Brain-based learning and perception of students in a suburban area about the history

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Abstract: This study analyzes the relationship of students who live in suburban areas with their historical perceptions. The historical learning approach used was brain-based learning which builds learning designs where emotions, cognition, and physical are manifested in harmony. The use of emotions as much as his mind when studying will provide a better opportunity to remember, understand, and analyze historical facts. The focus of this research was the perceptions of students living in the suburbs about historical figures and events in history. The method used in this study was surveyed. The sample chosen was students in six schools in Bandung Regency, which are located in the suburbs as many as 348 people. In surveys, information is collected from respondents using a questionnaire. Historical perceptions of students in suburban areas are also influenced by a lack of low learning ethics, especially reading interest. Suburban students receive historical information from these sources without the intention to criticize it. The emotional aspects of learning history make students feel mentally prepared to face the worst things in the future. Students emotionally associate these historical figures and events with what they experience and feel.

1. Introduction

Knowing students’ perceptions about figures and historical events is one way to analyze the extent of the success of the learning process. This study focused on suburban students who have a unique perception of history that is determined by their environmental conditions. Student perceptions are formed from historical information obtained from teachers, textbooks, the internet, and other factual sources. Other factors that influence attitudes and perceptions formation are personal experiences, cultural; other people considered important, mass media, educational institutions, and religious institutions as well as emotional factors in individuals [1]. Thus, the forming factors of historical perception can emerge from the learning process or outside the learning process. The focus of this article is to analyze suburban students' perceptions of historical events and figures.

A suburban area is an area that is located between a village and a city and the urban areas and the inhabitants have difficulties to access paddy fields so that the population conducted a mixed economy [2]. In the suburban area's structural changes in the livelihood, the sector can be seen in a large number of villagers who leave work in agriculture, turning jobs into non-agricultural workers in the city.

One characteristic of suburban areas is the rapid development of information and technology. This can make adolescents easily influenced and tended to accept various contents of existing information and technology [2]. In the US, suburban students are heavily involved in gun violence and drug trafficking [3]. Families with teenagers in suburban areas have a bad quality of caregiving environment. The paltry proportion of families that have a less suspected environment related to these families is included in families with low incomes [2].

With such conditions, the family's economic situation, parenting patterns, and school conditions can influence students' perceptions of history. Nevertheless, both urban, rural, and suburban students are expected to have positive but critical perceptions of the nation's past because historical education is an
enculturation process in the framework of nation-building, and the process of institutionalizing positive 
values, such as ancestral heritage values, values of heroism and nationalism, and the values of industrial 
society, as well as the ideology of the nation [4-6]. This favorable and critical perception will make history 
able to "galvanize the human soul to be strong" and "stand up to terror and chaos" in life [7].

In dealing with life today, students not only need intellectual skills, but they also need rigidity, 
tenacity, loyalty, the ability to interact socially, and that they can find in the lives of historical figures. According to Wiriatmadja [8], historical education in schools is still thick with the development of 
thinking activities (cognitive domain) which are low, which does not have implications for the 
development of creative and critical thinking. In fact, by using the right strategy in understanding 
historical values, learning history can enhance the critical attitude and creative power of the nation, 
especially to answer the various challenges of the nation today [9]. History needs to be taught in schools 
because it has the potential to make human [10]. This can make students make historical sense. As 
Wineburg said [10], "Each of these students grew up ... and we wanted to capture this aspect of their 
experiences as well ... To better understand students' context for developing a historical self. 
Understanding, critical-thinking skills, and historical skills are standard qualities that must be mastered by 
every student who learns history [11].

From the above statement, it can be understood that the meaning of studying history is not just to 
understand the past itself, but is meaningful in the search for lessons and anticipation of the present and 
future. This is also by the expression Seeley [8] which links the past with the present in the statement: 
"We study history, so that we may be wise before the event." This article not only discusses suburban 
student perceptions of history but also how much the elements of brain-based learning are found in history 
learning, especially aspects of the emotional learning system. Historical narratives talk about life 
experiences filled with emotional memories about the past, hopes, and dreams of the future and stories 
that evoke emotions are very important for each aspect of learning because they are much easier to 
remember and easily stored in our brains [12].

The importance of the emotional aspects of learning has been widely studied by brain experts [13- 
16]. The emotional learning system according to Given [14] is a learning system that tries to create a 
classroom that is conducive to students' sentimental security and personal relationships with students. 
Emotional systems are personal, self-centered, and internal [14]. Emotions help us focus our intellect and 
encourage attention then attention encourages learning ([15, 17]. When students use their emotions as 
their thoughts in learning, they will find learning history more enjoyable.

Brain-based learning builds learning designs where emotions, cognition, reflection, social, and 
physical are carried out in harmony. Research on brain-based learning acts as a stimulus to investigate the 
ins and outs of how the brain works so that the learning process can be more optimal [19]. Brain-based 
learning originates from neurological research, which results in the brain-based learning process being 
considered as a "modern paradigm in learning" [18]. Neuropedagogy is generally seen as a new 
interdisciplinary field that focuses on learning and teaching mechanisms while considering brain function. 
Apart from this general definition, scientific literature introduces many other ways to understand the 
subject of neuro pedagogy [19].

2. Methods

This study tried to analyze the perceptions of students in suburban schools about history, what historical 
figures, and events they liked or not, as well as which historical figures and events inspired them. The 
method used in this study was a survey. According to Creswell, [20] "survey, the research seeks to 
quantitatively describe trends, attitudes, or opinions of a particular population by examining a sample of 
that population." Survey research is generally conducted to take a generalization of in-depth observations. 
The survey method is used to collect primary data from respondents' experiences and opinions through a 
questionnaire.

The sample chosen was students in six schools in the Bandung district located in the suburban area. In 
Indonesia, a zoning system was applied where students who were entitled to attend public schools are 
those whose homes were not far from the school. The policy helps the writer in taking school samples.
Students who were sampled were students who were economically from lower-middle-class families and second or one of their parents’ works in the industrial sector. Thus, the selected sample was purposive. Of the six schools taken, 348 students met these criteria. In surveys, information is collected from respondents using a questionnaire. This survey study was used for exploratory and descriptive perceptions of suburban students in Bandung Regency about figure and historical events. The number of respondents was 348 with details of 140 men (40.2%) and 208 women (59.8%). They came from six schools and were located in suburban areas. Class X students were 91 (26%), class XI students were 134 students (39%) and class XII students were 123 (35%).

3. Results and Discussion
3.1 Emotions in Historical Learning
Brain-based learning is indeed not something new in the world of education, but its application in history learning has not been done much in-depth research. In the last two decades, research on brain-based learning has indeed developed rapidly, and educators who applied these findings have had amazing results [18]. Given developed five learning system frameworks, namely: emotional learning systems, social learning systems, cognitive learning systems, physical learning systems, and reflective learning systems. In Given conception [14], there is no independent learning system. The actions of each system will affect other systems as part of a larger whole. The questionnaire asked 348 students about the elements of brain-based learning in history learning, namely cognitive, social, and emotional. The score is obtained from the percentage of students who answered "yes" in the questionnaire.

| No | Elements of Brain-Based Learning in Historical Learning | Score (1-100) |
|----|------------------------------------------------------|---------------|
| 1  | sincerely guided with enthusiasm                      | 97            |
| 2  | pleasant humor                                        | 92            |
| 3  | Challenging learning                                  | 83            |
| 4  | don't feel anxious when studying history              | 65            |
| 5  | controlling emotions and managing moods              | 65            |
| 6  | eager to learn                                       | 78            |
| 7  | read the moods and feelings of others including historical figures | 60            |
| 8  | express feelings freely                               | 68            |
| 9  | empathy for others including historical figures       | 90            |
| 10 | explore the views and feelings of students when they are historical figures | 69            |
| 11 | provides views on historical figures and events       | 92            |
| 12 | learn from mistakes                                  | 66            |
| 13 | develop the openness of mind                          | 93            |
| 14 | acknowledge your strengths and weaknesses            | 71            |
| 15 | make some interpretations                            | 79            |
| 16 | develop arguments                                    | 86            |
| 17 | cooperate in problem-solving                         | 87            |
| 18 | study together with friends, and in small groups      | 89            |
| 19 | understand the importance of teamwork                | 89            |
| 20 | associating new information with what students already know | 88            |
| 21 | remembering many historical facts                    | 96            |
| 22 | memory / remember the strategy                       | 95            |
| 23 | obtain accurate information                          | 89            |
| 24 | think with discussion and question and answer         | 92            |
| 25 | dig up information in textbooks                      | 84            |

Source: research data (2019)
From the table, the following information can be concluded: First, more than 90% of students feel they have been guided with enthusiasm in learning history, pleasant humor, trained in empathy, thinking openness, including assessing certain historical events and figures, and trained in critical thinking with questions and answers and discussion. Second, there are emotional aspects that have not yet been explored in history learning. Many students are still anxious, not trained to manage emotions and self-control, express feelings freely, and acknowledge their strengths and weaknesses. In the other emotional aspects that are not usually done by teachers in the class, namely reading the moods and feelings of others, including historical figures, and learning from mistakes. Thus, history teachers are not accustomed to training students to use their feelings in assessing historical events and figures. Third, cognitive, history learning has made teachers attempt to link new information with what students already know, obtain accurate information, and explore information in textbooks. Learning history still seems memorized because there are many facts that students must remember, even though they are directed to practice the technique of remembering efficiently. Students have not been trained much to make some interpretations/interpretations and their perspective on certain historical events. Fourth, the elements of social learning in learning histories are considered to be good students. In class, students are taught to develop arguments in groups, work with each other in problem-solving, study in cooperation with friends, and small groups.

Cognitive and social learning elements are dominantly felt by students to emerge in the process of learning history while emotional elements are not too perceived. Emotional aspects that are usually done by teachers are the attitude of teachers who are enthusiastic in teaching, the ability to express opinions, and the efforts of teachers to train student empathy. Students are not accustomed to using their emotions to judge certain historical figures or events because the dominant one is cognitive judgment. In general, teachers do not pay much attention to the content of emotional lessons [21].

Emotional aspects have a big role in the process of learning history. The basic component of brain-based learning is that our emotions affect our ability to learn. Our brains keep trying to make connections between intellect and emotions. Emotions accelerate thinking and let us remember the body's reaction to the world [15]. Emotions contribute to attention, understanding, memory, and problem solving [15]. Emotional aspects are expected to encourage students to get inspiration, creativity, and hope.

Students must be in a positive and calm state for learning to run optimally [13]. The relationship between the emotional brain (amygdala and hippocampus) and the reasoning part of the brain (frontal cortex), for example, has shown that when disturbed, such as stress or fear, learning can be disrupted. The amygdala is thought to be related to memory storage and emotional experience both in human imaging and animal research. This has clear implications for education, namely the need to combine positive emotions to influence the quality of learning and memory.

An unattractive learning environment will most likely not be effective in the acquisition and storage of knowledge [13]. Learning without the influence of emotions (desire or motivation) cannot influence behavior, and the education system that overrides feelings and emotions is ineffective. Balancing intellectual and emotional use as much as his mind when learning will provide a better opportunity to remember historical facts, history learning is more fun, and draw students closer to their nation's past and fill in the gaps in exploring social facts or mental facts.

What does personal emotion affect students' perceptions of figures and historical events? 44% of the students answered that there was a connection, while 56% of students had no connection. For students who stated that there was an emotional connection with certain historical figures and events, they felt that they felt sad about the hero who had to sacrifice his life to liberate Indonesia. Video footage of victims during the independence war seemed to imprint on students. However, what makes students sad is that this millennial generation has forgotten a lot of heroes. The anger that made an impression on students was because of the many Indonesian leaders who betrayed and deceived and harmed the people. For students, deep emotions about history will emerge when the teacher is good at telling stories, watching video shows, or when they are assigned to role-playing.

There were several expressions of students from the survey that show the growth of historical awareness in themselves. Some history educators [22-24], realize that man in history is essentially a
process of disclosure and his view of the future, there are hooked linking between the past and the present, and this is part of historical awareness. For students, history is a means to learn about disappointment and failure, so they can be grateful for what is now and try to be better in the future. According to students, it was very important to understand deeply the life of a historical figure because maybe one day he will experience the same thing with him. Thus, students will feel mentally ready to face the worst things afterward. Therefore, students consider history as important and reading a lot of history is something that must be done.

Students who claim there is no emotional connection with historical figures and certain events judge that their problems have nothing to do with history. Besides, students view that emotions do not affect the way they look at historical figures or certain historical events. Also, they have never felt or experienced anything related to historical figures. For them, history lessons and historical figures do not help and inspire their lives.

3.2 Suburban Student Perceptions of Historical Figures and Events

The characteristics of a person's historical figure must be understood as something that is obtained through the process of an ongoing dialogue with various life experiences. Historical figures who have certain personalities can be understood from two things, first, because of the social, cultural, political and environmental factors that shape it and second, because of the socio-environmental factors they face [25]. Thus, understanding the background of his life and understanding the state of the environment are the two things needed in understanding historical figures. This is where the importance of the teacher describes historical figures as they are.

There were 33% of students who had historical figures which were considered interesting and want to tell it. As many as 42% of students had historical figures that are liked but cannot tell it and almost as much as respondents did not have historical figures that were liked. The description of suburban students who have a low ethos of learning can be seen in the data because only a third of respondents have sufficient information about historical figures. When asked if they have enough information about these historical figures, 70% of the students answered that they did not have and 30% of students felt they had adequate information. Thus, their likes and dislikes of historical figures are less supported by sufficient information but relied on information from teachers, textbooks, and the internet.

The importance of historical information informing perceptions is not in doubt. Perception contains a cognitive component, an affective component, and also a conative component, which is a willingness to act or behave. A person's attitude to an attitude object is a manifestation of the correlation between the three components that interact with each other to understand, feel and behave towards the attitude object. How can they provide cognitive and affective judgments, while historical information, they have is not much? This is the problem of suburban students, the ethos of learning and the culture of reading. The character influences their view of history and the reasons underlying their views which seem uninformed and uncritical.

| No | Preferred History | Number of students who voted | Reasons students choose |
|----|-------------------|------------------------------|-------------------------|
| 1  | Ir. Soekarno      | 112                          | a firm and authoritative leader  
|    |                   |                              | persistent and brave in fighting for Indonesia's independence  
|    |                   |                              | Mr. Proclaimer of Indonesia  
|    |                   |                              | a just and wise leader  
|    |                   |                              | cool  
| 2  | R.A Kartini       | 31                           | the hard struggle to defend women's rights  
|    |                   |                              | equally women |
tough and good women  
women are equal to men.

|   |   |   |
|---|---|---|
| 3 | B J Habibie | 20 |
|   | his intelligence and intelligence, especially as he created the plane has a soul of leadership and is firm in his story with Ainun |

|   |   |   |
|---|---|---|
| 4 | Jend. Sudirman | 19 |
|   | not giving up and staying in the lead when ill, the commander in chief of the Indonesian national army, the brave general and guerrilla strategist in the war, and responsible and authoritative |

|   |   |   |
|---|---|---|
| 5 | Ki Hajar Dewantara | 7 |
|   | founded a “Taman Siswa” school, an Indonesian education hero, and once played a role in a drama |

|   |   |   |
|---|---|---|
| 6 | Moh. Hatta | 5 |
|   | good figure, intellectual, and critical |

|   |   |   |
|---|---|---|
| 7 | Dewi Sartika | 5 |
|   | build a school for women, tough, and confident. |

Source: research data (2019)

The table shows historical figures that are liked and impressed students. The figures are figures chosen by more than five (5) students. There were 30 figures chosen, and most were only liked by one student. From the table, most of them are national figures or regional leaders who are known nationally. Thus, the study of local figures in West Java has not been conveyed to them well. This further reinforces what Gutierrez [26] said that history learning often told too much about developments that are far from the environment of students and their groups. Learning history is finally less touching with stories about students and their environment Lapian [27]. Writing local history in Indonesia still encounters many difficulties related to the scarcity of adequate resources and experts, and the writing is still "Javanese centric" [28-29].

The main thing that makes students love these historical figures was the strength of their characters. The teacher's explanation in class and the information in the textbook have presented the historical figures well. The reason for students who like Soekarno is because of his strong character, which is a firm and authoritative figure, persistent and brave in fighting for Indonesia's independence, as well as leaders who are just and wise. Neither is the reason students like Kartini, Habibie, Sudirman, Ki Hajar Dewantara, Hatta, and Dewi Sartika, Bung Tomo, I Gusti Ngurah Rai and others are due to the strength of their character. The characters of historical figures that make students interested are their ability to mediate conflict, intelligence and intelligence, leadership, assertiveness, discipline, loyalty to partners, high morale, generosity, and elevated intellectual power. However, what's quite interesting is that there are some current figures that students consider historical figures to be liked and inspired, namely Wiji Tukul and Ridwan Kamil. Ridwan Kamil was liked because he was considered successful in building the City of Bandung, while Wiji Tukul was favored because he was a martyr at the Change of The New Order towards the Reform Order.

It was interesting to analyze the reasons students like certain historical figures. It seems that teenage characters who need role models were the reason they like historical figures. In many of the students' answers, it was revealed that the difficult economic life situation on the outskirts of the city made them look for someone who displayed a character that was resilient, resilient, patient in suffering, and played a major role in development. This was the historical awareness that arises in students when they judge historical figures, they are looking for someone close to them emotionally. The meaning was not contained in its historical material, but rather the result of how students relate historical material to their own experience [30].

They emotionally associate these historical figures and events with what they experienced and felt. Emotional approaches make students' historical perceptions much influenced by what students experience.
and feel at the moment. Their disappointment and anger at the state of themselves affected their perspective of history. Brain-Based Learning Research confirms that although all students can learn in the same pattern from teachers, each brain is unique and each student has their perceptions [18, 21]. Student experiences produce strong emotional reactions, which are coded by the amygdala and stored together with cognitive events, and this will gradually regulate self-concepts and change the way students perceive themselves and reality [30].

There are 45% (156) students have historical figures they dislike. There are five historical figures mentioned by students, namely Soekarno, Aidit, Suharto, Musso, and Tan Malaka. The reason students disliked Soekarno was that he was judged to be a dictator, allowed the Indonesian Communist Party (PKI) to develop, and state ideology became unclear (Nasakom). While the reason students don't like Suharto is that they are judged to be dictators, corruption, fascists, and many people who were lost in their time. While Aidit, Muso, and Tan Malaka were not liked because they were considered communists. Besides, another reason that makes students dislike certain historical figures is a betrayal. Sultan Hamid II, Amir Syarifuddin, Colonel Untung was not liked because he was considered to be a traitor. Thus, the general reason they hate historical figures is because the leadership is authoritarian, and these figures are communist.

This is not strange because, from the field data, almost 65% of students obtain powerful historical information from textbooks and history teachers. Only 35% get dominant historical information from other media such as YouTube, Wikipedia, articles on the Internet. Thus, the historiography patterns of textbooks and teacher narratives in the class, describing communism as enemies of the state and the authoritarian leadership of Seokarno and Suharto have shaped the collective memory in students. They receive historical information from these sources without any attempt to criticize it.

Socio-cultural environmental conditions that do not support the spirit of learning such as conditions of poverty and the development of perceptions that schools do not change fate, causing students in rural areas to be less enthusiastic about learning [31]. During this time, a perception has been developed that for what schools and study hard are, in fact, unable to raise social status. By taking education, they still did not come out of living conditions that were entangled in poverty, a base level of competition among students in achieving learning achievement, also became an obstacle why they had low motivation to learn [31].

Only 54% of students said they did not like certain events while 46% answered they did not know. What historical events inspire students' perceptions? From the survey data, it appears that 60% of students chose the event of the proclamation of independence until the 1945-1949 war of independence. Students assess the events of 1945-1949 as a heroic and sacred event, the beginning of the liberation of the Indonesian people from colonialism, and full of struggle and sacrifice. However, what was unique was that the Indonesian Communist Party (PKI) rebellion, the struggle to seize the Yamato hotel from the Japanese army, the massacre of the population by Dutch troops in Rawa Gede, and the Bali Bombs attract and inspire students because the Events are full of violence, murder, and tragedy? It seems that the current generation has been exposed to "technological poisoning" where violence is considered public and cultural [32].

Nearly 80% of students like certain historical events and inspire them because of the way teachers tell stories. With storytelling techniques, teachers can make students like history and can increase historical awareness. Indeed, to make students love history, teaching history must be interesting and impressive and to arouse historical awareness, students' memories of historical events must be strengthened.

As many as 40% of students do not like the Indonesian Communist Party (PKI) rebellion because of the sadism, cruelty, betrayal, and coup d'état against the country causing many victims. The reasons are sadistic and many victims are reasons students do not like the Bali Bomb and War of Independence. Nearly 35% of historical events that were not favored were the Dutch and Japanese occupations. The students' reason was that the occupation period was very inhumane and that many Indonesians were victims of death, materially and morally unprofitable, and the colonial period was too long.

Based on these data, it seems clear that the narration of teachers and textbooks on the history of Indonesia still revolves around old historical patterns and has not moved on to new historical patterns.
"The New History" is very different from "The Old History." The difference seems that in the new history, it is more social scientific, problem-oriented, wider and more diverse in scope, its presentation is critical-critical, and uses an interdisciplinary/multidisciplinary approach [33]. "Old History" too rigidly limits itself to political study [34]. The New History further expands the horizons of his studies concerning both the fields of culture, economics, sociology, geography, psychology, politics, anthropology and so on.

4. Conclusion
Suburban students have a unique history perception that is determined by their environmental conditions both from the history learning process and outside the learning process. Their fondness and dislike of historical figures were less supported by sufficient information. The student's historical's perception in suburban areas was also influenced by a low ethos of learning, especially the lack of interest in reading, which will ultimately affect how much historical information they have. Historical perception is related to the information they have. Suburban students received historical information from these sources without any intention to criticize it.

Deep emotions about history will arise when the teacher is good at telling stories, watching video shows, or when they are assigned to role-playing. The emotional aspect of learning history makes students feel mentally prepared to face the worst things in the future. Emotional aspects do not appear in learning because students do not like history lessons and for them; it is not always a historical figure which inspires. Students emotionally associate these historical figures and events with what they experience and feel.

Teenagers characters who need references group and role models are the reasons they like historical figures. The main reason students like these characters are their character. The characters of historical figures that make students interested are intelligence, leadership, assertiveness, discipline, loyalty, fighting spirit and generosity. In many of the students' answers, it was revealed that the difficult economic life situation in the suburbs made them look for someone who displayed a character that was resilient, tough, patient in suffering, and is proven can make a breakthrough for financial stability.

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