program. These community service activities can be carried out in accordance with the expectations of the community. Based on the results of the implementation, this activity received a good response from the principal and teachers of SDN 1 Lalingato so that this activity could run smoothly according to the expectations of the service team, namely to be able to provide knowledge to the community, especially students at SDN 1 Lalingato about History, Origins Village Names and Folk Games in Lalingato Village, Tirawuta District, East Kolaka Regency.

KEYWORDS

Village;
History;
Folk Game



This is an open-access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license

1. Introduction

Culture is all actions that must be accustomed to by humans by learning (learned behavior) this is done as a way for humans to have the ability to carry out all action systems. In these actions do not contain genes and also do not carry from human birth, therefore various kinds of human actions are a way of life that is obtained by way of learning. In the learning process, humans have various ways either through the environment or with the involvement of other humans. One way of learning humans is by finding out various sacred or mythological stories in a place where they live or live as a way to find out what the real meaning of a place where humans live and do activities. Apart from finding out about the name and history of the place where they live, another thing that people want to know is the art system because this art system emanates expressions of human desire for beauty or objects which are works of art that have existed and are a source of art in their area, both in the form of folk games and other cultural elements.

At present, it is assumed by the general public that human awareness (society) to know the elements in their culture is getting weaker due to various reasons, including the lack of interaction in communication between the current generation and parents as the past generation, lack of education by learning through historical and cultural books, or reading information sources online, and there is still limited socialization regarding the history of naming a village or area and its culture in elements of folk games, as well as in formal and non-formal institutions regarding cultural elements in a area, so that culture which has elements such as origin, history and naming of an area as well as its art system is getting weaker day by day.

Historical education has been researched by previous researchers as a reference in community service. History, Education of Desires and the Creation of a New Energy World researched by Ekberg [1]. Historical Empathy: Cognitive-Affective Theory for History Education in Canada was researched by Karn [2]. A Study of Epistemic Beliefs about History at the Beginning of Teacher Training: A Comparative Analysis of Primary and Secondary Teacher Candidates researched by Miguel-Revilla [3].

Countering miseducation: Placing K-12 Social Studies education within the Black Intellectual Tradition was researched by Wiggan [4]. History education is done differently: A collaborative interactive digital storytelling approach for distance learners was researched by Petousi [5]. Boundaries and historical maps as symbolic supports for mastering narrative and historical education were researched by Parellada [6].

Within national boundaries: Israel's history education and multicultural challenges researched by Weintraub [7]. The conception of patrimonio en el profesorado en formación de Educacion Infantil was researched by Moreno-Vera [8]. Postcolonial history education: Issues, tensions, and opportunities researched by Brett [9]

80 Years of Medical History Education: History and Current Status in the Republic of Korea was researched by LEE [10]. Contrasting places of political history in the main Irish curriculum, north and south: a comparative study researched by McCully [11]. History in multidisciplinary education: a case study in a Finnish elementary school researched by Mård [12].

Visual Literacy in History Education was researched by Gabowitsch [13]. Mapping moral consciousness in research on historical awareness and education - a summative content analysis of 512 research articles published between 1980 and 2020 researched by Edling [14]. Integrating virtual reality technology into architectural education: the case of an architectural history course researched by Ibrahim [15].

From avoiding uncertainty to accepting it: Semiotic modeling of historical education at the limits of knowledge is investigated by Rickberg [16]. Multiperspective brokers in historical education in post-conflict societies was researched by Abbey [17]. Motivation and Perceptions of Learning for History Secondary Education Students. Analysis of Initial Teacher Training Programs was researched by Gómez Carrasco [18].

State Education and Historical Reconsideration: Changes to the New Zealand Aotearoa History Curriculum Content Design Version was researched by Burns [19]. What is the use of history education? A comparative analysis of students' conceptions of historical relevance was investigated by Miguel-Revilla [20]. Exploring students' perceptions and experiences of different teaching and learning approaches in architectural history education: a comparative case study researched by Özgüleş [21].

Global Citizenship and Southern African Liberation History Education in South Africa: A 21st Century Socio-Legal Perspective was researched by Warikandwa [22]. Fostering cognitive strategies for learning with 360° videos in the context of history education was researched by Nachtigall [23]. An 'evil problem': rethinking historical education in the Anthropocene researched by McGregor [24].

The problem of teleological history education and the possibility of multispecies, multiscalar, and unsustainable history is investigated by Miles [25]. The Historical Literacy Competence of History Education Students: Case Studies at Surabaya and Yogyakarta State Universities was researched by Kumalasari [26]. The transition to democracy in España and Portugal was a tough pasado. Representaciones sociales del profesorado de Educación Secundaria en formación was researched by Armas Castro [27].

The impossibility of keeping history in the past: working beyond cognitive science to discover historical significance in stolen generations researched by Harrison [28]. The Need for In-service Teacher Training for Teaching Historical Thinking Skills at Compulsory Secondary and Baccalaureate Levels was studied by Guerrero-Romera [29]. Reading Contemporary Art: A Comparison of Art History Education Through Themes was researched by BOLAT [30].

This situation is not only felt in a certain area or region, but in general many community leaders, traditional leaders, women's leaders, youth leaders and at the village institutional level have complained. Complaints like this ultimately become the task of Tri Dharma at the Faculty of Cultural Sciences level, Halu Oleo University, so that through Community Service activities (PKM) which are carried out independently, strengthening culture in historical elements, the origins of village names and folk games to one village in Tirawuta District, East Kolaka Regency. This Community Service Activity is the first step in implementation, and will regularly be continued in various Regencies/Cities in Southeast Sulawesi Province.

Fundamentally, Strengthening Culture in this Community Service activity adopts the definition in the Big Indonesian Dictionary, namely the process, method or act of strengthening or strengthening. Whereas culture is the result of creativity, initiative and taste which can be interpreted broadly as human action to process and do everything, especially focusing on ethnography, by detailing the elements part of a culture, namely history, origins of village names and folk games for Communities in Lalingato Village, Tirawuta District, East Kolaka Regency, Southeast Sulawesi Province.

2. Method

The community service activities carried out in Lalingato Village, Tirawuta District, East Kolaka Regency were carried out collaboratively with the UHO Regular KKN student program in 2022, so that the Tridharma Program for Lecturers and KKN students can be synergized and support each other. Therefore the provision of facilities in folk games such as Kites, Rangka-rangga Iwoi, Sokodoro, Tinggo, and Furniture is the task of Regular KKN students in searching for raw materials available in the natural forest of Lalingato Village. As for games such as marbles, gasing, playing rope, it was the task of the FIB Service Team to provide them by surrounding the children's play figures in the Kendari City area. This was done because several types of folk games were no longer available in the East Kolaka Regency natural forest so the Community Service Team chose electronic games but in strengthening lectures provide reinforcement of the changes that have occurred to these games and provide examples if they are still found in the Lalingato environment.

Technically, the method of carrying out this dedication is the class lecture method, playing in the school yard happily and happily with the students so that they can return to experiencing the various types of folk games in the past that were played by their parents. After the people's games were finished, it was continued by handing over the games to the students of SD Lalingato by asking questions. If students are able to answer questions, they will be given various folk game prizes. This method is a strategy to hone children's thinking skills about history and culture.

3. Results and Discussion

The community service activity entitled "Strengthening Culture Through Historical Elements, Origins of Village Naming and Folk Games in Lalingato Village, Tirawuta District, East Kolaka Regency" in general is a series of collaborative programs with 2022 UHO Regular KKN Students, UHO FIB PKM Team and all the Lalingato Village community runs functionally as targeted from the start by the PKM Team. The types of PKM activities consisted of several forms, namely lectures on the history of the origin of the name of Lalingato Village which was delivered by the Head of the Department of History of the Faculty of Cultural Sciences, Ms. Dra. Aswati, M.Hum, and Folk Games are traditionally performed by Mrs. Dr. Laxmi, S.Sos., M.A and moderated by Mr. Sarman, S.Pd.M.Pd.



Fig. 1. Delivery of a Lecture on History by Ibu Aswati

In the first session of the History Lecture delivered by Mrs. Aswati which is shown in Figure 1. The picture can be seen in this first session Mrs. Aswati delivered a lecture which contained brief material on history. According to what he explained, history is a part of human life, starting from the time he was born until he returns to his creator. In other words, history is a very important thing in human life. From its understanding, history can be interpreted as stories about past events which certainly involve humans in it. So that humans need to know and understand the meaning of every event that occurs in their life. Therefore, the service team with the help of KKN students is trying to make a pocket book about strengthening culture so that the people in Lalingato Village can know and understand History, the Origin of Village Naming and cultural elements, especially for Lalingato 1 Elementary School students. With this activity, it is hoped that one of the expectations of the service team will be achieved, namely providing knowledge in the form of a lesson about the importance of knowing and understanding village history and other cultural elements.

In the second session of the Folk Games Lecture delivered by Ms. Laxmi is shown in Figure 2. The figure shows that in the second session, Ms. Laxmi expressed her gratitude to the Village Secretary who provided input and suggestions during the joint discussion at the start of the arrival of regular KKN students. In accordance with the expectations conveyed that the KKN students are expected to be able to assist the community in providing an understanding regarding several matters regarding the history of village names and other cultural elements such as folk games, where these cultural elements are now almost extinct among children today. Based on this suggestion, the service team provided activities quickly by directing KKN students to start using their time to meet and collect data with traditional leaders and the community in Lalingato Village. Through the effort and quality of work, KKN students search for data from various sources so that this activity can be carried out as expected. As stated, this service activity is carried out so that children, especially students at SDN 1 Lalingato, can understand and instill enthusiasm to continue to remember and play folk games that have existed for a long time. In addition, the service team has also prepared several folk games that children can play in this activity such as marbles, sodokoro, rangga-rangga iwoi (cars), and other types of games.



Fig. 2. Lecture on Folk Games by Mrs. Laxmi

In session III, a word from students as village coordinators at the KKN location is shown in Figure 3. This picture can be seen in the third session, the KKN village coordinator expressed his gratitude to the principal and teachers of SDN 1 Lalingato for allowing this activity to be carried out. Thanks also go to the two field supervisors (DPL) who have provided input in the form of suggestions in completing this work program. Then in his presentation, he also conveyed a number of things related to the activities that had been carried out as a work program, one of which was the socialization of "Reproductive Health for Teenagers at SMAN 1 Tirawuta, the purpose of this activity was to provide knowledge about the importance of maintaining good health. reproductive health for adolescents, especially students of SMAN 1 Tirawuta. Thus, this activity is expected to provide knowledge to the community about the importance

of knowing the history of the origins of village names and various folk games so that cultural elements are still remembered and carried out by later generations, especially students at SDN 1 Lalingato.



Fig. 3. Submission of a Word from students as KKN village coordinators

In session IV, a word from Mr. Sutrisno Nasir as the Secretary of Lalingato Village is shown in Figure 4. This picture can be seen in the fourth session, Mr. Secretary of Lalingato Village expressed his gratitude to the Community Service Team from UHO and KKN students who have fulfilled one of the work programs according to with expectations. As stated at the beginning of the KKN students' arrival, the people in Lalingato Village did not know the history of this village, so he hoped that the KKN students could help find out about this. By providing educational knowledge through outreach about strengthening culture, it is hoped that it can be a lesson for the community, especially students at SDN 1 Lalingato.



Fig. 4. Delivery of a Word from the Secretary of Lalingato Village

In session V the remarks from the Principal of SDN 1 Lalingato are shown in Figure 5. This picture can be seen in the fifth session, the Principal of SDN 1 Lalingato expressed her gratitude to the Community Service Team and KKN Students in this village who have held outreach about " Strengthening Culture Through Historical Elements, Origins of Village Naming and Folk Games in Lalingato Village, Tirawuta District, East Kolaka Regency. In accordance with the expectations expressed, previously the Principal and the teachers of SDN 1 Lalingato had been waiting for the KKN students to teach at this elementary school. Therefore, this activity is one of the awards for the Principal and teachers for KKN students. With this activity, he really hopes that this activity can be a lesson for children, especially in knowing the history of the origins of village names and children can also preserve folk games that were often played in ancient times.



Fig. 5. Delivery of a Word from the Principal of SDN 1 Lalingato

In session VI holding outdoor folk games with elementary school children shown in Figure 6 to Figure 12. After delivering a lecture on History, Origins of Village Naming and Folk Games delivered by the Community Service Team which is a combination of UHO Lecturers, a few words from the Village Secretary and Village Coordinator, as well as remarks from the Principal of SDN 1 Lalingato, KKN students and UHO FIB Lecturers then held a folk game with elementary school children. But before that, the KKN students introduced earlier several types of folk games that had been made and had been prepared by the Community Service Team to be played by the children at SDN 1 Lalingato. The folk games that are played include marbles (picture 6), tops (picture 7), kites (picture 8), Sodokoro (picture 9), playing mini ropes (picture 10), furniture/engklek (picture 11), tinggo (picture 12) and Iwoi / Toy Cars.



Fig. 6. Marble Game



Fig. 7. Gasing Game



Fig. 8. Rope Game (Mini)



Fig. 9. Sodokoro Game



Fig. 10. Iwoi Ranggo Game (Cars)



Fig. 11. Game of Tinggo (Engklang)



Fig. 12. Kite Game

After playing outside the room for approximately 1 hour, the next activity is handing over the Pocket Book and Frame (cultural frame) containing history as shown in Figures 13 to Figure 15. The Origins of the Naming of Villages and Folk Games as a form of KKN Student Work Program and assignments from UHO Community Service Team. The first submission was handed over to the Village Secretary as a representative of Lalingato Village. The following is the handover of the Pocket Book, Historical Frame of Lalingato Village and Folk Games to the Village Secretary submitted by UHO FIB Lecturers:



Fig. 13. Submission of Frames on History, Origins of the Naming of Lalingato Village



Fig. 14. Submission of Frames on Folk Games



Fig. 15. Submission of a Pocket Book containing Strengthening Culture

After the handover of the Pocket Book and the Frame containing History are shown in Figures 16 through Figure 18. The Origin of the Village Name and Folk Games to the Village Secretary, then the submission of the same Frame was handed over to the Principal of SDN 1 Lalingato. The following is the handover of the Pocket Book, Historical Frame of Lalingato Village and Folk Games to the Principal of SDN 1 Lalingato which was also submitted by UHO FIB lecturers:



Fig. 16. Submission of Frames on History, Origins of the Naming of Lalingato Village



Fig. 17. Submission of Frames on Folk Games



Fig. 18. Submission of a Pocket Book containing Strengthening Culture

After the activity of handing over the Pocket Books, Historical Frames of Lalingato Village and Folk Games, then the handing over of the folk game tools to the school is shown in Figure 19. The aim is that

these game tools can be played and preserved by the children at SDN 1 Lalingato. Apart from that, the UHO FIB lecturer also gave several questions to the PKM participants, namely the children of SDN 1 Lalingato regarding the history of Lalingato Village and matters related to East Kolaka. The questions given aim to hone children's memory so that they can always remember things related to history as a culture. In addition to questions, also provide folk games as prizes for children who can answer these questions. The following is the presentation of prizes for children who answer questions on behalf of Bintang.



Fig. 19. Prize giving of an electronic top for Bintang students at SDN 1 Lalingato

After carrying out PKM activities at SDN 1 Lalingato, the UHO PKM Team and KKN participants or those who represented carrying out the activity then met with the Head of the Culture Sector at the Education and Culture Office of the National Education and Culture Office as shown in Figure 20. At this meeting the aim was to provide information in the form of a Pocket Book containing information about strengthening of culture namely History, Origin of the Naming of Lalingato Village and Folk Games. This pocket book was handed over to the Head of the Culture Sector as a form of Community Service in Lalingato Village and as knowledge that can be shared in the world of education, especially in the field of culture. The following is the handover of the Pocket Book to the Head of Culture:



Fig. 20. Submission of Pocket Books to the Head of Culture

4. Conclusion

Based on the results of Community Service activities carried out in the village of Lalingato with the theme "Strengthening Culture Through Historical Elements, Origins of Village Naming and Folk Games in Lalingato Village, Tirawuta District, East Kolaka Regency" specifically, this community service activity can be concluded as follows. Through community service activities carried out by KKN students and the community service team from the Faculty of Cultural Sciences, Halu Oleo University, they received a good response from the school and the Lalingato Village community for socializing and providing

knowledge about History, Origins of Village Naming and Folk Games to the community, especially children at SDN 1 Lalingato. Through lectures by UHO FIB Lecturers as the Service Team, they can provide new knowledge, namely the importance of knowing history for people who don't know History, the Origins of the Naming of Lalingato Village. Through this service activity, children can play and re-experience the atmosphere of the people's games held by KKN students and the Community Service Team. Through handing over pocket books, historical frames and folk games to the village head or his representative, the head of SDN 1 Lalingato, and the head of the cultural division in Lalingato village, Tirawuta sub-district, East Kolaka district, it can be a means used by the community to increase knowledge about history. , Origins of Village Naming and Folk Games in Lalingato Village. Through the submission of folk game tools made by KKN students and the Service Team to the school, they can use it as a medium to preserve culture, especially folk games for children at SDN 1 Lalingato and recall local history and culture.

Acknowledgment

Thank you to the entire PKM team as independent funders of Halu Oleo University Community Service.

Author Contribution

Based on the description of the problems that have been presented, because the community in Lalingato Village does not yet know the history of the village, this becomes the basis for determining contributions to activities in the Community Service program, namely the socialization of "Strengthening Historical Culture, Origins of Village Naming and Folk Games in Lalingato Village, District Tirawuta, East Kolaka Regency" by providing Cultural Souvenirs in the form of village history frames and folk games as well as pocket books containing lessons for elementary school students.

Funding

Thank you to the independent funders from the entire Halu Oleo University Community Service team.

Conflict of Interest

The authors declare no conflict of interest.

References

- [1] K. Ekberg and A. Wågström, "History, Education of Desire and the Creation of New Energy Worlds," *Environ. Hist. Camb.*, vol. 29, no. 1, pp. 5–9, Feb. 2023.
- [2] S. Karn, "Historical Empathy: A Cognitive-Affective Theory for History Education in Canada," *Can. J. Educ. Can. l'éducation*, Nov. 2022.
- [3] D. Miguel-Revilla, T. Carril-Merino, and M. Sánchez-Agustí, "An Examination of Epistemic Beliefs about History in Initial Teacher Training: A Comparative Analysis between Primary and Secondary Education Prospective Teachers," *J. Exp. Educ.*, vol. 89, no. 1, pp. 54–73, Jan. 2021.
- [4] G. Wiggan, A. Teasdel, L. J. King, A. Murray, and A. James-Galloway, "Countering miseducation: Situating K-12 Social Studies education within the Black Intellectual Tradition," *Int. J. Qual. Stud. Educ.*, vol. 36, no. 5, pp. 853–876, May 2023.
- [5] D. Petousi, A. Katifori, K. Servi, M. Roussou, and Y. Ioannidis, "History education done different: A collaborative interactive digital storytelling approach for remote learners," *Front. Educ.*, vol. 7, Aug. 2022.
- [6] C. Parellada, M. Carretero, and M. Rodríguez-Moneo, "Historical borders and maps as symbolic supports to master narratives and history education," *Theory Psychol.*, vol. 31, no. 5, pp. 763–779, Oct. 2021.
- [7] R. Weintraub and N. Tal, "Within the national confines: Israeli history education and the multicultural challenge," *Pedagog. Cult. Soc.*, vol. 31, no. 3, pp. 587–606, May 2023.
- [8] J. R. Moreno-Vera, J. A. López-Fernández, and S. Ponsoda-López de Atalaya, "La concepción del patrimonio en el profesorado en formación de Educación Infantil," *Profesorado, Rev. Currículum y Form. del Profr.*, vol. 26, no. 1, pp. 439–458, Mar. 2022.

- [9] P. Brett and R. Guyver, "Postcolonial history education: Issues, tensions and opportunities," *Hist. Encount. A J. Hist. consciousness, Hist. Cult. Hist. Educ.*, vol. 8, no. 2, pp. 1–17, May 2021.
- [10] S. T. LEE and B.-I. YEH, "Education of History of Medicine for 80 Years: History and Current Status in Republic of Korea," *Korean J. Med. Hist.*, vol. 32, no. 1, pp. 147–174, Apr. 2023.
- [11] A. McCully, F. Waldron, and B. Mallon, "The contrasting place of political history in the primary curricula of Ireland, north and south: a comparative study," *Comp. A J. Comp. Int. Educ.*, vol. 52, no. 3, pp. 457–474, Apr. 2022.
- [12] N. Mård, "History in multidisciplinary education: a case study in a Finnish primary school," *Educ. 3-13*, vol. 49, no. 5, pp. 513–528, Jul. 2021.
- [13] M. Gabowitsch and A. Topolska, "Visual Literacy in History Education," *J. Educ. Media, Mem. Soc.*, vol. 15, no. 1, pp. 1–19, Mar. 2023.
- [14] S. Edling, J. Löfström, H. Sharp, and N. Ammert, "Mapping moral consciousness in research on historical consciousness and education - a summative content analysis of 512 research articles published between 1980 and 2020," *J. Curric. Stud.*, vol. 54, no. 2, pp. 282–300, Mar. 2022.
- [15] A. Ibrahim, A. I. Al-Rababah, and Q. Bani Baker, "Integrating virtual reality technology into architecture education: the case of architectural history courses," *Open House Int.*, vol. 46, no. 4, pp. 498–509, Nov. 2021.
- [16] M. Rickberg, "From avoiding uncertainty to accepting it: Semiotic modelling of history education at the limits of knowledge," *Sign Syst. Stud.*, vol. 51, no. 1, pp. 7–35, May 2023.
- [17] D. Abbey and B. G. J. Wansink, "Brokers of multiperspectivity in history education in post-conflict societies," *J. Peace Educ.*, vol. 19, no. 1, pp. 67–90, Jan. 2022.
- [18] C. J. Gómez Carrasco, J. Rodríguez-Medina, P. Miralles-Martínez, and R. López-Facal, "Motivation and Perceived Learning of Secondary Education History Students. Analysis of a Programme on Initial Teacher Training," *Front. Psychol.*, vol. 12, Jul. 2021.
- [19] C. Burns, "State Education and Historical Reappraisal: Changes to the Draft Version of the Aotearoa New Zealand's Histories Curriculum Content," *New Zeal. J. Educ. Stud.*, May 2023.
- [20] D. Miguel-Revilla, "What is history education good for? A comparative analysis of students' conceptions about the relevance of history," *J. Curric. Stud.*, vol. 54, no. 1, pp. 70–84, Jan. 2022.
- [21] M. Özgüleş, M. Kalman, M. Özyurt, and S. Şahin, "Exploring student perceptions and experiences of different teaching and learning approaches in architectural history education: a comparative case study," *Learn. Environ. Res.*, vol. 24, no. 2, pp. 269–297, Jul. 2021.
- [22] T. V. Warikandwa, C. Mnubi-Mchombu, A. Jorge, E. Libebe, C. Harris, and P. Ikwambi, "Global Citizenship and Southern Africa Liberation History Education in Southern Africa: A 21 st Century Socio-legal Perspective," *Cogent Soc. Sci.*, vol. 9, no. 1, pp. 51–82, Dec. 2023.
- [23] V. Nachtigall, S. Yek, E. Lewers, C. Brunnenberg, and N. Rummel, "Fostering cognitive strategies for learning with 360° videos in history education contexts," *Unterrichtswissenschaft*, vol. 50, no. 4, pp. 615–638, Dec. 2022.
- [24] H. E. McGregor, J. Pind, and S. Karn, "A 'wicked problem': rethinking history education in the Anthropocene," *Rethink. Hist.*, vol. 25, no. 4, pp. 483–507, Oct. 2021.
- [25] J. Miles and M. Keynes, "The problem of teleological history education and the possibilities of a multispecies, multiscalar, and non-continuous history," *Rethink. Hist.*, pp. 1–23, May 2023.
- [26] D. Kumalasari, H. Purwanta, S. Aw, and D. E. Agustunova, "Historical Literacy Competencies of History Education Students: Case Studies at Surabaya and Yogyakarta State Universities," *J. Curric. Teach.*, vol. 11, no. 8, p. 339, Nov. 2022.
- [27] J. Armas Castro, J. Conde Miguélez, C. Maia, and A. R. Férias, "Las transiciones a la democracia en España y Portugal como pasados difíciles. Representaciones sociales del profesorado de Educación Secundaria en formación," *Rev. Interuniv. Form. del Profesorado. Contin. la Antig. Rev. Esc. Norm.*, vol. 96, no. 35.1, Apr. 2021.
- [28] N. Harrison and I. Clarke, "The impossibility of keeping history in the past: working beyond cognitive science to locate historical significance in the stolen generations," *Asia-Pacific J. Teach. Educ.*, vol. 51, no. 3, pp. 218–232, May 2023.
- [29] C. Guerrero-Romera and A. L. Perez-Ortiz, "The Training Needs of In-Service Teachers for the Teaching of Historical Thinking Skills in Compulsory Secondary Education and the Baccalaureate Level," *Front. Educ.*, vol. 7, Jul. 2022.

-
- [30] K. E. BOLAT, "Reading Contemporary Art: Comparative Art History Education through Themes," Eurasian J. Educ. Res., vol. 21, no. 92, Mar. 2021.