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Utilization of Local History-Based Documentary Videos on the Struggle of Sultan Thaha Saifuddin to Enhance Students' Historical Awareness

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Abstract: Historical awareness is an important component of history education because it enables students to understand the relationship between past events, local identity, and contemporary life. However, history learning often focuses on national historical narratives and textbook-based instruction, resulting in limited exposure to local historical figures and events. This study aims to examine the potential utilization of local history-based documentary videos about the struggle of Sultan Thaha Saifuddin as a learning medium for enhancing students' historical awareness. This study employs a literature-based qualitative approach by examining relevant scholarly literature, historical sources, and studies concerning local history education, documentary video as a learning medium, Sultan Thaha Saifuddin, and historical awareness. The analysis indicates that integrating Sultan Thaha Saifuddin's struggle into documentary-based learning can provide contextual historical narratives, strengthen students' understanding of local historical identity, and encourage students to connect past events with present social values. Documentary videos also have the potential to present historical information through a combination of visual, narrative, and contextual elements, making local history more accessible and meaningful to students. The novelty of this study lies in integrating the historical narrative of Sultan Thaha Saifuddin with documentary video as a contextual learning medium specifically oriented toward historical awareness. The study suggests that local history-based documentary videos can be considered an alternative medium for enriching history learning and strengthening students' appreciation of local historical heritage.

Keywords: Local History, Documentary Video, Sultan Thaha Saifuddin, Historical Awareness, History Education.

INTRODUCTION

History education plays an important role in helping students understand past events, develop historical thinking, and recognize the relationship between the past and present. Learning history should not merely emphasize the memorization of dates, names, and events, but should encourage students to understand the meaning and values contained in historical experiences. One important outcome of history education is historical awareness, which enables students to recognize historical continuity, understand changes over time, appreciate historical heritage, and relate past experiences to contemporary life. History learning needs to provide students with meaningful opportunities to interact with historical narratives that are relevant to their social and cultural environment.

Local history has an important position in developing students' historical awareness because it brings historical learning closer to students' everyday environment. Local historical events and figures can provide concrete contexts through which students understand broader national historical processes. Previous literature has demonstrated that local history can function as an important medium for developing historical awareness, collective memory, and local identity among students. Recent studies also indicate that the integration of local history into classroom learning can help students understand local historical events, connect the past with the present, and internalize values such as nationalism and appreciation of historical heritage.

Despite its importance, local history has not always received adequate attention in history learning. History instruction may remain dominated by national narratives and textbook-based materials, while historical events and figures from students' own regions receive less attention. This condition can create a distance between students and the historical environment in which they live. Research on local history learning has shown that students may become more familiar with historical events from other regions than with the history of their own communities, which can affect their understanding of local historical identity and historical awareness. Consequently, learning resources that can present local history in an accessible, contextual, and engaging form are needed.

One potential learning medium is documentary video. Documentary videos can combine historical narratives, visual representations, archival materials, photographs, locations, and narration to present historical events in a more concrete form. In history education, documentary videos have been identified as learning media that can be used at different stages of instruction, including as introductory, core, and enrichment materials. Other studies have also explored documentary-based learning media that present local historical themes and demonstrated the potential of digital and contextual media to support students' engagement with local history. Thus, documentary video can serve not only as a means of delivering information but also as a medium for presenting historical experiences and local heritage in a more contextual manner.

The use of visual media is particularly relevant to historical learning because many historical events cannot be directly observed by students. Historical photographs, locations, maps, archival documents, and reconstructed narratives can help students visualize events that occurred in the past. Historical film has also been examined as a medium for supporting students' historical awareness, particularly by providing a more engaging representation of historical narratives than conventional text-based learning alone. However, the educational value of documentary video depends on the relevance and accuracy of the historical content presented. Therefore, documentary video should be developed or utilized as a contextual learning resource that connects historical evidence with appropriate educational objectives.

In the context of Jambi local history, the struggle of Sultan Thaha Saifuddin represents an important historical narrative that can be integrated into history learning. Sultan Thaha Saifuddin was a prominent Jambi ruler who led resistance against Dutch colonial intervention and became an important figure in the history of the Jambi region. His long struggle and

resistance can provide students with opportunities to understand local historical events while recognizing values related to perseverance, leadership, patriotism, and resistance to colonialism. The historical narrative of Sultan Thaha Saifuddin therefore has educational potential beyond the introduction of a historical figure because it can connect local historical experiences with broader discussions of Indonesian history.

Several studies have established a relationship between local history learning and students' historical awareness. Research on local history in different Indonesian regions indicates that learning based on local historical events can support students' understanding of their historical environment and strengthen their appreciation of local identity. Similarly, recent research has emphasized the importance of contextual and place-based approaches in enabling students to engage with local heritage and develop deeper historical awareness. However, studies specifically discussing the integration of Sultan Thaha Saifuddin's struggle into documentary video as a learning medium oriented toward students' historical awareness remain limited. Existing research has generally examined local history learning, historical films, or digital learning media separately.

This gap indicates the need for a learning approach that combines local historical content with an audiovisual medium that can present the historical narrative in a contextual and accessible manner. The integration of Sultan Thaha Saifuddin's struggle into a documentary video can potentially provide a bridge between local historical sources and students' learning experiences. Rather than presenting local history only through written descriptions, documentary video can organize historical information through narration, visual documentation, historical sites, photographs, and other relevant materials. This combination may help students recognize local historical events as part of a broader historical process and encourage them to reflect on the meaning of the past in their present lives.

The novelty of this study lies in its conceptual integration of the historical struggle of Sultan Thaha Saifuddin, documentary video, and students' historical awareness within the context of Jambi local history. While previous studies have examined the role of local history in developing historical awareness and the use of documentary or digital media in history education, this study specifically positions Sultan Thaha Saifuddin's historical narrative as the central content of a documentary-based learning medium. The approach is expected to contribute to the development of contextual history learning resources that are closely connected to students' regional historical heritage.

Based on this background, this study aims to examine the utilization of a local history-based documentary video about the struggle of Sultan Thaha Saifuddin as a learning medium for enhancing students' historical awareness. Because this study is based on relevant literature and historical sources rather than primary classroom data, the analysis focuses on the educational relevance, potential, and conceptual contribution of documentary video in local history learning. The study is expected to contribute to the development of history learning that is more contextual, meaningful, and connected to local historical identity, particularly in the teaching of Jambi history.

METHODS

This study employed a qualitative literature-based research design. The study was conducted to examine the potential utilization of local history-based documentary videos about the struggle of Sultan Thaha Saifuddin as a history learning medium for developing students' historical awareness. A qualitative approach was selected because the study focused on interpreting and synthesizing information from scholarly literature and historical sources rather than measuring the effectiveness of a learning intervention through experimental data. The analysis emphasized the relationship between local history, documentary video as a learning medium, and historical awareness in history education.

The data consisted of secondary sources relevant to the research topic. These sources included scholarly journal articles, books, research reports, educational publications, and credible historical sources discussing local history education, historical awareness, documentary and audiovisual learning media, and the historical struggle of Sultan Thaha Saifuddin. Literature was selected based on its relevance to the research objectives, academic credibility, and contribution to understanding the relationship between local historical content and history learning.

Data were collected through literature identification, selection, reading, and documentation. The literature search focused on several key concepts, including “local history education,” “historical awareness,” “documentary video in history education,” “digital learning media,” and “Sultan Thaha Saifuddin.” Relevant sources were reviewed to identify important concepts, previous findings, educational practices, and research gaps. Historical information concerning Sultan Thaha Saifuddin was also examined to ensure that the local historical content discussed in the study was based on appropriate historical sources.

The collected literature was analyzed using qualitative descriptive analysis. The analysis consisted of identifying relevant information, categorizing findings according to the main themes, comparing findings across sources, interpreting the relationship between the themes, and synthesizing the results into a coherent discussion. The main analytical themes were local history as a learning resource, documentary video as a learning medium, the historical narrative of Sultan Thaha Saifuddin, and students’ historical awareness. The findings from different sources were compared to identify similarities, differences, and potential contributions to history education.

The analysis was organized around the conceptual relationship between local historical content, documentary video, and historical awareness. The struggle of Sultan Thaha Saifuddin was positioned as the local historical content, while documentary video was examined as the medium through which the historical narrative could be presented to students. Historical awareness was analyzed through several dimensions, including students’ understanding of past events, awareness of historical continuity and change, appreciation of historical heritage, understanding of historical identity, and the ability to relate historical experiences to present life. This framework was used to assess the educational potential of documentary videos without making empirical claims about their effectiveness.

The research procedure consisted of several stages. First, the research problem and main concepts were identified based on the relevance of local history to history education. Second, relevant scholarly and historical sources were collected and screened. Third, information concerning Sultan Thaha Saifuddin, local history learning, documentary video, and historical awareness was extracted and categorized. Fourth, the findings were compared and interpreted based on the research objectives. Finally, the results were synthesized to formulate an explanation of how a documentary video based on the struggle of Sultan Thaha Saifuddin could potentially be utilized as a contextual learning medium for developing students’ historical awareness.

RESULTS AND DISCUSSION

Local History as a Contextual Resource for History Learning

The literature analysis indicates that local history has considerable potential as a contextual resource in history education. Local history brings historical events closer to students because the events, figures, places, and cultural heritage being studied are connected to their surrounding environment. This contextual relationship can make history learning more meaningful because students are not only introduced to historical events at the national level but are also encouraged to understand the historical experiences of the communities in which they live.

The integration of local history can also strengthen students' understanding of historical identity. When students learn about historical figures and events from their own region, they can recognize that their local community is part of the broader historical development of Indonesia. Therefore, local history should not be positioned merely as additional material but as an important component that can complement national historical narratives. In the context of Jambi, the history of Sultan Thaha Saifuddin provides relevant material for connecting local historical experiences with the broader history of Indonesian resistance against colonialism.

The Historical Significance of Sultan Thaha Saifuddin

The analysis of historical sources shows that Sultan Thaha Saifuddin represents an important figure in the history of Jambi. His struggle against Dutch colonial intervention provides a historical narrative containing several educational values, including perseverance, leadership, courage, patriotism, and commitment to defending regional sovereignty. These values can be explored through history learning without separating them from the historical context in which the events occurred.

The struggle of Sultan Thaha Saifuddin also provides an opportunity for students to understand that Indonesian resistance to colonialism did not occur only in major national centers. Resistance emerged in various regions and involved local leaders and communities. Presenting this historical narrative can therefore broaden students' understanding of Indonesian history by showing the contribution of Jambi to the national historical process. Furthermore, learning about Sultan Thaha Saifuddin can encourage students to view historical figures critically. Students can be guided to examine the causes of the conflict, the strategies employed during the resistance, the role of local communities, and the consequences of colonial intervention. Such an approach moves history learning away from simple memorization toward interpretation and historical reasoning.

Documentary Video as a History Learning Medium

The literature synthesis suggests that documentary video can provide an appropriate medium for presenting local historical narratives. Unlike conventional text-based materials, documentary video can combine narration, historical photographs, archival materials, maps, locations, interviews, and visual representations. These elements can help students construct a more concrete understanding of events that occurred in the past.

In the context of Sultan Thaha Saifuddin, a documentary video could present the historical background of the Jambi Sultanate, the emergence of colonial intervention, the development of Sultan Thaha Saifuddin's resistance, important locations associated with the struggle, and the historical legacy of the figure. The presentation of these elements in a structured visual narrative can make local historical content more accessible to students.

Documentary video can also support different stages of history learning. At the beginning of a lesson, the video can be used to introduce the historical topic and stimulate students' curiosity. During the learning process, selected segments can be analyzed to encourage discussion and interpretation. At the end of the lesson, the video can be used as a basis for reflection concerning the meaning and relevance of historical events. Therefore, its function should not be limited to entertainment or passive viewing but should be integrated with learning activities.

Documentary Video and Students' Historical Awareness

The findings indicate that documentary video has potential to support several dimensions of historical awareness. First, visual presentation can help students understand historical events within a chronological and contextual framework. Students can observe relationships between historical actors, places, events, and changes over time rather than receiving isolated historical facts.

Second, documentary video can encourage students to recognize historical continuity and change. Through the presentation of Sultan Thaha Saifuddin's struggle and its historical context, students can examine how colonial policies affected local society and how communities responded to those changes. This process can encourage students to understand that present conditions are connected to historical developments.

Third, local historical documentaries can strengthen students' appreciation of historical heritage. Introducing historical sites, archival photographs, cultural traditions, and narratives associated with Sultan Thaha Saifuddin can help students recognize the importance of preserving local historical heritage. Historical awareness, therefore, is not limited to knowing what happened in the past but also includes understanding the significance of historical heritage for present and future generations.

Fourth, documentary-based learning can encourage reflection. After watching and analyzing the historical narrative, students can be invited to discuss the values contained in the struggle of Sultan Thaha Saifuddin and their relevance to contemporary life. This reflective process is important because historical awareness develops when students are able to connect historical knowledge with their own social environment and present circumstances.

Integration of Local History, Documentary Video, and Historical Awareness

The main result of the literature synthesis is the identification of a conceptual relationship between local historical content, documentary video, and historical awareness. Local history provides meaningful and contextual content, documentary video provides an audiovisual medium for presenting that content, while historical awareness represents an important educational outcome that can be developed through meaningful engagement with the past.

The proposed learning process can begin with the introduction of Sultan Thaha Saifuddin and the historical context of Jambi. Students can then watch selected documentary segments containing historical narratives, visual evidence, historical locations, and relevant archival materials. The viewing activity can be followed by guided questions, group discussions, source analysis, and individual reflection. Through these activities, students are encouraged not only to receive historical information but also to interpret, evaluate, and reflect on its meaning.

Educational Implications

The findings have several implications for history education. First, teachers can utilize local historical figures as learning resources to complement national history materials. The history of Sultan Thaha Saifuddin provides an example of how regional historical narratives can be connected to broader themes of colonialism, resistance, nationalism, and Indonesian identity.

Second, the development of documentary videos should prioritize historical accuracy. Historical information should be derived from credible sources, while visual materials should be appropriately identified and contextualized. Dramatic elements may be used to improve engagement, but they should not distort historical facts. This is particularly important because audiovisual media can influence students' perceptions of historical events strongly.

Third, documentary video should be accompanied by active learning strategies. Teachers can provide guiding questions, source-analysis activities, discussions, reflection assignments, or student projects after viewing. Such activities can transform the video from a passive medium into an instrument for historical inquiry.

Fourth, the use of local history-based digital media can contribute to the preservation and dissemination of regional historical knowledge. In this context, a documentary about Sultan Thaha Saifuddin can function not only as classroom learning material but also as a digital record of local historical heritage that can be accessed by a wider audience.

Novelty of the Study

The novelty of this study lies in the conceptual integration of three elements that are often discussed separately: Jambi local history, documentary video, and students' historical awareness. Previous discussions of local history have emphasized the importance of contextual historical content, while studies of audiovisual media have highlighted its potential to make history learning more engaging and accessible. This study combines these perspectives by positioning the struggle of Sultan Thaha Saifuddin as the central historical narrative of a documentary-based learning medium specifically oriented toward the development of historical awareness.

The proposed approach also emphasizes that local history should not merely be added to the curriculum as supplementary information. Instead, it can become the central content through which students develop an understanding of historical identity, continuity and change, historical heritage, and the relevance of the past to contemporary life. In this sense, a documentary about Sultan Thaha Saifuddin offers a potential model for contextualizing history education through local historical heritage.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

The utilization of local history-based documentary videos about the struggle of Sultan Thaha Saifuddin has strong potential as a contextual learning medium for developing students' historical awareness. The historical narrative of Sultan Thaha Saifuddin provides relevant local historical content that can help students understand the contribution of Jambi to the broader history of Indonesian resistance against colonialism, while documentary video can present historical information through narration, visual materials, historical locations, archival sources, and contextual explanations. The integration of these elements can support students' understanding of historical events, continuity and change, local historical identity, and the importance of preserving historical heritage. The novelty of this study lies in integrating the historical struggle of Sultan Thaha Saifuddin with documentary video as a learning medium specifically oriented toward students' historical awareness. However, because this study relies on secondary literature and does not involve direct classroom intervention or empirical measurement, its findings represent a conceptual potential rather than empirical evidence of effectiveness. Therefore, future research is recommended to develop and implement the documentary video in actual history classrooms and empirically examine its influence on students' historical awareness.

Limitations

This study has several limitations that should be considered when interpreting the findings. First, the study uses a literature-based qualitative approach and relies primarily on secondary literature and historical sources, so it does not provide direct empirical evidence from students or teachers. Second, the study does not involve the development and implementation of an actual documentary video in a classroom setting; therefore, the effectiveness of the proposed media in improving students' historical awareness cannot be quantitatively determined. Third, the analysis focuses specifically on the historical struggle of Sultan Thaha Saifuddin and its potential application in history education, which may limit the generalizability of the findings to other local historical figures or educational contexts. Further research involving documentary video development, classroom implementation, student participants, and appropriate empirical measurements is needed to validate the potential identified in this study.

Recommendations

Based on the findings and limitations of this study, history teachers are recommended to utilize local historical narratives, particularly the struggle of Sultan Thaha Saifuddin, as contextual learning resources supported by documentary video. The development of the documentary should prioritize historical accuracy, credible sources, appropriate visual materials, and learning activities that encourage students to observe, interpret, discuss, and reflect on historical events. Future researchers are recommended to develop and implement the documentary video in actual classroom settings and conduct empirical research involving students to measure its effectiveness in developing historical awareness. Further studies may also examine students' responses, learning outcomes, historical thinking skills, and the preservation of local historical identity through the use of documentary-based local history learning.

Author Contributions

The author was responsible for all aspects of the study, including conceptualizing the research topic, developing the research design, collecting and reviewing relevant literature and historical sources, analyzing and synthesizing the findings, developing the discussion, writing the manuscript, revising the manuscript, and preparing the final version for submission.

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