
Implementation of In-Depth Learning through Historical Study Tours to Increase Elementary School Students' Learning Motivation

Anita Supriati Mutmainnah¹, Ninik Indawati², Cicilia Ika Rahayu Nita³

¹²³ Universitas PGRI Kanjuruhan Malang; Indonesia
Email Correspondence; anitasupriati1312@gmail.com

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Abstract

This study aims to describe and analyze the application of in-depth learning through historical study tours to improve the motivation to learn of fourth-grade elementary school students. The study used a qualitative, descriptive approach and was conducted at SDN Mulyorejo 1 in Malang City. The research subjects consisted of two teachers and six students, selected purposively. Data collection techniques were carried out through observation, interviews, and documentation, and were analyzed using an interactive analysis model with the stages of data reduction, data presentation, and conclusion drawing. The research results show that implementing in-depth learning through a historical study tour at Badut Temple can create more meaningful, contextual, and enjoyable learning. This activity increases student active engagement through direct observation, discussion, and interaction with resource persons. Furthermore, there is an increase in student learning motivation, as demonstrated by increased activity, curiosity, and enthusiasm in participating in the learning. This experiential learning also strengthens conceptual understanding and fosters character values such as responsibility, cooperation, and concern for cultural heritage. Thus, in-depth learning through historical study tours can be an effective strategy for increasing elementary school students' learning motivation, though its implementation requires careful planning, adequate time, and financial support.

Keywords

In-depth Learning, Historical Study Tour, Learning Motivation, Elementary School, Social Studies Learning.



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INTRODUCTION

Education is a fundamental aspect in improving the quality of human resources; therefore, the learning process must be designed optimally, innovatively, and meaningfully. In the context of basic education, learning serves not only to transfer knowledge but also to shape students' character, thinking skills, and attitudes in facing life. Therefore, teachers are required to be able to design learning that focuses not only on delivering material but also encourages active student involvement in the learning process. This aligns with the view that effective learning must be tailored to the interests, needs, and characteristics of students as the primary subject of education (Triyatno dkk., 2024).

In practice, social studies learning in elementary schools, particularly history, still faces various challenges. Learning tends to be conducted using conventional methods such as lectures and assignments, resulting in one-way interactions and a lack of student active engagement. This condition is also found in fourth-grade students, where learning motivation in history-based social studies is relatively low. This situation results in low learning motivation and a lack of in-depth understanding of the material. Yet, history learning plays a crucial role in instilling national values, a love of one's country, and an appreciation for culture. (AlAli & Al-Barakat, 2024).

Theoretically, these problems can be addressed through the implementation of deep learning, which emphasizes conceptual understanding, active engagement, and the ability to connect knowledge to real-world experiences (Corrales dkk., 2024). Deep learning also encourages students to think critically and reflectively, and to apply knowledge in everyday life. The principles of mindful, meaningful, and joyful learning are fundamental to creating meaningful and enjoyable learning experiences (Suryadi dkk., 2025).

In the context of SDN Mulyorejo 1 Malang, similar conditions are indicated based on preliminary observations and informal discussions with teachers. The learning process in social studies, especially history topics, still predominantly relies on teacher-centered approaches. Teachers often use lecture-based methods due to time constraints, curriculum demands, and limited access to innovative learning media (Zainudin, 2025). As a result, students tend to become passive recipients of information rather than active participants in constructing their own understanding. Classroom interactions are generally limited to question-and-answer sessions that involve only a small number of students, while the majority remain less engaged.

Furthermore, the abstract nature of historical content presents additional challenges for fourth-grade students. Without the support of contextual and experiential learning strategies, students find it difficult to visualize past events or relate them to their daily lives. This leads to superficial understanding, where students may memorize facts temporarily but fail to grasp the underlying meanings or values embedded in historical events. Consequently, learning outcomes are not optimal, and students quickly lose interest in the subject (Suryadi dkk., 2025).

Another issue observed at SDN Mulyorejo 1 Malang is the limited integration of learning activities that promote higher-order thinking skills. Students are rarely encouraged to analyze, interpret, or reflect on historical events. Learning tasks are mostly focused on recalling information from textbooks, which does not support the development of critical and creative thinking. In addition, collaborative learning opportunities are still minimal, even though such activities could enhance student engagement and deepen understanding through peer interaction.

From the motivational aspect, many students show low enthusiasm during history lessons. This is reflected in their lack of participation, minimal curiosity, and low persistence in completing tasks. Some students perceive social studies, particularly history, as a monotonous and less relevant subject. This perception is reinforced by the absence of varied and interactive learning methods that could make the subject more engaging and meaningful.

Moreover, the use of learning media and technology in social studies instruction at SDN Mulyorejo 1 Malang is still not optimal. Although digital resources have the potential to bring historical content to life, their utilization remains limited. Teachers tend to rely on printed textbooks and worksheets, which may not sufficiently stimulate students' interest or imagination. This gap highlights the need for more innovative approaches that can bridge the gap between abstract historical concepts and students' concrete experiences.

Based on these conditions, it is evident that there is a gap between the expected learning outcomes and the actual implementation of social studies instruction in the classroom. Therefore, an alternative approach that can enhance student engagement, motivation, and deep understanding is urgently needed. The implementation of deep learning, supported by contextual and student-centered strategies, is considered a relevant solution to address these challenges. Through this approach, students are expected not only to understand historical content more meaningfully but also to develop critical thinking skills and a stronger appreciation of national values.

One relevant strategy to support in-depth learning is through historical study tours, which are experiential learning activities that involve visiting historical sites (Zhong dkk., 2025). This activity allows students to gain concrete experiences, making learning more contextual and meaningful. Previous research has shown that field trips can improve student learning outcomes, engagement, and understanding (Feng & Zhao, 2024). Furthermore, historical study tours also play a role in instilling character values such as patriotism and appreciation for culture (Widyasari & Santi, 2025).

On the other hand, learning motivation is a crucial factor in successful learning. Learning motivation is an internal and external drive that influences student engagement in learning (Cayubit, 2022). Students with high motivation tend to be more active, persistent, and able to achieve optimal learning outcomes (Howard dkk., 2021). Therefore, learning strategies are needed that can create engaging and meaningful learning experiences to increase student motivation.

Although various studies have shown that experiential learning, such as field trips and immersive learning approaches, has a positive impact on learning outcomes and motivation, there remains a research gap in studies that comprehensively integrate the two approaches. Most studies focus solely on the effectiveness of field trips on learning outcomes or only examine the effect of immersive learning on learning motivation in general, without examining how the integration of the two can create truly meaningful learning experiences for students (Masfufah & Chasanah, 2023).

Furthermore, research specifically examining the application of immersive learning through historical study tours at the elementary school level, particularly in the context of social studies, is still relatively limited. This is even though elementary school students' tendency to learn through direct experience is highly suited to this approach. This research limitation indicates that there are not many in-depth studies that explore how experiential learning integrated with an immersive learning approach can optimally enhance student learning motivation (Munfarida dkk., 2025).

Based on these research issues and gaps, learning innovation is needed through the integration of immersive learning with historical study tours. Therefore, this study aims to describe and analyze the implementation of immersive learning through historical study tours in improving the learning motivation of fourth-grade students at SDN Mulyorejo 1, Malang City.

METHOD

This study uses a qualitative approach with a case study design. This approach was chosen because this research aims to deeply understand the phenomena occurring in the learning process, specifically regarding the implementation of immersive learning through historical study tours in fostering students' learning motivation at SDN Mulyorejo 1, Malang City (Arikunto, 2019). A case study approach allows researchers to explore a particular case in depth within its real-life context. Qualitative research emphasizes uncovering meaning, processes, and participants' experiences in natural settings, so the data obtained are descriptive in the form of words rather than numbers (Abdussamad & Sik, 2021).

This research was conducted at SDN Mulyorejo 1, Malang City, located at Jalan Pahlawan No. 15. The selection of the research location was based on the consideration that the school had not implemented experience-based learning optimally, especially through historical study tour activities, and problems were still found related to low student learning motivation in social studies learning.

The research was carried out in the second semester of the 2025/2026 academic year, specifically from January to March 2026. This period was deliberately chosen because it represents an active phase of learning in which students are fully engaged in classroom activities after the completion of the first semester. During this time, teachers had begun delivering more complex social studies materials, particularly those related to historical topics, making it an appropriate moment to observe students' learning motivation and engagement levels.

Furthermore, conducting the research during this period allowed the researcher to obtain more stable and representative data, as students had already adapted to the classroom environment, learning routines, and teaching styles of their teachers. The January to March timeframe also provided sufficient opportunities to carry out a series of research activities, including preliminary observations, data collection through interviews and documentation, as well as the implementation and evaluation of learning strategies. By selecting this timeframe, the research was expected to capture a comprehensive picture of the existing learning conditions and the effectiveness of the proposed approach in improving students' motivation and understanding in social studies learning.

The subjects in this study consisted of teachers and fourth-grade students. Two teachers served as the subjects, while six students were selected based on varying levels of ability: high, medium, and low. Subject selection was conducted using a purposive sampling technique, which

involves deliberately selecting samples based on specific considerations that align with the research needs. This aims to provide more in-depth and representative data in describing the phenomena under study.

The types of data used in this study include primary and secondary data. Primary data were obtained directly from primary sources, namely teachers and students, through observation and interviews. This data relates to learning activities, student engagement, and motivation during the learning process. Meanwhile, secondary data were obtained from supporting documents such as student attendance lists, academic grades, activity photos, and other learning archives relevant to the research (Nasution, 2023).

The primary instrument in this research was the researcher herself (human instrument), who acted as planner, implementer, data collector, and data analyst. Additionally, supporting instruments included interview guidelines, observation sheets, and documentation. The interview guidelines were used to gather in-depth information from teachers and students, the observation sheets were used to record student activities and behavior during learning, and the documentation was used to supplement and strengthen the data obtained (Alaslan, 2023).

Data collection techniques in this study utilized three main methods: observation, interviews, and documentation. Observations were conducted to directly observe the learning process, particularly student engagement and the application of in-depth learning during historical study tours. In-depth interviews were conducted with teachers and students to obtain information regarding their experiences, perceptions, and learning motivations. Meanwhile, documentation was used to collect supporting data such as activity photos, learning notes, and other relevant documents.

The sources of data in this study involved a total of 27 informants consisting of one fourth-grade homeroom teacher, one school principal, and 25 fourth-grade students of SDN Mulyorejo 1 Malang. The selection of informants was carried out using purposive sampling, with the consideration that they were directly involved in the social studies learning process, particularly in history-related materials. The homeroom teacher was selected as the main informant because of their central role in planning and implementing the learning process. The school principal was included to provide broader insights into school policies and support for learning innovation.

The students were chosen as key informants to represent diverse characteristics in terms of academic ability, learning motivation, and participation levels. This variation was intended to obtain

comprehensive and balanced data regarding students' experiences in social studies learning. Through these informants, the researcher was able to explore in depth how learning was conducted, the challenges faced, and the potential implementation of in-depth learning approaches to improve student motivation and understanding. (Roosinda dkk., 2021).

To ensure data validity, this study employed triangulation, a technique used to verify data using multiple sources, techniques, and timescales. Triangulation was conducted by comparing data from observations, interviews, and documentation, as well as comparing information from teachers and students. This ensures the data obtained is more valid and reliable.

The data analysis technique in this study is an interactive model comprising three stages: data reduction, data presentation, and conclusion drawing. Data reduction is carried out by selecting, focusing, and simplifying data relevant to the research objectives. Data presentation is done in descriptive narrative form for ease of understanding. Next, conclusions are drawn by interpreting the analyzed data to derive meaning consistent with the research focus (Arikunto, 2019).

By using this research method, it is hoped that an in-depth picture can be obtained of how to apply in-depth learning through historical study tour activities to create learning motivation among fourth-grade students at SDN Mulyorejo 1, Malang City.

FINDINGS AND DISCUSSION

Findings

The research results showed that social studies instruction in fourth grade before the implementation of in-depth learning was still dominated by lectures and textbooks. This resulted in one-way learning, lacking context, and tending to emphasize memorization. As a result, students were less actively engaged in the learning process and struggled to deeply understand the material, particularly regarding the history and function of Badut Temple. Most students had never even visited the temple in person, so their knowledge was limited to information from textbooks or instructional videos.

Furthermore, it was found that students' understanding of the temple's function was still partial. Students generally viewed temples merely as historical buildings or tourist attractions, without understanding their inherent religious and cultural values. This situation indicates that the learning process failed to connect the material to the students' real-life contexts. Consequently, students' motivation to learn tended to be low. This was reinforced by interviews, in which students

stated that classroom learning felt boring. As AHA put it, *"learning in class is boring, but learning directly at the temple site is very exciting."* NA echoed this sentiment, stating that *"lessons at school are boring, but learning at the temple is very enjoyable."*

The implementation of immersive learning through a historical study tour to Badut Temple demonstrated significant changes in the learning process. Learning became more contextual, as students were directly involved in real-life experiences through observation, discussion, question-and-answer sessions, and interaction with resource persons. This activity enabled students to actively construct knowledge, eliminating passive learning. This aligns with constructivism theory, which emphasizes that knowledge is built through direct experience and interaction with the environment.



Picture 1. The researcher was with students from grades IV A and IV B at Badut Temple.

In terms of learning motivation, there was a significant increase. Students demonstrated greater enthusiasm, actively asked questions, and engaged in group discussions. NA stated that *"after visiting Badut Temple, I feel enthusiastic about learning and want to learn more outside of class."* Furthermore, students also showed interest in hands-on exploration activities. N stated that *"the thing I liked most about visiting the temple was being able to explore and see for myself and discuss with friends."* This demonstrates that real-life learning experiences can increase student interest and engagement in learning.



Picture 2. Researchers conducted interviews with class IV A and B students.

This finding was reinforced by teacher SM's statement that experiential learning made learning more lively and meaningful, and also increased students' curiosity, as demonstrated by the numerous questions they asked the resource persons. Meanwhile, BF and FA also confirmed that there was a change in students' enthusiasm and passion for learning, as they gained new experiences not available in the classroom.

In addition to improving cognitive and motivational aspects, study tours also impacted affective and psychomotor aspects. Students learned to appreciate cultural heritage, work collaboratively in groups, and develop observation and communication skills. However, this study also identified several obstacles, such as limitations in activity planning (transportation, costs, and coordination) and the persistence of students who did not fully comply with regulations at cultural heritage sites. This indicates that while immersive learning can increase student motivation and engagement, strengthening discipline and character building still needs improvement.

Overall, the results of this study indicate that implementing immersive learning through historical study tours can create more meaningful, contextual, and enjoyable learning. This approach not only increases student motivation and understanding but also helps students connect the material to real life. Thus, experiential learning can be an effective strategy for improving the quality of social studies learning in elementary schools, while still optimally addressing the planning and management of activities.

Discussion

Deep Learning in Improving Student Learning Motivation

Immersive learning through a contextual approach, such as a historical study tour to Badut Temple, has been shown to create an engaging and enjoyable learning environment, thereby increasing student motivation. This aligns with (Yasid, 2025), who stated that immersive learning encourages students to connect new knowledge with prior experiences, strengthen conceptual understanding, and foster critical reflection. In this study, students not only received material theoretically but also constructed understanding through direct experience, discussion, and reflection.

Meaningful learning is key to increasing learning motivation. (Orji & Vassileva, 2023) explain that meaningful learning emphasizes the connection between knowledge and students' real-life experiences, making the material easier to understand and remember. This strong understanding increases students' self-confidence and encourages active engagement in learning, such as asking

questions, discussing, and completing assignments enthusiastically (M. Zhou dkk., 2024).

Furthermore, the implementation of group discussions in in-depth learning also contributes to increased learning motivation. (Q. Zhou & Zhang, 2025) stated that group discussions can develop students' critical thinking, analytical skills, and social skills. Positive social interactions in learning activities foster a sense of comfort and enjoyment, which directly impacts increased learning motivation. This is supported by (Wang & Wang, 2024) who showed that a meaningful and problem-based learning approach can improve students' learning motivation and critical thinking skills.

From a cognitive development perspective, this learning approach also aligns with the characteristics of elementary school students who are at the concrete operational stage. Sauqi et al. (2024) stated that students aged 7–11 years find it easier to grasp concepts through direct experience than through abstract learning. Therefore, activities such as direct observation, interaction with resource persons, and exploration of the temple environment are effective strategies for increasing student motivation and understanding (Alansari dkk., 2025).

Overall, immersive learning based on real-life experiences can create more meaningful, enjoyable, and less monotonous learning. This has the effect of increasing student motivation, both in terms of activeness, curiosity, and engagement in the learning process.

Historical Study Tour Activities to Increase Student Learning Motivation

Historical study tours have been shown to positively influence fourth-grade students' learning motivation. Direct learning at historical sites makes the learning process more realistic, contextual, and meaningful. This aligns with (Liputo dkk., 2025) findings, which state that history-based tours provide educational experiences that enrich students' understanding. Through this activity, students gain hands-on learning experiences by observing historical objects, the environment, and the cultural values they contain. This experience can foster students' curiosity and interest in the learning material. This is supported by research by (Susilo dkk., 2024) which shows that field trips can increase student motivation and understanding through hands-on learning experiences.

The increase in learning motivation was evident in student engagement during the activity, such as paying attention to the resource person's explanation, observing, asking questions, taking notes, and engaging in group discussions. Students no longer acted as recipients of information but became active participants in the learning process. This aligns with (Liu, 2023) opinion, which emphasizes the importance of active student involvement in maintaining learning motivation.

Furthermore, learning outside the classroom provides a more enjoyable and less monotonous atmosphere, making it easier for students to grasp the material. (Alansari dkk., 2025) state that visiting historical sites is an effective way to introduce material directly and contextually. Students not only imagine but also see and actually experience the objects being studied, resulting in deeper and more lasting understanding.

Historical study tours can increase students' interest, attention, engagement, and enthusiasm for learning. Experiential learning not only strengthens conceptual understanding but also provides a fun and memorable learning experience, positively impacting students' ongoing motivation to learn.

Planning and Implementation of Historical Study Tour Learning

Learning planning is the initial stage that determines the success of in-depth learning implementation. (Nafisah dkk., 2025) stated that learning planning serves as a foundation for guiding students to achieve learning objectives through the development of appropriate materials, methods, and media. In this study, planning was carried out by integrating in-depth learning concepts that link the material to students' real-life experiences. This is in line with (Susilo dkk., 2024), who emphasized that in-depth learning occurs when students are able to connect new knowledge with previous experiences in a reflective manner.

The teacher designed a historical study tour to Badut Temple using several key steps: analyzing student characteristics, formulating learning objectives encompassing cognitive, affective, and psychomotor aspects, and developing an activity-based learning module. The learning module included pre-visit activities, core on-site activities, and reflection activities. Furthermore, the teacher designed learning activities such as direct observation, interviews with resource persons, group discussions, and the use of student worksheets (LKPD). The assessments used were authentic, encompassing conceptual understanding, cultural appreciation, and observation and presentation skills. The success of this planning was also supported by coordination with the principal as a facilitator of contextual learning policies (Fitrianto & Saif, 2024).

Learning implementation is the implementation of the planning that has been prepared. (Alansari dkk., 2025) stated that the success of learning implementation is influenced by teacher readiness, student characteristics, and the learning environment. During the pre-visit stage, the teacher provides an apperception, conveys the learning objectives, and asks provocative questions to build students' curiosity. (Widyasari & Santi, 2025) emphasized that provocative questions can

increase student engagement, motivation, and critical thinking skills.

In the core activity, students conducted direct observations at Badut Temple, listened to the resource person's explanations, and engaged in group discussions. Students not only gained historical information but also understood the interrelationships between historical sites, customs, and religious values in community life. This activity encouraged students to think critically, actively ask questions, and relate direct experiences to the learning material. Active interaction through group discussions also strengthened students' analytical and collaboration skills, as noted by (AlAli & Al-Barakat, 2024).

The planning and implementation of the historical study tour were systematic and supported the creation of in-depth learning. Learning designed around real-life experiences increased student engagement, strengthened conceptual understanding, and provided meaningful and contextual learning experiences.

CONCLUSION

This learning is able to create meaningful learning experiences and raise awareness that temples are natural heritage buildings that can still be used by local residents and need to be preserved. Students not only understand historical material factually, but are also able to interpret and relate it to real experiences. Historical study tours have a positive effect on student learning motivation, as demonstrated by increased interest, activeness, enjoyment, and enthusiasm in participating in learning. In addition, in-depth learning through historical study tours also encourages the development of self-confidence and awareness of historical values. This approach is a meaningful, conscious, and enjoyable learning approach in a holistic manner. Combined with historical study tours, it can be an effective learning alternative to increase the learning motivation of fourth-grade elementary school students.

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