



The Narrative of Wan Abdurrahman's Struggle as a Contextual Learning Medium in Elementary Education

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Article Info	Abstract
<p>Article history: <i>Received:</i> 2026-02-06 <i>Revised:</i> 2026-05-01 <i>Accepted:</i> 2026-05-01</p> <p>Keywords: <i>narrative of struggle; Wan Abdurrahman; basic education</i></p> <p>This is an open-access article under the CC BY-SA license. Copyright © 2026 by Author. Published by Yayasan Mujtahidin Sajimah Selong (Musa Foundation), Indonesia.</p>	<p>Science and science learning in elementary education require a contextual approach that can link concepts to students' real experiences. One approach that has the potential to strengthen meaningful learning is the use of narratives of national figures' struggles as a learning medium. This article aims to analyze the relevance of narratives of Wan Abdurachman's struggles as a contextual learning medium in elementary education, particularly in science and science learning. This research uses a qualitative approach, employing a conceptual-pedagogical study based on a literature review. Data were obtained from scientific literature discussing Wan Abdurachman's struggles, contextual learning theory, and studies of value-based learning in elementary education. Data analysis was conducted through conceptual thematic analysis to identify the values of struggle and their pedagogical implications in science and science learning. The results of the study indicate that Wan Abdurachman's struggle narratives contain values of togetherness, social responsibility, and the meaning of independence that are relevant to integration in science and science learning. Using narratives of struggle as a medium for contextual learning helps students understand social concepts more meaningfully and supports the development of character and national awareness from an early age. Thus, integrating narratives of local figures' struggles in science and science learning is a potential pedagogical approach to improve the quality of elementary education.</p>

INTRODUCTION

Science learning in elementary education is designed to help students understand natural and social phenomena in an integrated manner through contextual learning experiences. In this context, the use of narrative as a learning medium plays a strategic role because it can bridge abstract concepts with students' concrete experiences (Alfigo et al., 2025; Yolanda et al., 2025). Narratives not only serve as a means of conveying information but also as a vehicle for internalizing values through storylines that resonate with students' lives. Therefore, the use of narrative in science learning is a relevant pedagogical approach for fostering conceptual understanding while building students' core attitudes and values (Bruner, 1996; Hidi & Renninger, 2006).

Narratives of struggle, particularly those from national figures, embody values of togetherness, social responsibility, and a spirit of service that align with the goals of basic education. In social studies (IPAS) learning, narratives of struggle can be positioned as a learning context that helps students understand the meaning of independence and

national life through the lens of human experience (Benu & Mbuik, 2024). This approach allows students to see the relationship between individual actions, social conditions, and their impact on shared life. Thus, narratives of struggle function not only as historical narratives but also as contextual learning media that support character building and value literacy in IPAS learning (Narvaez et al., 2014).

One figure who made a significant contribution to the nation's struggle was Wan Abdurachman. Historical studies show that Wan Abdurachman played an active role in the national movement through organizational activities and ideological struggles aimed at raising public awareness against colonialism. His struggle, which developed in South Sumatra and Lampung, reflects the role of local figures in the national struggle's dynamics. The values of courage, consistency, and social responsibility reflected in Wan Abdurachman's struggle provide a relevant contextual foundation for integration into elementary school science learning, serving as a concrete example of the individual's role in social and national life (Jihan et al., 2025).

Several previous studies have shown that context-based and narrative-based learning can increase student engagement and strengthen understanding of values in integrated science and social studies learning. A contextual approach to science learning in elementary schools has been shown to help students connect concepts to real life, making learning more meaningful and sustainable (Syafi'aturrosyidah, 2024). Furthermore, story-based learning and real-life characters contribute to character formation through reflection and interpretation of human experiences within specific social contexts (Lickona, 1991). However, most of these studies still focus on general contexts or pure science and have not specifically examined narratives of national figures' struggles as contextual learning media in science studies in elementary education.

Based on this description, this study takes a novel approach by linking the narrative of Wan Abdurachman's struggle to social studies (IPAS) learning in elementary schools as a contextual learning medium. This study does not position the narrative of the struggle as merely historical material, but rather as a pedagogical tool to help students understand the values of togetherness, social responsibility, and the meaning of independence in everyday life. With this approach, the narrative of the struggle serves as a bridge between IPAS and the formation of student character.

Accordingly, this study aims to analyze the relevance of Wan Abdurachman's struggle narrative as a contextual learning medium in elementary education, particularly in science and social studies (IPAS). This research is expected to provide a conceptual contribution to the development of meaningful IPAS learning and serve as a reference for teachers in integrating the struggle narrative of national figures into the learning process in elementary schools.

METHOD

This study uses a qualitative, conceptual-pedagogical approach based on the literature. This approach was chosen because the research objective was not to empirically measure learning effectiveness, but rather to analyze the pedagogical relevance of Wan Abdurachman's narrative of struggle as a contextual learning medium in elementary school science. The conceptual study allows researchers to examine the meaning, value, and educational potential of a narrative within the framework of learning theory and character education (Creswell & Poth, 2018).

The research data sources consist of primary and secondary literature relevant to three main focuses, namely: (1) the narrative of Wan Abdurachman's struggle, (2) science learning in elementary schools, and (3) contextual learning theory and value-based education. Primary literature includes scientific journal articles that discuss Wan Abdurachman's role and struggles in the context of the history of the national movement. Secondary literature includes academic books and international journal articles that discuss the use of narrative, context, and values in elementary education.

Data collection techniques were conducted through document analysis of established library sources. Each source was analyzed to identify its value content, the context of the struggle, and its potential integration into science and natural sciences learning. Researchers noted key concepts related to the values of togetherness, social responsibility, and the meaning of independence that emerged in Wan Abdurachman's narrative of struggle, and then linked them to the objectives and characteristics of science and natural science learning in elementary schools.

Data analysis was conducted using conceptual thematic analysis, namely by grouping data into main themes relevant to the research focus. These themes include: (1) the values of struggle in the character's narrative, (2) the function of narrative as a contextual learning medium, and (3) the pedagogical implications of the struggle narrative in science and science learning. The analysis process was carried out in stages, involving data reduction, thematic presentation, and the extraction of conceptual meanings to produce a complete and coherent synthesis (Miles et al., 2014).

To ensure the validity of the study, the researcher conducted a rigorous source review and employed theoretical triangulation, comparing conceptual findings across diverse literatures and perspectives. This ensures that the resulting interpretations are not merely subjective but are supported by theoretical frameworks and previous research findings. The analysis results are then formulated into pedagogical interpretations relevant to science learning in elementary education.



RESULTS AND DISCUSSION

The Values of Wan Abdurachman's Struggle from the Perspective of Science Learning in Elementary Schools

The narrative of Wan Abdurachman's struggle contains fundamental values relevant to the objectives of science and natural sciences learning in elementary schools, particularly in strengthening students' understanding of social life and the meaning of nationality. The value of togetherness is evident in this figure's involvement in collective movements and organizational networks aimed at building public awareness of the struggle against colonialism. In science and natural sciences learning, this value of togetherness can be interpreted as an individual's ability to work together and contribute to social life, which is a basic competency for students in understanding human relations in their surroundings. Through a contextual narrative of the struggle, students are introduced to concrete examples of how collective action has a broad social impact (Jihan et al., 2025).

In addition to togetherness, the value of social responsibility is also an important aspect reflected in Wan Abdurachman's struggle. His struggle activities demonstrate an awareness of the individual's role in fighting for the common good, not merely for personal gain. From the perspective of social studies learning, this value of social responsibility is relevant to helping students understand that every human action has social consequences. Learning that connects the narrative of the struggle to students' daily lives can foster awareness that protecting the social environment, obeying rules, and behaving fairly are part of the responsibility as members of society (Narvaez et al., 2014).

The meaning of independence is also an important element in Wan Abdurachman's narrative of the struggle, which can be integrated into social studies learning. Independence is not merely understood as a historical event, but as the result of a long process of collective struggle and sacrifice. In the context of basic education, the meaning of independence is directed at students' ability to value freedom, respect differences, and maintain unity in everyday life. With a narrative approach, students can understand that independence has social implications that must be maintained through positive attitudes and actions within the school and community (Lickona, 1991).

The integration of Wan Abdurachman's values of struggle into science and natural science learning provides teachers with the opportunity to meaningfully connect social concepts to local and national contexts. Values of togetherness, social responsibility, and the meaning of independence can be developed through learning activities that emphasize discussion, reflection, and observation of the surrounding environment. This approach aligns with the principles of contextual learning, which emphasize the connection between subject matter and the realities of students' lives. Thus, narratives of struggle not only enrich the content of science and natural science learning but also serve to shape attitudes and values relevant to the goals of basic education (Bruner, 1996).



The Narrative of Wan Abdurachman's Struggle as a Contextual Learning Media in Science Learning

Wan Abdurachman's narrative of struggle has strong potential as a contextual learning medium in elementary school science lessons because it presents real human experiences within a social and national context. In contextual learning, material is not presented as isolated information but rather linked to meaningful life situations for students (Muis et al., 2023). The narrative of struggle helps students understand social concepts through stories about the actions, choices, and consequences of real-life characters. This approach aligns with the principles of contextual learning, which emphasize the connection between academic knowledge and students' life experiences (Johnson, 2002).

In social studies (IPAS) learning, Wan Abdurachman's narrative of struggle can be used to deepen students' understanding of social life, the role of individuals in society, and the dynamics of human relationships with their social environment. Through narrative, students not only learn about what happened in the past but are also encouraged to understand the reasons and impacts of characters' actions within a specific social context. This process helps students develop a deeper conceptual understanding because learning occurs through an easy-to-follow storyline that closely aligns with the thinking of elementary school-aged children. Narrative, in this case, functions as a cognitive tool that helps students actively construct meaning (Bruner, 1996).

Using narratives of struggle as a contextual learning medium also increases student engagement. Stories about the struggles of real-life figures tend to spark curiosity, empathy, and emotional involvement in students, which are important factors in meaningful learning. This engagement encourages students to be more active in discussions, ask questions, and reflect on the values contained in the stories (Ginting et al., 2025). In science learning, active student engagement is crucial for helping them connect social concepts to the realities of everyday life more comprehensively (Hidi & Renninger, 2006). Furthermore, the use of Wan Abdurachman's narrative of struggle in science and science learning provides teachers with the opportunity to develop learning strategies oriented toward reflection and the interpretation of values. Teachers can guide students to identify the character's actions, the values they reflect, and their relevance to life in the school environment and society. This approach not only strengthens students' conceptual understanding but also facilitates the internalization of values of togetherness, social responsibility, and the meaning of independence. Thus, the narrative of struggle serves as a contextual learning medium that bridges the mastery of science and science knowledge with the ongoing formation of students' attitudes and values.

Pedagogical Implications of Wan Abdurachman's Struggle Narrative in Science Learning in Elementary Schools

The use of Wan Abdurachman's narrative of struggle in science learning has implications for strengthening meaningful learning by encouraging students to connect



concepts to real human experiences. In science, understanding of social and national life is not adequately conveyed through conceptual definitions but requires a context that allows students to actively construct meaning. The narrative of struggle provides this context by presenting social situations, action choices, and consequences that elementary school students can understand. This approach aligns with the view that meaningful learning occurs when new knowledge is connected to students' cognitive structures and experiences (Ausubel, 2000).

The next implication is seen in the development of students' reflective skills and social empathy. Through narratives of struggle, students not only learn what the characters do but are also encouraged to understand the reasons, challenges, and societal impact of those actions. This process encourages students to reflect on the values of togetherness and social responsibility in their daily lives, such as working together at school and respecting differences. In science learning, this reflective ability is important because it helps students see the interconnectedness between individuals, society, and the social environment more holistically (Narvaez et al., 2014).

Furthermore, the use of narratives of struggle as a medium for contextual learning has implications for the teacher's role as a designer of learning experiences. Teachers function not only as transmitters of material but also as facilitators, guiding students to explore the meaning and value of the narratives they learn. Teachers can develop discussion activities and reflective question-and-answer sessions, linking them to local contexts to make science learning more lively and relevant. This approach supports learner-centered learning and encourages active engagement in the learning process (OECD, 2018).

Another pedagogical implication is the strengthening of the integration of science and natural sciences learning with character education. Wan Abdurachman's narrative of struggle allows the values of togetherness, social responsibility, and the meaning of independence to be internalized naturally through the learning process, rather than through normative moral instruction. Thus, science and the natural sciences serve not only as a subject for developing knowledge but also as a vehicle for forming attitudes and values relevant to national life. This approach demonstrates that narratives of struggle play a strategic role in advancing the goals of holistic and sustainable basic education.

The use of local stories in science learning also emphasizes the strategic role of educators as a bridge between learning materials and students' lived realities. Stories of the struggles of local figures such as Wan Abdurachman are geographically, socially, and culturally close to students' environments, making them easier to understand and interpret contextually. In this case, educators are required not only to convey stories as historical narratives but also to manage them as learning resources relevant to students' daily experiences. A local context-based approach helps teachers build meaningful learning because students can see the direct connection between the values of struggle, the environment in which they live, and the social life around them. Contextual learning



based on local stories also strengthens the role of teachers as facilitators of reflection and value instillation, so that the science learning process is inseparable from students' socio-cultural realities and can support the goals of basic education, which are oriented towards character building and national awareness from an early age.

CONCLUSION

The narrative of Wan Abdurachman's struggle is highly relevant as a pedagogical tool for contextual learning in elementary school science (IPS) instruction. Through narratives of struggle, students are not only introduced to past events but also encouraged to understand the values of togetherness, social responsibility, and the meaning of independence within the context of real-life social life. Learning that integrates narratives of struggle enables students to develop a more meaningful understanding because IPS concepts are presented through human experiences that are close to the students' social and environmental realities.

The use of narratives about the struggles of local figures in science and in learning about the natural sciences also emphasizes the important role of educators as facilitators of contextual learning. Teachers have a strategic role in managing local stories as learning resources that are relevant, reflective, and oriented towards building students' character. By linking the values of Wan Abdurachman's struggles to students' daily lives, science and natural sciences learning can function holistically, not only developing conceptual knowledge but also fostering national awareness and responsible social attitudes from an early age. Therefore, integrating narratives about the struggles of local figures in science and natural science learning is a potential pedagogical approach to support the goals of meaningful and sustainable basic education.

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