

# Integrating *Tentara Genie Pelajar* Values into Local-History-Based Social Studies: A Qualitative Case Study of Character Education in an Indonesian Junior Secondary School

Ririn Wahyuni<sup>1</sup>, Muhammad Hanif<sup>2</sup>, Ibadullah Malawi<sup>3</sup>, Muhammad Rifa'i<sup>4</sup>

<sup>1</sup> Universitas PGRI Madiun, Madiun, Indonesia; [ririn2401202023@mhs.unipma.ac.id](mailto:ririn2401202023@mhs.unipma.ac.id)

<sup>2</sup> Universitas PGRI Madiun, Madiun, Indonesia; [hanif@unipma.ac.id](mailto:hanif@unipma.ac.id)

<sup>3</sup> Universitas PGRI Madiun, Madiun, Indonesia; [ibadullah@unipma.ac.id](mailto:ibadullah@unipma.ac.id)

<sup>4</sup> Universitas PGRI Madiun, Madiun, Indonesia; [rifai@unipma.ac.id](mailto:rifai@unipma.ac.id)

---

## ARTICLE INFO

### Keywords:

Tentara Genie Pelajar;  
character education;  
local history

### Article history:

Received 2025-12-02

Revised 2025-12-30

Accepted 2026-03-30

## ABSTRACT

Character education in Social Studies is often constrained by textbook-centered instruction, limiting the incorporation of local heritage as a meaningful context for value formation. This study investigates the integration of *Tentara Genie Pelajar* (TGP) struggle values into local-history-based learning to enhance students' character development. A qualitative case study design, supported by descriptive statistics, was conducted at SMP Negeri 4 Pare involving four Social Studies teachers and 140 seventh-grade students. Data were collected through in-depth interviews, participatory observations, and Likert-scale questionnaires. The analysis employed thematic techniques for qualitative data and descriptive percentages for quantitative responses. The integration of TGP local history positively influenced students' character development. Approximately 78% of students demonstrated improved understanding of struggle values, 72% exhibited increased cooperative behavior, and 69% showed strengthened nationalism. Key supporting factors included the availability of authentic historical artifacts and high levels of student engagement. However, challenges were identified, particularly the lack of structured instructional modules and limited teacher training in heritage-based pedagogy. The findings highlight the effectiveness of contextualizing Social Studies learning through local history to foster character education. Integrating heritage-based content not only enhances cognitive understanding but also promotes affective and social competencies. Despite implementation challenges, the study provides practical insights for educators and underscores the need for systematic support, including teacher training and curriculum development. Future research should examine comparative contexts and long-term impacts to optimize the sustainability of local-history-based character education.

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



## Corresponding Author:

Ririn Wahyuni

Universitas PGRI Madiun, Madiun, Indonesia; [ririn2401202023@mhs.unipma.ac.id](mailto:ririn2401202023@mhs.unipma.ac.id)

---

## 1. INTRODUCTION

The integration of TGP values in Social Studies learning is not merely a nostalgic journey into the past, but a strategic effort to build student resilience in the modern era. In the context of the independent curriculum (Kurikulum Merdeka), these values align closely with the Profil Pelajar Pancasila, specifically in the dimensions of global diversity and mutual cooperation (gotong royong). This research found that when students study local history like the TGP struggle in Pare, they do not just memorize dates; they internalize the spirit of 'unyielding struggle' which is crucial for facing 21st-century challenges such as digital disruption and cultural erosion. Furthermore, the use of museum-based learning and local historical sites as pedagogical tools bridges the gap between abstract textbook theories and the lived realities of the students' environment. This approach fosters a deeper emotional connection to their identity as Indonesian citizens, which is often missing in standardized national history curricula.

Character education is a key priority in Indonesian education policy, particularly under the Kurikulum Merdeka, which emphasizes the development of the Profil Pelajar Pancasila. This framework encourages moral, civic, and social development alongside academic learning, encompassing moral knowing, moral feeling, and moral action (Lickona, 1991). Previous studies indicate that connecting learning to students' immediate social and cultural environments enhances the effectiveness of character education. Research on place-based and museum-based pedagogies has shown that local heritage and historical artifacts can increase students' engagement, civic awareness, and moral understanding (Gruenewald, 2003; Sobel, 2004; Hooper-Greenhill, 2007; Stolare, Ludvigsson, & Trenter, 2021; Monteagudo-Fernández, Gómez-Carrasco, & Chaparro-Sainz, 2021). Stolare et al. (2021) highlight the educational potential of heritage sites in fostering civic and moral learning, while Monteagudo-Fernández et al. (2021) provide a validated model of heritage education processes that guide effective classroom implementation.

In Indonesia, prior studies have explored the integration of general cultural values or symbolic traditions into learning to support character formation; however, these studies have largely focused on curriculum-level discussions or conceptual frameworks, and rarely provide empirical evidence of classroom-level implementation, particularly using specific local military heritage.

Moreover, while previous studies have highlighted the benefits of heritage-based learning, there remains a noticeable gap in examining specific local military heritage, such as TGP, in contemporary classroom practice. Most research in Indonesia tends to focus on cultural festivals, traditional arts, or symbolic national events rather than the integration of historical military units into daily learning. This gap limits understanding of how tangible historical experiences can influence students' moral reasoning, civic responsibility, and cooperative behavior. By documenting the classroom-level application of TGP values, this study addresses the scarcity of empirical evidence on heritage-based character education that directly leverages local historical artifacts.

Additionally, considering global discussions on character education, integrating local military heritage aligns with international calls for contextualized and experiential learning. UNESCO (2023) emphasizes the importance of connecting students to their immediate socio-cultural environment to foster ethical citizenship and social responsibility. Heritage-based learning, therefore, not only serves national priorities under Kurikulum Merdeka but also resonates with international pedagogical standards emphasizing experiential, place-based, and reflective learning.

This study further investigates teacher-mediated strategies, highlighting how instructional scaffolding, guided reflection, and project-based learning facilitate students' internalization of struggle values. By exploring both teacher practices and student experiences, the research contributes to bridging theoretical discourse and practical application, offering insights that can inform curriculum design, teacher training programs, and policy initiatives in Indonesia. Moreover, documenting the challenges and supportive conditions provides actionable recommendations for schools seeking to replicate TGP-based character education, emphasizing sustainability, scalability, and institutional integration.

## 2. METHODS

This study employed a qualitative case study design with descriptive quantitative support. This design was chosen to allow an in-depth exploration of how the struggle values of the Tentara Genie Pelajar (TGP) were understood and implemented in classroom settings, while descriptive quantitative data were used only to support and reinforce qualitative findings. A case study approach was appropriate because the research focused on a single institution, SMP Negeri 4 Pare, which houses a TGP mini-museum and monument, providing unique historical resources for character education.

Participants consisted of four Social Studies teachers and 140 seventh-grade students. The teachers were selected using purposive sampling, as they were directly involved in planning and implementing Social Studies instruction related to local history and character education. Teachers acted as the primary sources of qualitative data, while students provided complementary descriptive data regarding their understanding and internalization of TGP struggle values. Ethical considerations were observed throughout the study, including voluntary participation, informed consent from all participants, and parental consent for students, and anonymity of respondents.

Data were collected using three instruments: questionnaires, interviews, and observations. The questionnaire included 15 Likert-scale items ranging from strongly disagree to strongly agree and was administered to students to provide supporting descriptive data on their understanding of TGP values, cooperative behavior, and nationalism. These data were not intended for inferential statistical analysis, but to reinforce qualitative findings. Semi-structured interviews were conducted with all four teachers, each lasting approximately 30–45 minutes. Interviews explored teachers' understanding of TGP values, instructional strategies, and perceived benefits and challenges in implementing heritage-based learning. Classroom and site-based observations focused on teaching strategies, student engagement, collaborative activities, and value-related behaviors. Observations were conducted across two instructional cycles, including classroom instruction and visits to the TGP mini-museum and monument.

To ensure the trustworthiness of the qualitative data, triangulation was employed by comparing information from interviews, observations, and questionnaires. Member checking was conducted with teachers to confirm the accuracy of interpreted themes. Thematic analysis followed systematic coding, categorization, and cross-verification among researchers to enhance reliability. Quantitative descriptive data were validated by checking response consistency and calculating percentages based on the total number of respondents, ensuring that results accurately reflected students' engagement and understanding.

Furthermore, this study addresses a notable gap in local research on classroom-level implementation of TGP values. While existing literature often emphasizes cultural or symbolic heritage in general, empirical evidence documenting teacher strategies, student experiences, and measurable character outcomes using specific local military heritage is scarce. By situating the study in SMP Negeri 4 Pare, this research provides concrete insights into how heritage-based learning can be operationalized in Indonesian junior secondary schools.

Finally, the study emphasizes the practical significance for Kurikulum Merdeka and Profil Pelajar Pancasila, as it offers a model for integrating local historical resources into character education, promoting moral, civic, and cooperative competencies among students. These methodological considerations ensure that the research not only contributes to academic knowledge but also provides actionable recommendations for teachers, schools, and policy-makers aiming to replicate heritage-based learning initiatives.

**Table 1.** Data Collection Instruments and Observation Cycles

| Instrument / Cycle      | Objective   | Description / Procedure   |
|-------------------------|---|---|
| Questionnaire           | Measure students' understanding of TGP values, cooperative behavior, and nationalism                    | 15 Likert-scale items (1 = strongly disagree, 5 = strongly agree), administered to all 140 students |
| Teacher Interviews      | Explore teachers' understanding of TGP values, instructional strategies, benefits and challenges        | Semi-structured, 30–45 minutes per teacher, 4 teachers interviewed                                  |
| Classroom Observations  | Document teaching strategies, student engagement, collaborative activities, and value-related behaviors | Two instructional cycles: (1) classroom lessons, (2) museum/monument visits                         |
| Observation Focus Areas | Ensure consistency across cycles  | Student participation, group interactions, use of historical artifacts, reflective discussions      |

All instruments were used to collect qualitative and descriptive quantitative data from seventh-grade students and teachers at SMP Negeri 4 Pare. Observation cycles included classroom lessons and museum/monument visits. Cycle 1 focused on guided discussions, introduction to TGP history, and reflective questions, while Cycle 2 involved students exploring TGP artifacts, engaging in group analysis, and connecting historical events to contemporary civic responsibilities.

### 3. FINDINGS AND DISCUSSION

#### 3.1 Findings

##### 3.1.1 Theme 1: Teachers' Understanding of TGP Values

Findings from teacher interviews indicate that Social Studies teachers at SMP Negeri 4 Pare possessed a clear and shared understanding of the struggle values embodied by the *Tentara Genie Pelajar*. Teachers consistently identified core values such as nationalism, discipline, responsibility, cooperation, courage, and resilience as central moral lessons derived from TGP history. One teacher explained:

*"TGP is not only about military history; it represents students who were disciplined, courageous, and willing to sacrifice for the nation. These are values that are still very relevant for our students today."* (Teacher 2)

Teachers viewed TGP values as closely aligned with the *Profil Pelajar Pancasila*, particularly dimensions related to nationalism, cooperation (*gotong royong*), and responsible citizenship. Observational data confirmed that teachers deliberately emphasized these values when explaining historical narratives and during reflective classroom discussions.

Students' responses to TGP-based learning are summarized in Table 2.

**Table 2.** Students' Responses to the Implementation of TGP Values

| Aspect Measured                        | Percentage (%) |
|--|----------------|
| Increased understanding of TGP history | 78             |
| Increased cooperative attitudes        | 72             |
| Strengthened sense of nationalism      | 69             |

Students' engagement with TGP heritage through discussions, projects, and museum exploration is presented in Figure 1



**Figure 1.** Learning activities at SMP Negeri 4 Pare related to TGP-based learning: (a) classroom discussions on TGP history; (b) project-based learning through posters and documentary videos; (c) students' exploration of artifacts in the TGP mini-museum; and (d) museum visits as part of heritage-based instruction.

Figure 1 illustrates the learning activities through which TGP values were implemented in Social Studies classrooms.

### 3.1.2 Theme 2: Pedagogical Practices in Heritage-Based Learning

Classroom observations and interviews revealed that teachers implemented TGP values through three interconnected pedagogical practices: guided classroom discussions, project-based learning, and the use of authentic historical resources. Teachers introduced TGP history through contextual discussions supported by guiding questions and reflective prompts that encouraged students to connect historical events with present-day civic responsibilities.

Project-based learning activities—such as poster creation and documentary video production—enabled students to collaboratively reinterpret TGP history. One teacher noted:

*“When students work on projects, they don’t just memorize history. They discuss, argue, and finally understand why those values matter.” (Teacher 1)*

The use of the school’s TGP mini-museum and monument further strengthened learning experiences. During site visits, students actively observed artifacts, uniforms, photographs, and historical displays. Observational notes showed high student engagement, particularly when students were allowed to ask questions and discuss artifacts in small groups.

The findings of this study reinforce place-based learning theory, which emphasizes the importance of contextualized learning environments in shaping students’ civic and moral development (Gruenewald, 2003; Sobel, 2004). Students’ increased engagement and value internalization suggest that learning grounded in local heritage provides meaningful experiential contexts. In line with museum-based learning literature, direct interaction with artifacts in the TGP mini-museum allowed students to actively construct historical understanding and emotional connections, as suggested by Hooper-Greenhill (2007). These results extend previous studies by demonstrating how school-based heritage sites can function as effective pedagogical spaces for character education at the classroom level.

### 3.1.3 Theme 3: Student Responses and Character Development

Student responses demonstrated positive cognitive and affective outcomes. Questionnaire data showed that 78% of students reported increased understanding of TGP struggle values, 72% indicated improved cooperative attitudes, and 69% expressed a stronger sense of nationalism. These descriptive findings were reinforced by student interviews and classroom observations.

One student stated:

*“Seeing the real objects in the museum made history feel real. It’s easier to understand than just reading a textbook.” (Student 5)*

Teachers also observed changes in students’ behavior, including greater confidence during group presentations, improved collaboration, and increased willingness to express opinions respectfully. These observations suggest that heritage-based learning supported both character development and social

skills.

In addition to observed student engagement and value internalization, the study found that students' reflective practices played a critical role in consolidating character development. During guided reflection sessions, students articulated personal connections between TGP history and contemporary civic issues, indicating a deeper internalization of struggle values. This aligns with recent research on reflective experiential learning, which suggests that deliberate reflection enhances moral reasoning and prosocial behavior (Oldham & McLoughlin, 2025).

The study also highlights the importance of collaborative learning environments. Project-based activities such as poster creation and documentary production fostered peer-to-peer interaction, negotiation, and shared problem-solving. These practices not only enhanced understanding of historical content but also strengthened cooperative attitudes, aligning with Profil Pelajar Pancasila's emphasis on gotong royong. Teachers reported that collaborative projects were particularly effective in engaging students who typically exhibit low participation in traditional lecture-based instruction.

Institutional and policy implications are equally significant. Schools can leverage local heritage and historical artifacts to develop contextualized character education programs. Support from school administration, availability of structured teaching modules, and professional development for teachers emerged as critical enablers. Policy-makers are encouraged to provide resources, training, and guidelines to scale heritage-based learning initiatives, promoting equity in character education across diverse Indonesian schools.

#### 3.1.4 Theme 4: Institutional Supports and Constraints

Several institutional factors supported the successful implementation of TGP-based learning. The presence of authentic historical resources within the school environment was the most significant enabling factor. Administrative support also played an important role by providing scheduling flexibility and access to facilities. One teacher remarked:

*"Without support from the school leadership, it would be difficult to bring students to the museum regularly."* (Teacher 3)

However, the study also identified inhibiting factors. Teachers reported limited availability of structured teaching modules specifically focused on TGP history, insufficient professional development in heritage-based pedagogy, and minimal collaboration with external institutions such as museums and universities. Observational data confirmed that teachers often relied on self-developed materials, leading to variations in instructional quality.

### 3.2 Discussion

The findings of this study align strongly with Lickona's (1991) framework of character education, particularly the integration of moral knowing, moral feeling, and moral action. Through classroom discussions and project-based activities, students developed moral understanding of TGP values (moral knowing), emotional connections through museum experiences (moral feeling), and cooperative behaviors during group work (moral action). This confirms previous assertions that character education is most effective when values are embedded in meaningful learning experiences rather than taught explicitly as moral instruction.

From the perspective of place-based learning theory (Gruenewald, 2003; Sobel, 2004), the use of local military heritage positioned learning within students' lived environments. Unlike abstract national narratives often presented in textbooks, TGP history offered a concrete and relatable context that strengthened students' civic identity. This finding supports international research suggesting that local heritage enhances relevance and student engagement (Lloyd, Truong, & Gray, 2018). No significant contradictions with place-based learning literature were identified; instead, this study extends the theory by demonstrating its application within a school-based military heritage context.

The results also resonate with museum-based learning literature, which emphasizes the pedagogical value of authentic artifacts in fostering deeper historical understanding and emotional engagement.

Students' testimonies and observational evidence confirmed that interaction with physical artifacts enhanced memory retention and motivation. These results extend previous studies by demonstrating how school-based heritage sites can function as effective pedagogical spaces for character education at the classroom level (Hooper-Greenhill, 2007; Li & Zhang, 2025; Dordio, Lancho, Merchán, & Merchán, 2024; Miralles & Molina, 2020; Marcus & Levine, 2021).

Supporting empirical evidence further indicates that collaborative projects foster peer-to-peer interaction, negotiation, and shared problem-solving, enhancing cooperative attitudes and moral reasoning. Specifically, museum educator questioning and guided interactions have been shown to increase student engagement (Tigert, Fotouhi, & Kirschbaum, 2021), museum leaders' facilitation of civics activities promotes civic understanding and participation (Munn & Wickens, 2021), and historical empathy developed during museum visits deepens students' moral reasoning and perspective-taking (Savenije & de Bruijn, 2017). Oldham & McLoughlin (2025) also confirm that structured collaborative learning experiences significantly strengthen cooperative behaviors and group problem-solving skills.

Li & Zhang (2025) highlight how game-based museum learning can increase student engagement, motivation, and cooperative behavior, providing a constructivist framework for experiential learning. Dordio et al. (2024) demonstrate that technologies such as extended reality (XR) can enrich heritage education, offering immersive experiences that enhance understanding and retention of historical knowledge. Miralles & Molina (2020) provide empirical evidence that integrating heritage resources in history teaching positively influences students' comprehension and moral reasoning. Marcus & Levine (2021) show that site-based learning experiences foster deeper emotional connections and social skills, aligning with the aims of character education.

The effectiveness of the TGP context can be explained pedagogically by three factors: the authenticity of learning resources, the emotional resonance of youth participation in historical struggle, and the alignment of TGP values with contemporary character education goals. These elements created a powerful learning environment where history functioned as both cognitive content and moral narrative.

Furthermore, the active role of teachers in guiding reflective discussions, scaffolding project-based activities, and connecting historical artifacts to students' personal and social experiences strengthened the internalization of TGP values. Students were observed to reflect on their learning both individually and collaboratively, deepening their sense of civic responsibility and cooperation. Integrating local military heritage not only enhanced academic understanding but also reinforced the school's identity and culture, illustrating how contextualized character education can foster holistic student development.

These findings have practical implications for educators and school administrators. Teachers can incorporate local-history-based heritage learning to enhance character development, fostering students' civic responsibility, cooperation, and resilience. Schools can adopt project-based, game-based, and museum-based activities as part of their regular curriculum to strengthen student engagement. Policy-makers may consider supporting teacher training and providing resources to replicate such strategies in other schools, ensuring wider impact on character education.

#### 4. CONCLUSION

This study demonstrates that integrating Tentara Genie Pelajar (TGP) values into Social Studies through a local-history-based approach effectively promotes character education among junior secondary students, as evidenced by improved historical understanding, strengthened nationalism, and enhanced cooperative and leadership behaviors. The findings suggest that experiential and heritage-based learning, paired with project-based activities and authentic resources, not only helps students internalize moral and civic values but also fosters their cognitive and socio-emotional development. However, the study is limited by its focus on a single school context and the use of descriptive data without inferential statistical analysis, which constrains the generalizability of the results. Future research should therefore adopt more robust mixed-method and longitudinal designs, expand to diverse educational settings, and explore the integration of digital technologies and socio-emotional dimensions to provide a more comprehensive and generalizable understanding of the

effectiveness of heritage-based character education .

## REFERENCES

- Anton, C., Camarero, C., & Garrido, M.-J. (2018). Exploring the experience value of museum visitors as a co-creation process. *Current Issues in Tourism*, 21(12), 1406–1425.  
<https://doi.org/10.1080/13683500.2017.1293752>
- Dordio, A., Lancho, E., Merchán, M. J., & Merchán, P. (2024). Cultural heritage as a didactic resource through extended reality: A systematic review of the literature. *Multimodal Technologies and Interaction*, 8(7), Article 58. <https://doi.org/10.3390/mti8070058>
- Fadillah, F., & Suharno, S. (2021). The role of student activists in strengthening nationalist character in the industrial revolution 4.0 era. *Jurnal Civics: Media Kajian Kewarganegaraan*, 18(2), 304–323.  
<https://doi.org/10.21831/jc.v18i2.40476>
- Gruenewald, D. A. (2003). The best of both worlds: A critical pedagogy of place. *Educational Researcher*, 32(4), 3–12. <https://doi.org/10.3102/0013189X032004003>
- Handayani, W., Sulistyantoro, H., Dermawan, R., & Ratnawati, E. T. R. (2023). Creating national resilience through state defence and student character at Gerakan Sekolah Belajar. *Jurnal Pendidikan Indonesia*, 12(4). <https://doi.org/10.23887/jpiundiksha.v12i4.58359>
- Hooper-Greenhill, E. (2007). *Museums and education: Purpose, pedagogy, performance*. Routledge.  
<https://doi.org/10.4324/9780203937525>
- Hynd, S. (2020). Small warriors? Children and youth in colonial insurgencies and counterinsurgency, ca. 1945–1960. *Comparative Studies in Society and History*, 62(4), 684–713.  
<https://doi.org/10.1017/S0010417520000250>
- Li, H., & Zhang, M. (2025). Museum game-based learning: Innovative approaches from a constructivist perspective. *Frontiers in Education*, 10, Article 1576207.  
<https://doi.org/10.3389/feduc.2025.1576207>
- Lloyd, A., Truong, S., & Gray, T. (2018). Take the class outside! A call for place-based outdoor learning in the Australian primary school curriculum. *Curriculum Perspectives*, 38(2), 163–167.  
<https://doi.org/10.1007/s41297-018-0050-1>
- Marcus, A., & Levine, P. (2021). School trips to historical sites: Students' cognitive, affective and physical experiences. *History Education Research Journal*, 21(3).  
<https://doi.org/10.14324/HERJ.21.03>
- Miles, J., & Gibson, L. (2022). Rethinking presentism in history education. *Theory and Research in Social Education*, 50(4), 509–529. <https://doi.org/10.1080/00933104.2022.2115959>
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Sage Publications.
- Monteagudo-Fernández, J., Gómez-Carrasco, C. J., & Chaparro-Sainz, Á. (2021). Heritage education and research in museums: Conceptual, intellectual and social structure within a knowledge domain (2000–2019). *Sustainability*, 13(12), Article 6667. <https://doi.org/10.3390/su13126667>
- Munn, K., & Wickens, K. A. (2018). Public history institutions: Leaders in civics through the power of the past. *Journal of Museum Education*, 43(2), 91–103.  
<https://doi.org/10.1080/10598650.2018.1453598>
- Nugroho, S. B., Gustarina, F. C., & Halkis, M. (2023). Character development of youth generation in facing global competition: Indonesia's experience in the Jokowi era. *Social Development and Security*, 13(4). <https://doi.org/10.33445/sds.2023.13.4.8>
- Oldham, P., & McLoughlin, S. (2025). Character education empirical research: A thematic review and comparative content analysis. *Journal of Moral Education*. Advance online publication.  
<https://doi.org/10.1080/03057240.2025.2480185>
- Savenije, G. M., & de Bruijn, P. (2017). Historical empathy in a museum: Uniting contextualisation and emotional engagement. *International Journal of Heritage Studies*, 23(9), 832–845.  
<https://doi.org/10.1080/13527258.2017.1339108>
- Sinaga, R., Maulana, A., Limbong, I. S., Piliang, P. H., & Sinaga, Y. S. (2025). The contribution of youth

- and women's movements to the Indonesian national awakening (1908–1945). *Criksetra: Jurnal Pendidikan Sejarah*, 14(2), 196–207. <https://doi.org/10.36706/jc.v14i2.110>
- Sobel, D. (2004). *Place-based education: Connecting classrooms and communities*. Orion Society. [https://books.google.com/books/about/Place\\_based\\_Education.html?id=jm1xAAAACAAJ](https://books.google.com/books/about/Place_based_Education.html?id=jm1xAAAACAAJ)
- Soto-González, M. D., Sánchez, R., & López, A. (2025). Museums, universities, and schools as places of collaboration. *Education Sciences*, 15(5), Article 567. <https://doi.org/10.3390/educsci15050567>
- Stolare, M., Ludvigsson, D., & Trenter, C. (2021). The educational power of heritage sites. *History Education Research Journal*, 18(2), 264–279. <https://doi.org/10.14324/HERJ.18.2.08>
- Tigert, J. M., Fotouhi, G., & Kirschbaum, S. (2021). An investigation of museum educators' questioning during field trips. *Learning, Culture and Social Interaction*, 31, Article 100571. <https://doi.org/10.1016/j.lcsi.2021.100571>