



Integrating Online News based on Local and Oral History

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Abstract. This article aims to analyze the process of training and writing online news based on local and oral history in Pacitan Regency. It also explains the integration process of the various online news based on local history as an accessible website for the public. This action is based on the ironic fact that most of online news about historical events and sites in Pacitan is written superficially and lacks valid sources. Some historical events and sites have also never been written as popular articles or news. Choosing to write local history with an oral history approach as news is a simple way to introduce the history around to the people. As we know, people nowadays are more engaged with something catchy rather than academic paper or research. However, this online news based on local and oral history must still refer to academic and valid sources. So, with a descriptive qualitative method, this article will explain the process from the writing workshop, news production, and news integration in a website. As a result, the writing workshop is carried out for high school students where they are trained to write proper and accurate online news based on local and oral history. They were also taught to do basic history research with an oral history approach. After various news was gathered, they integrated into an accessible website named *Jejak Pacitan*. In the end, integrating online news based on local and oral history is not only producing some local history news, but also providing skill to the young people regarding their own history and how to write it properly.

Keywords: Local History, Oral History, News, Writing.

1 Introduction

Every place is a witness to a series of events and experiences of its people over time, and Pacitan Regency is no exception. However, public knowledge and awareness of history are not yet apparent. This is demonstrated by research related to local history in Pacitan Regency, which is apparently unknown to the public [1], and is even less conveyed in formal learning [2]. Several arts and performances held periodically, which actually have strong historical roots, have also not raised public historical awareness. The history of the region itself is still difficult to access. On the official website of the Pacitan Regency government, there is only information regarding the list of its regents, there is no separate section presenting the history of Pacitan as a regency [3]. Several buildings from the Dutch and Japanese colonial periods, the remains of which can still be seen around residential areas [4] are also not considered very important as history by the community.

Not only that, many discourses about historical sites in Pacitan Regency from the post-independence period are also inaccurate. For example, this can be seen in articles about the Palagan Tumpak Rinjing Monument, which is presented as a legacy of General Sudirman, without considering its historical validity [5]. This reality is very unfortunate considering that Pacitan possesses a lot of potential regarding its history. On the other hand, this region also has the potential of its younger generation, especially students at the secondary and high school level who are very familiar with digital space as a learning medium and a medium of persuasion. This potential can actually be maximized to reconstruct local history.

Potential also arises from the existence of communities focused on inclusivity and improving the quality of education. One such community is the Pacitan Cerdas (PACE). The PACE Community was founded in 2021 and is headquartered on Jl. Sunan Kudus, Ngetol, Widoro, Pacitan. This community's mission is to produce a generation that is intelligent, character-driven, and competitive in the digital era. To achieve this mission, PACE has conducted several activities, such as PACE Kelas and PACE Workshop which offers free training from experts [6]. Based on the results of an interview with the head of the PACE Community in December 2025, he expressed his concern regarding the low level of historical awareness in the community, even though the surrounding potential is very adequate. Furthermore, he also mentioned his desire to convey local history in learning (personal communication, Feb. 2026). Therefore, a solution needed is how we can convey our local history to the people and the younger generation. So, the solution chosen is a kind of training to write online news based on local and oral history, which will later be integrated into a website media.

Writing history as news has become the preferred solution because today's people tend to be more interested in catchy written content than the results of rigid, raw scientific research. News related to events or phenomena surrounding the society, then reviewed for historical discussion, is likely to be more easily consumed by the wider public. Writing historical news or reports, in this case, does not mean minimizing the role and impact of scientific research. Rather, it is a way to make scientific research more accessible to the public. One important principle in writing history as news is that the writing must adhere to historical methods, particularly in the process of collecting sources, which is also crucially supported by oral history. Therefore, this article aims to explain and analyze the process of writing Pacitan's local history as online news, including training in reportage writing for the younger generation, collecting sources, and integrating the results into a public website.

2 Method

This study employed a qualitative approach using a case study strategy to explore the implementation of training in writing online news based on local and oral history in Pacitan and its integration into a publicly accessible website. A qualitative approach is appropriate because it aims to understand the meanings individuals assign to social phenomena through natural settings, inductive analysis, and contextual interpretation [7]. The case study strategy enabled an in-depth investigation of a single training program as a bounded case, focusing on the processes of identifying local historical

sources, applying historical and oral history methods in news writing, and disseminating the reports through digital media. The study involved two source persons and nine participants who took part in the local history reporting training. Data were collected through participant observation and document analysis, including training materials, participants' historical news reports, field notes, photographs, and website content. To enhance the credibility of the findings, member checking was conducted by asking participants to review and confirm the accuracy of the researchers' interpretations.

Data analysis followed Creswell's qualitative procedures, including organizing the data, reading the entire dataset, coding meaningful information, developing categories and themes, interpreting the findings, and presenting them in a descriptive narrative. The analysis generated three major themes: (1) the historical potential of Pacitan as a source of local history, (2) the implementation of historical and oral history methods in the news reporting training, and (3) the integration of participants' historical news reports into a website as an open-access digital resource for the public.

3 Result and Discussion

3.1 The Potential History of Pacitan Regency

Pacitan Regency is one of 38 provinces in East Java, located in the south-west part. Astronomically, Pacitan is located between 7°92'-8°29' South Latitude and 110°91'-111°43' East Longitude. This astronomical position influences the climate conditions in this region with an area of 1,389.8716 km or 138,987.16 Ha. The area is mostly hills, there are approximately 300 small mountains spread throughout the Pacitan Regency and steep ravines which are part of the Seribu Mountains which stretch along the south of Java Island, while the rest is lowlands. Pacitan is known as *Kota Wisata* (the City of Tourism) or *Kota 1001 Goa* (the City of a Thousand Caves). This is due to its extraordinary natural wealth and exoticism, which often captivate visitors [8].

The geographical location of Pacitan Regency, which is located in the westernmost part of East Java and borders Central Java, makes this regency have an important role in the events of the Indonesian war of independence [4]. Not only that, Pacitan region has also been an important stage in Indonesia's prehistoric period. Pacitan is also quite rich in traditions, most of which are rooted in the Hindu-Buddhist and Islamic periods. With the various events that occurred in Pacitan, as well as the historical sites that can still be found today, efforts are crucial to preserving and preserving local history. On the other hand, in the national historical narrative, events of the war of independence in Pacitan are rarely discussed. If we search for the history of Pacitan, the first thing that appears is a discussion about the prehistoric period.. Information about Pacitan during the Dutch colonial period is also scarce.

Another example is the narrative in a history textbook published by the Ministry of Education, Culture, Research, and Technology in 2022, covering the topics "Upheaval at the Start of the Revolution" and "Diplomacy and Guerrilla Struggle." While the discussion doesn't explicitly discuss General Sudirman's role in his guerrilla tactics, there is a narrative about him in the evaluation questions [9]. Several studies have also stated that history learning does not sufficiently highlight

the details of local events that are never discussed in national history materials. The details of local historical events relate to the relevance of events that occurred at the national level to those at the local level, so the material students learn in history lessons is less contextualized to the students' environment. If we examine further, in Pacitan there are several monuments related to the war of independence period. Examples include the General Sudirman Monument in Nawangan District, near the house that Sudirman once used as his headquarters during the guerrilla war, and the Palagan Tumpak Rinjing Monument with statues of Sudirman and Slamet Riyadi, which was authorized by the Ministry of Information of the Republic of Indonesia on May 20, 1980 [10].

The Tumpak Rinjing incident, or often called the *Palagan Tumpak Rinjing*, is one of the events that occurred in Pacitan after the outbreak of the *Serangan Umum 1 Maret* 1949 in Yogyakarta. The Dutch conducted patrols to comb through fighters who tried to defend Indonesia, all the way to the Pacitan region to raid General Sudirman's hiding place. The Tumpak Rinjing incident occurred on June 7, 1949, where local people fought to destroy Dutch army reinforcements and military supplies coming from Pacitan towards Solo [4]. However, this event is never discussed in history learning in schools. Even in popular articles, it is often explained as a war waged by Sudirman and Slamet Riyadi. The Pacitan war of independence represents a historical narrative of Pacitan Regency that deserves further exploration and preservation as a collective memory.

The events of the war of independence, and even the colonial period, left behind many historic buildings in Pacitan, such as forts, piers, and monuments. Events that are rarely seen in public, and historical sites that have become meaningless structures within the community, certainly need to be rediscovered. A possible solution is to incorporate local history into learning, as many events occurring in the region are relevant to the national history curriculum [11]. Local history can also present various new phenomena, including those related to the role of local heroes in struggles related to national events [12]. Not only through history lessons, local historical narratives also need to be conveyed to the wider public in a form of information that is light and easily accessible, yet remains a product of historiography. In this delivery, the role of students is crucial. This way, they will not only learn local history passively but also actively participate in source research, writing, and conveying it to the public in the form of popular writing. Therefore, we are conducting training activities for students in Pacitan Regency to prepare local history reports.

3.2 Training and Writing Online News Based on Local and Oral History

One of the core materials in integrating online news based on local & oral history is online news writing. Thus, there is a training program or workshop regarding how to write online news based on local and oral history in Pacitan Regency. This workshop, held on Saturday, July 18 2026, is attended by nine participants from high school level in Pacitan and delivered before the data collection session with the aim that the interviews and tracing of local history could be transformed into journalistic content that could be fit on digital platforms. The provision of material was carried out through interactive lecture methods, presentation of news examples, and hands-on

writing workshop accompanied by the team from Department of History, Universitas Negeri Malang. The source persons of this workshop are Annisaa Khansa Labibah, M. A., a lecturer and expert in socio-cultural history, and Dr. Ardeti Jeni Abdilla, M. Pd., a lecturer who experienced in writing field. This workshop was carried out in collaboration with the *Pacitan Cerdas* (PACE) as an effort to increase the capacity of the community in making the potential of local history into information that is easily accessible to the public.

The first material, carried by Annisaa Khansa Labibah, emphasizes that writing online news based on local history cannot be separated from historical research methods. Participants were introduced to the concept of history as a scientific reconstruction of human life in the past which was compiled based on facts, interpretation, and critical analysis [13]. In this session, participants were also introduced to the five stages of historical research according to Kuntowijoyo, namely: 1) topic selection; 2) heuristics; 3) source criticism; 4) interpretation; and 5) historiography [14]. The topic selection stage is directed so that participants choose themes which have historical value, are supported by the availability of sources, and allow for research. Then at the heuristic stage, participants were introduced to various types of historical sources, both primary sources such as archives, documents, photographs, newspapers, and interviews with historical actors, as well as secondary sources such as books, scientific articles, and previous studies. Furthermore, participants were given an understanding of the importance of source criticism, both external criticism to test the authenticity of sources and internal criticism to assess the credibility of the sources obtained. After the source is verified, the next stage is to interpret historical facts before finally compiling a historical narrative through the historiography stage.



Fig. 1. Annisaa Khansa Labibah delivered the materials regarding historical research.

The second session delivered by Ardeti Jeni Abdilla focused on transforming the results of historical research into historical reportage in the form of online news that is communicative and interesting to the public. Historical reportage is understood

as popular writing that raises historical figures, places, objects, and events through the process of extracting sources, verifying, interpreting, and presenting interesting narratives. So, the material begins with an explanation of the differences between popular writings—like online news or historical reportage— and scientific articles. If scientific articles aim to convey the results of research academically, historical reportage is written to bridge the results of historical research with the wider community through simpler language without reducing the accuracy of the facts. The session also followed by an explanation of the characteristics of online news that distinguish it from printed news. Those are immediacy, multimedia elements, interactive, and utilizing linked structures to enrich the context and credibility of information [15]. These characteristics are closely related to the consequences of non-linear reading patterns, so online readers tend to scan the writing rather than reading it sequentially [16]. This condition became the basis for the team to emphasize the importance of adjusting news writing styles when local historical narratives were transferred to an online format.



Fig. 2. Ardeti Jeni Abdilla discusses writing online news based on local history potential.

The core material of writing online news is focused on four basic competencies. First, the application of the inverted pyramid structure, which is to place the most important information in the opening paragraph (lead) and supporting details in the next paragraph, a basic journalistic rule that remains relevant in the digital age [17]. Second, the technique of preparing titles that are concise, accurate, and contain relevant keywords so that they are easy to find through search engines [18]. Third, the use of short paragraphs and sentences is effective to make it easier to read on mobile phone screens, accompanied by the use of subheadings to break down long historical narratives into segments that are easy to scan. Fourth, the integration of multimedia elements such as documentation photos or maps of the locations of historical events, which function to strengthen authenticity as well as the visual appeal of news [16]. Furthermore, participants received assistance in determining the topic and style of writing. This process begins by identifying historical potential in the

surrounding environment, such as historical buildings, monuments, cultural sites, local figures, traditions, and community memories that are inherited orally. Participants were directed to narrow the topic down to a more specific focus so as to produce research questions that are clear and relevant to the current state of society. In addition, participants were introduced to the technique of preparing reportage questions which included the identification of historical objects, relevant sources, supporting sources, the urgency of the story, and conflicts or changes that make the narrative interesting to readers.

In addition to the technical aspects of writing, participants were also equipped with an understanding of the processing of oral history materials into news material that can be accounted for. The team emphasized the need for cross-verification of information obtained from sources and historical interview techniques, ranging from digging into the concrete experiences of the sources and asking for supporting evidence in the form of photos or documents to distinguishing between memories, opinions, and historical facts [19]. Participants were also trained to accurately transcribe interviews, include the context and identity of the source, and avoid sensationalism of titles that can distort historical facts for the sake of readability.

The next activity is brainstorming to determine the historical topic for producing online news. Then, the participants and the source persons agreed to make six topics related to history in Pacitan Regency, including: 1) History of Pacitan Regency; 2) Mausoleum Djamijah; 3) Sudirman guerrillas in Nawangan; 4) History of *Ceprotan*; 5) History of Floods in Pacitan; and 6) History of the Palagan Tumpak Rinjing Monument. Nine participants were divided to write a reportage based on the topics, and there were several topics that were worked on by two people, those are the history of floods in Pacitan, the history of the Palagan Tumpak Rinjing Monument, and the history of *Ceprotan*. In the practical session, participants were asked to draft a short news article then present the results to get feedback from the facilitator and fellow participants. This practice-based approach and direct feedback is in line with similar journalistic training patterns, where material introductions, writing workshops, and criticism and suggestions sessions on the work of participants have proven to be effective in improving the writing and reading of news manuscripts among workshop participants [20].



Fig. 3. The participants were brainstormed to determine the topic.

In general, this online news writing training contributes to strengthening the capacity of participants in two aspects at once: digital journalistic rules (structure, speed, readability, and platform optimization) and methodological sensitivity to oral historical sources (verification, contextualization, and ethics of sources). The combination of these two aspects is an important provision for participants to produce online news content that is not only interesting and easily accessible, but also accurate and maintains the value of local wisdom as part of efforts to preserve community history.

3.3 Integrating Online News into Website *Jejak Pacitan*

Based on the six topics that have been determined, participants individually and in groups began to collect data. The selection of topics includes the history of Pacitan Regency, the history of Djamijah Mausoleum, the history of the Sudirman guerrilla and the condition of the people in Nawangan 1949, the history of the *Ceprotan* tradition, the history of floods in Pacitan, and the history of the Palagan Tumpak Rinjing Monument. These topics were chosen because so far, the history of Pacitan Regency on several online platforms has not been comprehensively arranged. Likewise with the Djamijah Mausoleum, the most striking tomb in the *Makam Kukur* complex that leaves questions for many people, but the information is very rare. How the people in Nawangan when Sudirman carried out guerrilla warfare and were headquartered there also have not been much discussed, as well as the roots and history of the *Ceprotan* tradition. The Pacitan area, which is geographically prone to floods, is also very important to be studied from a historical point of view. Lastly, the Palagan Tumpak Rinjing Monument, a monument with a statue of Sudirman, but why is it in a place far from Sudirman's headquarters in Nawangan. These topics are very important to be conveyed into clear, light information, but still based on credible sources.

The participants are given two weeks time to actually collect the data, either through exploration of primary and secondary sources or through oral history. After that, they wrote the results in the form of a news' draft. For better results, the team from the Department of History facilitated an online review at the end of the first week to check the progress and solve the problems that participants faced when they collected information. From this review session, it found that the writing of Djamijah Mausoleum's history faced a problem regarding the primary sources. When the participant wanted to ask the caretaker in *Makam Kucur* to collect information, he could not find the person. Our team then suggested him to use the secondary sources like studies from academics before. Overall, the obstacle faced by the participants is limited time and the absence of archives as primary sources. Therefore, the team suggested them to use secondary sources or find the people to collect information regarding their collective memories. The writers then continued to finish their project in a week before they submitted it to the team of the Department of History.

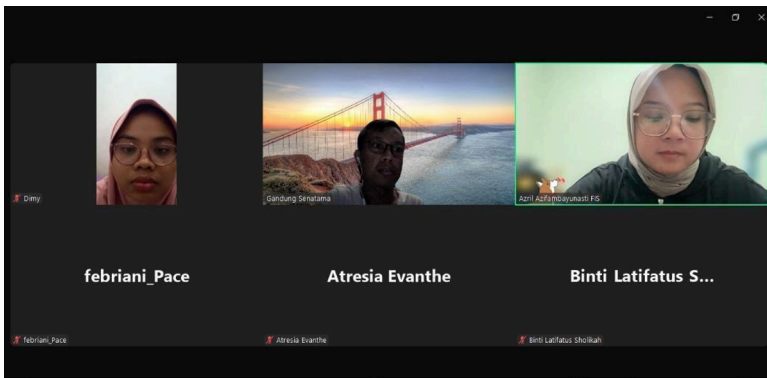


Fig. 4. Review session by online meeting.



Fig. 5. Interview process done by the participant.

The final project of local history news that already submitted then integrated into a public website. The news were already detailed with pictures and sources. Thus, they were integrated into a website that developed by the team of Departement of History named *Jejak Pacitan*. It will also be shared through PACE's instagram account @pacitan.cerdas. The team chose website to integrate the local news due to several reasons. As we know, website is a system that is used as a tool to disseminate information through the internet. The information disseminated can be in the form of text, audio, image, or even video. This means that the information contained in a website is static and dynamic, where the information will be static if the existing information is fixed, and conversely the information will be dynamic if the information connected to the page networks is changed or added [21].

One of the primary advantages of website is it accessibility and flexibility. Users can access information anytime and from virtually any location with an internet connection, making website an effective tool for information sharing [22]. Another significant strength is the ease of updating content, allowing organizations to disseminate current information rapidly without the costs associated with printed materials. Additionally, website enable broader dissemination of information to diverse audiences while supporting communication through feedback forms, discussion forums, and social media integration [23]. These characteristics make website efficient platforms for education, business, and public services. Despite their numerous advantages, website also present several limitations. Their effectiveness largely depends on users' internet connectivity and digital literacy. Research by Hasan and Abuelrub emphasizes that website also possible to poor usability, including complicated navigation, inconsistent design, and slow loading speed. Those can significantly reduce user satisfaction and discourage continued website use. Furthermore, website require continuous maintenance to ensure content accuracy and security [24]. Therefore, successful website implementation requires not only attractive design but also continuous evaluation of usability and accessibility.

While website are highly effective for disseminating information to broad audiences, it also has limitation, like the cost associated with developing and maintaining a website under a custom domain. Professional websites generally require users to purchase a domain name and web hosting services. These financial requirements may become barriers for individuals, small organizations, or community groups with limited resources to establish an independent online presence [24]. To overcome this limitation, there were several free website-building platforms such as *Google Sites*, *Canva Websites*, *Wix*, and *WordPress.com*. Those platforms allowing users to create and publish website without purchasing a custom domain or hosting service. They provide user-friendly interfaces, ready-made templates, and several features that enable users with little or no programming knowledge to develop website efficiently. However, free website platforms also have several limitations. Compared with self-hosted websites, they generally offer fewer customization options and restricted functionality. In addition, website created through free services often use subdomains instead of unique domain names. Some platforms also impose limitations on search engine optimization (SEO). Consequently, although free website builders provide an effective solution for reducing development costs, they involve trade-offs between affordability, functionality, and long-term flexibility.

For *Jejak Pacitan*, the team and PACE developed a website through *Canva Websites* due to time and cost efficiency. It can be found through this following link (<https://jejak-pacitan.my.canva.site/>). This website use minimalist design and colour with some menus including: 1) content; 2) gallery; 3) contribution; and 4) others or contact. The local history news can be found through “content” menu. There are several news including six topics that already written before by the workshop participant. People can also access some visual archives related to Pacitan Regency through “gallery” menu. Almost all of the archives collected there are curated from KITLV (*Koninklijk Instituut voor Taal- Land- en Volkenkunde*) website (<https://www.kitlv.nl>). This gallery menu is intended to share the conditions of Pacitan Regency in around the Dutch colonial and early independence era. This website also has the “contibution” menu. The team are really have expectation that in the future, everyone can make a contribution to this website by submitting their writing regarding local history in Pacitan Regency in the form of a reportage or news. The last, there is also a menu to facilitate contact between audiences and the team. For better understanding, here are some examples regarding the website named *Jejak Pacitan*.



Fig. 6. The preface of the *Jejak Pacitan* website.



Fig. 7. The *Konten* (content) menu presented the news based on local history in Pacitan.

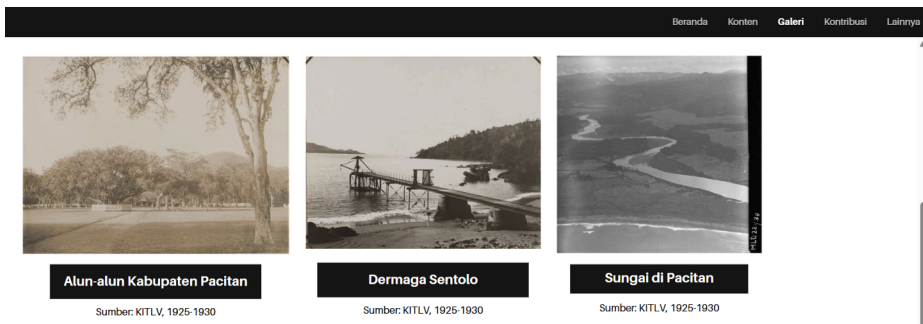
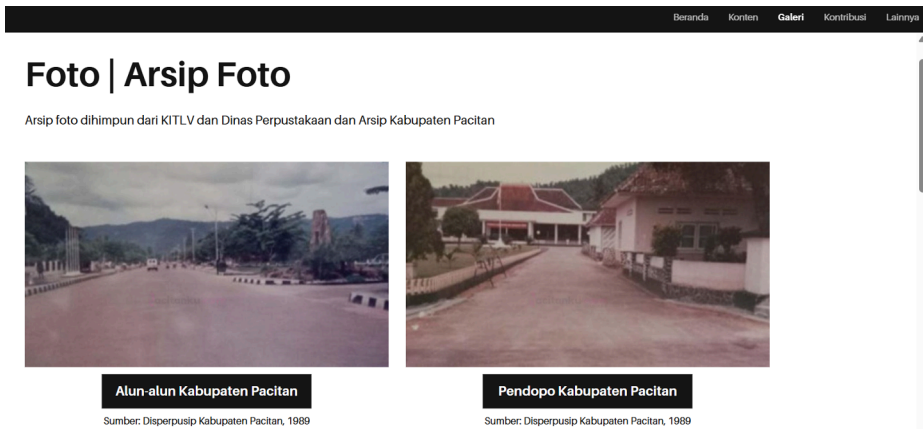


Fig. 8. The *Galeri* (gallery) menu presented the visual archives related to Pacitan Regency.



Fig. 9. The *Kontribusi* (contribution) menu for the public to submit their writing.

Jejak Pacitan website is expected to enrich information related to the history in Pacitan Regency. Publications on the website allow certain keywords related to history in Pacitan to appear when people search through their search engines. On the other hand, workshop participants who are students at the high school level can gain knowledge and skills about historical research and writing in the form of historical reportage or online news. This website is also a manifestation of PACE's hope as a community that has always tried to raise marginalized or forgotten narratives in the community, one of which is local historical narratives. PACE also really appreciates the *Jejak Pacitan* website which provides a “contribution” feature. They are also committed to increasing the motivation of the young generation in Pacitan in tracing local history and writing it as popular writing. Continued collaboration is also highly anticipated by PACE and the team of the Department of History, especially with regard to oral history projects and mapping of local historical sites.

This website is very open to receiving criticism from external parties, especially from the wider community as the main target. In the future, the team and PACE also strive to conduct periodic surveys related to the community's response to the *Jejak Pacitan* website. PACE also suggests that websites be equipped with historical research guides and oral history steps, as well as writing guides or templates. The hope is that the public will not only read history, but also know how it is produced. The History Department team also wants this website can be further developed independently in terms of its domain and hosting. Sustainable management with the PACE team is also very necessary to continue to be monitored and implemented, with the hope that this website will continue to add writing topics and not be abandoned.

4 Conclusion

This study demonstrates that integrating local and oral history into online news can provide an accessible approach to disseminating and preserving local historical narratives especially in Pacitan Regency. The training successfully introduced high school students to basic historical research, oral history methods, source verification, and online news writing. Through practical activities, participants produced historical

reportage covering six local topics, including the history of Pacitan, Djamijah Mausoleum, Sudirman's guerrilla struggle, Ceprotan tradition, historical floods, and the Palagan Tumpak Rinjing Monument.

The resulting reports were integrated into the *Jejak Pacitan* website, which functions as an open-access platform for disseminating local historical information and visual archives. This process demonstrates that digital media can bridge historical research and public information while providing young people with an active role in documenting their local past. Therefore, the integration of online news, local history, and oral history not only expands public access to Pacitan's historical narratives but also strengthens students' skills in historical inquiry, source evaluation, and popular historical writing. Further development should focus on continuous content production, website maintenance, and public participation to ensure the sustainability of *Jejak Pacitan* as a community-based digital local history resource.

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