



Writing Village History: A Learning Model for Undergraduate Thesis Project

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Abstract

Writing a final assignment or thesis is a requirement for graduation from an undergraduate (S1) program, enabling students to develop skills in exploring ideas, identifying problems, analyzing data, and presenting findings in an academic format. Emphasizing novelty is crucial to producing high-quality theses that contribute to their field of study. However, recent final assignments by students of the Islamic Civilization History Program at UIN Sunan Ampel Surabaya have largely focused on topics such as mosques, Islamic boarding schools, traditions, and religious figures, while other potential topics, like Village History, remain underexplored despite their capacity to achieve higher academic value. This aligns with the Ministry of Home Affairs Regulation (Permendagri) No. 50 of 2021, which supports the "Cultural Advancement" program. To address this issue, this study employs a descriptive method supported by interviews from direct observations at institutions and written sources from Google Scholar and personal libraries. The activities include providing intensive mentoring to students, incorporating village history into relevant courses, and developing new supporting materials such as a village history writing module, village history podcast videos, and a Semester Learning Plan (RPS) for Village History. The implications of this research is to strengthen local wisdom, increase student interest, and strengthen the historical profile of the village.

Keywords: History, Islamic Civilization, Thesis Projects, Village History.

PRELIMINARY

Village history can be said to have an important role because villages are part of a nation's identity (Evans & Lorrison, 2022; Ahmad, 2017; Saputra, 2024; Jase, 2022; Meeker & Anh, 2023; Mhaonaigh & Tyler, 2021). Unfortunately in Indonesian historiography, village history is less interesting for historians because the available sources are dominated by oral sources. For some historians, the truth of oral history facts is still very doubtful. Oral history comes from stories passed down from generation to generation that rely on human memory, where sometimes when people get older, their memory also weakens, plus the stories presented are very subjective (Kurkowska-Budzan, 2017; Abbas & Umar, 2022; Marjito & Juniardi, 2021; White, 2016; Shafiq, 2024; Baxter, 2023).

In fact, if seen from the effort to "maintain memory", writing village history can be a good start in enriching information about the hidden potential in the village. From the existence of historical writings, we can also find out the origins of ourselves, problems that have occurred in the past so that these can be a reflection for the future (Pemerintah Desa Plelen Kecamatan Gringsing Kabupaten Batang, 2023). Writing village history is a strategically important part of local history studies.

The aim of writing village history, apart from documenting several important events in a particular area, is also a step towards "democratizing history" (Makaruku, *et.al.*, 2021; Abidin, *et.al.*, 2023; Norris, 2024; John, 2021; Khamisy, 2013; Siegel, *et.al.*, 2022). The meaning of "democratization of history" is that it is time for society to be able to give meaning to various historical events, both at the local and

global levels (Salsabilla & Ramadinata, 2021; Li, *et.al.*, 2023; Feierman, 2019; Zavitz, 2017; Pinkster, 2016; Kwon, 2017; Díaz de Durana & Dacosta, 2018). The initiative to write history comes from within the local community (history from below). Local history, in this case village history, has many benefits, including as a means to document and various local values, traditions, customs and habits of local communities that can help to recognize and strengthen their identity, as well as their socio-cultural identity (Pemerintah Kalurahan Dengok Kapanewon Playen Kabupaten Gunung Kidul, 2020).

On the other hand, since mid-2021, the Cultural Sector of the Education and Culture Office, both at the provincial and district/city levels, has continuously held workshops and seminars on writing local/village history. This is in accordance with the Regulation of the Minister of Home Affairs (Permendagri) number 50 of 2021 concerning Classification, Codification, and Nomenclature of Regional Development Planning and Finance. Some of the programs, activities, and sub-activities related to Culture are: 1. History Development Program, 1.1. Local history development, 1.1.1. Empowerment of Human Resources (HR) and local history institutions, 1.1.2. Provision of facilities and infrastructure for history development, 1.1.3. Increasing public access to historical data and information (Peraturan Menteri Dalam Negeri Nomor 50 Tahun 2021).

Regarding all of the above, writing village history should provide opportunities for students, especially in compiling final assignments. However, this does not happen to students of Islamic Civilization History at UIN Sunan Ampel Surabaya, where they tend to study existing themes, such as mosques, Islamic boarding schools, traditions, and religious figures (My UINSA - SINAU, 2024). All of this cannot be separated from their limitations in searching for and understanding local historical sources, coupled with the tendency to take a very broad scope of study, such as provinces and districts/cities, while the smallest scope, namely villages, actually receives less attention.

This study has a novel aspect in the study of increasing interest in writing village history among students. While previous research focused on reviewing community service and describing a brief history of the service location. Thus, this study has an impact on efforts to strengthen village history as well as strengthening local wisdom values and preserving village culture. Previous research discussed the theme of empowerment through educational tourism and ecotourism for village communities (Khoiriyah, 2023; Sahrin & Dalimunthe, 2022), internalization of tolerance values in the scope of multicultural-based history learning (Ulfa, 2022), the existence of customs in society (Suhayat, *et.al.*, 2022), the urgency of writing local history (Pianto, 2016; Ansori, 2022), local history learning (Kusnoto & Minandar, 2017), digital archives as a reference for historical research (Istiqomah, *et.al.*, 2022), cultural literacy (Triyono, 2019), relevance of historical learning and social contextuality (Ahmad, 2017; Tjahyadi, *et.al.*, 2019), historical thinking skills (Loppies, *et.al.*, 2023; Hartono & Puspitasari, 2013), historical awareness for society (Nurcahyo & Hidayati, 2012; Jacques, 2017), and Islamic historical figures (Hakim, 2017).

Due to the lack of local village history studies in final assignments, it has an impact on graduates of Islamic Civilization History of UIN Sunan Ampel Surabaya being less considered in research projects and writing of village history by certain institutions, or being involved in activities that are of a community service nature. To overcome this, this study reviews various concrete steps in a case study of Islamic Civilization History students of UIN Sunan Ampel Surabaya in order to increase interest in writing village history in their final assignments. Starting from guiding students who are compiling their final assignments, including village history content in relevant courses, creating village history writing modules, creating video podcasts as branding, to proposing village history as a new course.

METHOD

The conceptual framework of this research is shown in the scheme below:

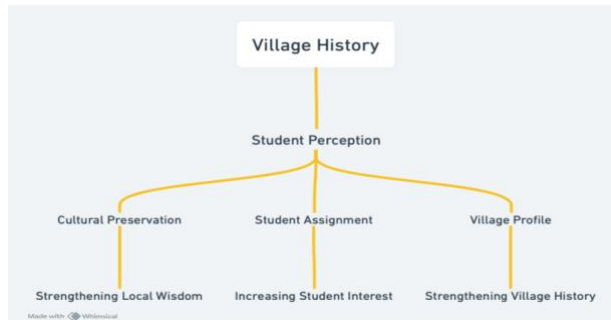


Figure 1. Framework (this study)

This research was written using a descriptive method, related to data collection to provide a description or confirmation of a phenomenon, which in this case is writing village history as the theme of the final assignment, especially for history students (Bakri & Naj'ma, 2020; Alian, 2012). In addition, it aims to solve problems related to a research subject, including writing village history has not been the main choice to be studied as a final assignment theme, understanding of local historical sources is still minimal, and the tendency to raise existing themes so that it does not give rise to novelty in research. In this descriptive method, it is generally collected through data tracing, interviews, and observations (Assingkily, 2021).

This research was conducted at the Faculty of Adab and Humanities, UIN Sunan Ampel Surabaya, located at Jalan Dr. Ir. H. Soekarno Number 682, Gunung Anyar, Surabaya, East Java. At the observation stage, interviews were conducted with several sources who supported the research, including Dr. Mirwan Akhmad Taufiq, M.A. (Head of the Department of Adab and Humanities), Dr. Nyong Eka Teguh Iman Santosa, M.Fil.I. (Head of the Islamic Civilization History Study Program), and Akhmad Najibul Khairi, M.A., Ph.D. (Lecturer in Islamic Civilization History). In addition to interviews, a search for written data relevant to writing village history was also conducted, obtained online through Google Scholar or from personal libraries. Including the My UINSA - SINAU account (Academic Information System of UIN Sunan Ampel Surabaya) to find out the final assignment data of Islamic Civilization History students.

FINDINGS AND DISCUSSION

Regarding the writing of the final assignment, in addition to the selection of the theme and the application of the right method in writing it, novelty or newness is a mandatory thing that must be present in every research. The existence of novelty indicates that the author or researcher has a concern to develop their knowledge through quality research results. In other words, not repeating the discussion that already exists in previous studies, or most commonly not a copy paste work. In addition, the existence of novelty will also enrich the treasury of knowledge and become a follow-up research plan for the author afterwards (Nyong, 2024).

In this regard, students of the History of Islamic Civilization of UIN Sunan Ampel Surabaya, apart from only focusing on discussions about mosques, Islamic boarding schools, traditions, and religious figures, it turns out that only a few discuss local history in the students' home areas. Referring to the list of final assignments for students of the History of Islamic Civilization for the 2023/2024 Academic Year, of the 126 final assignment titles, only 7 examine local history, the rest examine religious figures, 31 titles, 23 titles of traditions, 17 titles of Islamic movements, 16 titles of mosques, 12 titles of Islamic boarding schools/foundations, 9 titles of classical history, 5 titles of manuscripts, and 4 titles of tombs. Meanwhile, studies on village history are the fewest, namely only 2 titles (My UINSA - SINAU, 2024). The complete percentage can be seen in the table below.

Table 1. Percentage of Final Assignments of Islamic Civilization History Students at UIN Sunan Ampel Surabaya for the 2023/2024 Academic Year

No.	Type of Study	Total	Percentage
1	Religious leaders	31	24,60 %
2	Tradition	23	18,25 %
3	Islamic Movement	17	13,50 %
4	Mosque	16	12,70 %
5	Islamic Boarding School/Foundation	12	9,50 %
6	Classical History	9	7,15 %
7	Local History	7	5,57 %
8	Manuscript	5	3,97 %
9	Grave	4	3,17 %
10	Village History	2	1,59 %
	Total	126	100 %

Source: Processed from My UINSA – SINAU, accessed 20 September 2024

In fact, the village itself is the smallest administrative structure under the sub-district and district, so that every human activity, especially in the past, is very likely to originate from the village. However, the local history of the village is rarely glanced at so that certain efforts are needed to attract the interest of students, especially the History of Islamic Civilization UIN Sunan Ampel Surabaya to make village history the theme of their final assignment, here is the review.

Guiding Students

The first step is to provide guidance to students who are preparing their final assignments, especially for those who raise the theme of village history. In order for the delivery of material and discussion to be focused, the first stage is to prepare village history discussion materials sourced from books, including those entitled *Desa* (Kartohadikoesoemo, 1953), *Pengantar Ilmu Sejarah* (Kuntowijoyo, 2013), *Sejarah Lokal dan Tradisi Lisan tentang Babad Tempurejo Tempuran Paron Ngawi Jawa Timur* (Mifta Qurrahman & Sa'idah, 2019), *Jedor Pecuk Budoyo* (Jurisma, 2022), and *Sejarah Desa: The Most Beautiful Place* (Nisrina, *et.al.*, 2023). In addition, the proceedings article entitled, “*Analisis Peristiwa Sejarah Desa sebagai Pembelajaran Inovatif pada Kurikulum Merdeka: Kasus Perubahan Prosesi Ritual Merti Desa di Klagenserut, Kab. Madiun*” (Mahamid, 2024).

The collection of writings is used as material for providing guidance to students of Islamic Civilization History at UIN Sunan Ampel Surabaya. Currently, there are three 7th semester students who are taking up the theme of village history in their final assignments, including Dina Ayu Ardhana (NIM. 0304022194) entitled "History of Krejengan Village, Krejengan District, Probolinggo Regency 1921-2024", Ilham Nur Rochmad (NIM. 0304022098) entitled "History of Ganting Kulon Village, Maron District, Probolinggo Regency during the Dutch East Indies Era to Post-Independence (1866-2022)", and Queen Tamalla Hasan (NIM. 03020221066) entitled "Response of the Muslim Community of Senduro Village to the Establishment of the Mandhara Giri Semeru Agung Temple (1987-2010)", and there is a possibility that it will increase as other activities progress, such as writing village history modules and podcasts. In addition to guidance, students also practice writing village history in proposals or chapter 1 of their final assignments as one of the requirements for graduating from a Bachelor's degree.

Village History Content

This activity aims to provide encouragement for students to explore the historical potential of their respective villages through classroom learning. In the odd semester of the 2024/2025 Academic Year, the Islamic Archaeology course has a significant role for students, especially semester 3, to be directed to local village history research through archaeological and historical relics in their villages. However, this activity has an obstacle, namely that not all students who take the course live in rural areas, but some are metropolitan (city) residents. In addition, some also come from outside Java, such as

Sumatra and Kalimantan. The implementation of the activity began with the formation of groups in each class, including Islamic Archaeology class SPI-3A with 26 students, SPI-3C with 30 students, and SPI-3D with 21 students. Each group consists of 5-6 students, so if divided into each class, there are 5 groups in class SPI-3A, 6 groups in class SPI-3C, and 4 groups in class SPI-3D.



Figure 2. Guidance for Students' Final Assignments

After the groups are divided, the next stage is to divide the historical material taken from various journal articles, including those entitled “*Bentuk dan Tipologi Gambar Cadas di Situs Ceruk Lakantagho I Desa Liangkobori*” (Kasarillah, et.al., 2024), “*Masjid Jami At-Taqwa sebagai Cagar Budaya di Desa Gumelem Kecamatan Susukan Kabupaten Banjarnegara*” (Mutaqin & Fauzia, 2022), “*Makam Bathoro Katong Ponorogo sebagai Sumber Belajar Sejarah dan Kearifan Lokal*” (Novitasari, 2022), “*Das Ngrowo-Ngasinan: Pengaruh dan Manfaatnya terhadap Tinggalan Arkeologi di Trenggalek*” (Priswanto, 2021), “*Prasasti Anjuk Ladang di Nganjuk Jawa Timur: Sejarah dan Potensinya sebagai Sumber Pembelajaran Sejarah*” (Sari & Wibowo, 2017), and “*Pemanfaatan Situs Prasejarah di Desa Batu Tering sebagai Destinasi Wisata: Studi Historis Arkeologi*” (Suhadak & Abdurrozaq, 2024). In addition to students studying the material that has been distributed to each group, the lecturer also provides in-depth material on archaeological remains and their potential to be used as village historical research.



Figure 3. Learning Village History Material in Class

The next stage is the assignment for students in groups in the form of questions about the reading results of the material that has been divided, as well as assignments for the Mid-Semester Exam (UTS) for the Islamic Archaeology course. There are 5 types of questions, the fifth question reads "Regarding the location of archaeological remains in the material, explain the potential and opportunities to be raised as village history research", the question was deliberately given to test students' critical thinking skills regarding the opportunities to study village history based on archaeological remains. The link to the collection of Islamic Archaeology UTS assignments is as follows:

1. Class SPI-3A bit.ly/Kumpulan_Tugas_UTS_Arkeologi_Islam_SPI-3A
2. Class SPI-3C bit.ly/Kumpulan_Tugas_UTS_Arkeologi_Islam_SPI-3C
3. Class SPI-3D bit.ly/Kumpulan_Tugas_UTS_Arkeologi_Islam_SPI-3D

Village History Writing Module

This activity is a continuation of the Technical Guidance (BIMTEK) program for Islamic Civilization History Students at UIN Sunan Ampel Surabaya, with the theme "Research Strategy and Writing of Village History", on Monday, July 8, 2024. Presenting 3 speakers, namely Mochammad Nginwanun Likullil Mahamid, M.Hum. (Lecturer in Islamic Civilization History at UIN Sunan Ampel Surabaya), Dr. Wisnu, M.Hum. (Lecturer in History Education at Surabaya State University), and Lailatul Mursyidah, M.AP. (Village Development Researcher). The material presented by the first speaker contained several topics that could be raised in writing village history, namely the origins of the village's establishment, local culture and traditions, the influence of politics and government, social and economic changes, the role of education, and the relationship between humans and the environment. The material link can be accessed here [bit.ly/Materi BIMTEK Sejarah Desa](https://bit.ly/Materi_BIMTEK_Sejarah_Desa).

The initial plan was to continue the material into a village history writing module in the form of a published book, but due to limited material and number of pages, another alternative was sought, namely continuing the research results on Klagenserut Village, Jiwana District, Madiun Regency, starting from sources that have been collected since 2022, consisting of written sources, oral sources (interviews), and image/photo sources.

Before starting the module preparation process, first consult with one of the lecturers on the History of Islamic Civilization at UIN Sunan Ampel Surabaya to get ideas for the preparation process later. In this case, Akhmad Najibul Khairi, M.A., Ph.D., who has expertise in the history of the Indonesian Islamic Social Movement, suggested that the writing of the village history module still pay attention to historical methods and primary/contemporary sources, then divide the discussion according to periodization, among other things. the kingdom era, the Dutch and Japanese colonial era, and the independence era (Khairi, 2024).

DESA KLAGENSERUT

Menelusuri Sejarah Lokal Kabupaten Madiun dari Masa
Hindia Belanda sampai Kemerdekaan (1905-2022)

Oleh:

Mochammad Nginwanun Likullil Mahamid, S.Hum., M.Hum.
(CPNS Dosen Sejarah Peradaban Islam UIN Sunan Ampel Surabaya)

November 2024

Figure 4. Village History Writing Module

[bit.ly/Modul Penulisan Sejarah Desa](https://bit.ly/Modul_Penulisan_Sejarah_Desa)

The next stage is the preparation of the module for approximately 3 weeks, based on the historical data obtained and then given the title "Klagenserut Village: Examining the Local History of Madiun Regency from the Dutch East Indies Era to Independence (1905-2022)". The year 1905 is based on the most distant primary source that can be accessed in the colonial era that discusses Klagenserut Village, then 2022 as the research limitation because the beginning of the post-pandemic period was marked by the rise of various sectors, such as the economy and education. With the presence of this module, it is hoped that it can be an example for students, especially in writing village history in their final assignments.

Village History Podcast Video

In today's era of technological advancement, social media has an important role in conveying information and does not require both to meet in person. In this regard, in order to introduce students of Islamic Civilization History of UIN Sunan Ampel Surabaya in particular and in general to the wider community about the urgency of writing village history, it was conveyed through the Podcast Room of the Faculty of Adab and Humanities. The podcast is entitled "The Urgency of Writing Village History:

Revealing Village Identity and Development." The material or questions asked include the steps for writing village history, searching for sources, methods used, and the benefits of writing village history in forming cultural identity.



Figure 5. Village History Podcast Video Show
www.youtube.com/watch?v=-7xy8Oe2zfl&t=2207s

The recording process took place in the Podcast Room on Friday, November 1, 2024. In the recording process, Mochammad Nginwanun Likullil Mahamid, M.Hum. acted as a resource person and Ahmad Baihaqi (3rd semester Islamic Civilization History student) as a moderator, and assisted by three students from the FAHUM media team, including Fikrul 'Ilmi Nafi'uddin, Saifullah Muhammad Jafar, and Syah Barara Nurhamidin Sadiki. After the recording process which lasted approximately 44 minutes to answer 10 prepared questions, then video editing was carried out before being uploaded to the FAH UINSA Surabaya Youtube Channel. Thus, the public becomes aware of the importance of writing village history as a formation of identity and preservation of local culture so that it is not lost along with the times.

Semester Learning Plan (RPS) Village History

The next concrete step is to create a Semester Learning Plan (RPS) for Village History. Because there is no such course in the curriculum of the Islamic Civilization History Study Program at UIN Sunan Ampel Surabaya now. In running this program, the first thing to do is to coordinate with Dr. Nyong Eka Teguh Iman Santosa, M.Fil.I., as the Head of the Islamic Civilization History Study Program and Dr. Mirwan Akhmad Taufiq, M.A., as the Head of the Department of the Faculty of Adab and Humanities to get direction on compiling a RPS that meets standards.

Based on the direction of the two people, a draft of the village history course was prepared with 14 discussions, including: 1) Village history: an introduction, 2) Village history research methods, 3) Social and economic structure of traditional villages, 4) Villages during the colonial period, 5) The influence of Islam in rural areas, 6) The role of religious figures in rural communities, 7) Villages and the revolution for independence, 8) Government policies towards villages after independence, 9) Villages and modernization, 10) Conflict and resolution in rural areas, 11) Oral traditions and village culture, 12) Village history in national development, 13) Village history in the Reformation era, and 14) Challenges and prospects for villages in the future. Plus Mid-Semester Exams (UTS) and Final Semester Exams (UAS) (Santosa, 2024; Taufiq, 2024).

After the RPS was compiled based on the 14 topics above, it was then proposed as a new course in the History of Islamic Civilization at UIN Sunan Ampel Surabaya with a target in the next academic year, namely 2025/2026. In the RPS, it has a weight of 3 credits and takes place in semester 7, because in that semester there is an Urban History course that is already underway, which is expected that students have insight in addition to city history and also understand village history.

CONCLUSION

Based on the description above, it is concluded that writing village history has not become a preferred theme for students of Islamic Civilization History at UIN Sunan Ampel Surabaya in compiling their final assignments, as evidenced by the 2023/2024 Academic Year where only 2 out of a total of 126 final assignment titles were tested, or only 1.59%. This is different from the theme of religious figures with

31 titles (24.6%), traditions 23 titles (18.25%), Islamic movements 17 titles (13.5%), mosques 16 titles (12.7%), Islamic boarding schools/foundations 12 titles (9.5%), classical history 9 titles (7.15%), local history 7 titles (5.57%), manuscripts 5 titles (3.97%), and tombs 4 titles (3.17). Therefore, various activities are carried out to increase students' interest in writing village history in their final assignments, including providing intensive guidance to students who study village history in their final assignments, including village history content in relevant courses, namely Islamic archeology, compiling village history writing modules for students and lecturers, branding the urgency of writing village history through video podcasts, and proposing a "Village History" course through the preparation of a Semester Learning Plan (RPS). The implications of this research are to strengthen local wisdom, increase student interest, and strengthen the historical profile of the village.

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