MIKAILALSYS
Journal of Multidisciplinary Sciences

e-ISSN : 2987-2286
p-ISSN : 2987-3924

Index : Dimensions, Scilit, Crossref, Garuda, Semantic, Lens,Google Scholar,Base, etc

https://doi.org/10.58578/mikailalsys.v4i2.9876

The Effect of the Widuri Program on High School Students' Knowledge about Bung Hatta at the UPT Proklamator Bung Hatta Library

Sierly Ananta Aprilina & Elva Rahmah
Padang State University, Indonesia
serlyananta23@gmail.com; elva@fbs.unp.ac.id

Article Info:

Submitted:	Revised:	Accepted:	Published:
Mar 17, 2026	Apr 14, 2026	Apr 26, 2026	May 1, 2026

Abstract

The limited and often superficial understanding of national figures among students, particularly Bung Hatta, reflects a critical gap between the intended objectives of history education and actual learning outcomes, which remain largely focused on memorization rather than deep conceptual understanding. This issue is closely associated with conventional, teacher-centered instructional approaches that provide limited contextualization and experiential engagement. This study aims to empirically examine the effect of the WIDURI Program, a library-based educational initiative grounded in experiential learning, on high school students' knowledge of Bung Hatta. A quantitative explanatory design was employed, involving 70 respondents selected through simple random sampling. Data were collected using a validated and reliable Likert-scale questionnaire and analyzed through simple linear regression after meeting classical assumption requirements. The findings indicate that the WIDURI Program has a positive and statistically significant effect on students' knowledge, as shown by a significance value of 0.000 (< 0.05) and a regression coefficient of 0.729. The coefficient of determination (R^2 = 0.277) further indicates that the program contributes 27.7% to the variance in students'

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knowledge. These findings demonstrate that experiential learning within a library context can enhance students' factual knowledge while also supporting higher-order cognitive skills in line with Bloom's Taxonomy. This study contributes to history education and library-based learning literature by highlighting the transformative role of libraries as active learning environments rather than passive information providers. Practically, the findings imply that experience-based literacy programs can serve as strategic and innovative approaches to fostering more contextual, critical, and meaningful learning outcomes.

Keywords: WIDURI Program; Experiential Learning; Historical Literacy; Library-Based Learning; Bung Hatta Knowledge

INTRODUCTION

The understanding of national figures among younger generations constitutes a fundamental dimension in the construction of national identity, civic character, and historical awareness. National figures are not merely positioned as actors within historical narratives, but also function as sources of values, intellectual traditions, and exemplary conduct that remain relevant in contemporary social contexts. Within the educational domain, the introduction of national figures serves a strategic role in fostering students' awareness of historical continuity while simultaneously embedding moral and civic values that are essential for nation-building. Therefore, history education should not be confined to the transmission of factual knowledge but must also emphasize interpretative understanding and contextual meaning-making processes.

One of the most prominent figures in Indonesian history is Bung Hatta, who is widely recognized as the Proclamator of Indonesian Independence and the first Vice President of the Republic of Indonesia. Beyond his political role, Bung Hatta was a distinguished intellectual whose contributions extended to the fields of education, democracy, and people-centered economic thought. His ideas emphasize integrity, independence, and critical consciousness as essential elements in shaping a progressive society. Utomo and Wijayati (2020) argue that Bung Hatta's ideas remain highly relevant in strengthening character education in modern educational systems. Hutajalu (2023) further highlights that Bung Hatta's educational philosophy integrates intellectual development with moral values, thereby offering a holistic approach to education. In addition, Mindarto

et al. (2023) demonstrate that Bung Hatta's life and values can serve as a powerful source for character-building in history education, particularly at the secondary school level.

Despite the significant relevance of Bung Hatta's contributions, empirical observations indicate that students' understanding of this national figure remains limited and superficial. Many high school students tend to recognize Bung Hatta primarily as a Proclamator, without a comprehensive understanding of his intellectual contributions, socio-political roles, and philosophical ideas. This condition reflects a discrepancy between the intended learning objectives of history education and the actual learning outcomes achieved by students. Budiarti et al. (2018) emphasize that conventional history teaching methods, which are predominantly teacher-centered, often fail to facilitate deep conceptual understanding among students. Such approaches tend to prioritize memorization over critical engagement, resulting in fragmented and shallow knowledge structures. The issue becomes increasingly complex in the context of rapid technological advancement and the proliferation of digital information. While students today have unprecedented access to diverse sources of information, this accessibility does not necessarily translate into meaningful understanding. Instead, students often engage in passive information consumption without adequate reflection or critical analysis. This phenomenon contributes to a decline in historical literacy and reduces students' ability to connect historical knowledge with contemporary realities. Salma et al. (2024) argue that effective history education requires contextual, interactive, and experience-based learning approaches that can actively engage students and enhance their interpretative abilities.

In this regard, libraries play a crucial role in addressing these challenges. Within the field of Library and Information Science, libraries are increasingly recognized as dynamic institutions that extend beyond their traditional role as repositories of information. Syefudin and Pramesti (2021) describe libraries as active information systems that facilitate the organization, dissemination, and utilization of knowledge. Diana et al. (2022) highlight the role of libraries as facilitators of access to reliable and relevant information resources. Nisa (2023) further emphasizes that modern libraries continuously adapt to technological developments by implementing user-centered innovations that enhance service quality. Usholicchah et al. (2024) conceptualize libraries as integrated learning resource centers that support both formal and informal educational processes. The educational function of libraries is particularly significant in enhancing students' learning experiences. Rodin et al. (2021) assert that libraries contribute to achieving educational objectives by providing

structured information services that support teaching and learning activities. Jaya (2024) argues that libraries improve learning quality by offering systematically organized information resources that align with users' needs. Pamungkas (2025) highlights the role of libraries in developing information literacy skills among users. Evawani (2022) emphasizes that the educational function of libraries is reflected in their provision of diverse learning resources. Afifah (2022) notes that libraries facilitate efficient information retrieval processes. Manik and Siregar (2024) underline the role of libraries in preserving cultural and historical knowledge, thereby reinforcing their significance as institutions of collective memory.

Within this broader context, the Bung Hatta Proclamator Library represents a specialized library with a strategic role in promoting historical literacy related to national figures. Pebriany and Nelisa (2021) describe this library as a reference center for information on Bung Hatta, providing access to authentic and credible resources. Yanti and Asri (2022) emphasize its role in enhancing public historical literacy through the provision of thematic collections and educational services. Annisa and Afrina (2024) highlight the library's function in delivering educational programs that facilitate contextual learning experiences. Mardhatillah (2024) further notes that the library's collections enable users to develop a comprehensive understanding of Bung Hatta's intellectual contributions and historical significance. One of the innovative educational initiatives developed by the library is the WIDURI Program (Integrated Educational Tourism). This program represents a form of experiential learning that integrates visits to historical sites associated with Bung Hatta into a structured educational activity. Through this program, students are not merely passive recipients of information but active participants in the learning process. They engage in observation, interaction, and reflection, thereby constructing knowledge through direct experience.

The WIDURI Program aligns closely with the principles of experiential learning theory. Kolb (2014) posits that learning is a process whereby knowledge is created through the transformation of experience. According to this theory, concrete experience serves as the foundation for learning, followed by reflective observation, abstract conceptualization, and active experimentation. Sa'diyah (2018) explains that this cyclical process enables learners to develop deeper understanding by continuously integrating experience and reflection. Hakima and Hidayati (2020) demonstrate that experiential learning enhances students' learning outcomes by promoting active engagement. Utami (2021) highlights that

experiential learning improves conceptual understanding by connecting theoretical knowledge with real-life experiences. Sajiatmojo (2022) finds that experiential learning positively influences students' motivation. Radetyo and Kuncahyono (2025) report that this approach significantly impacts cognitive development. Haryati and Makarim (2025) further emphasize its role in fostering critical thinking skills. From a cognitive learning perspective, meaningful learning occurs when students actively process information and integrate it into their existing cognitive structures. Wisman (2020) explains that learning involves complex mental processes, including perception, memory, and reasoning. Budi'ah (2021) highlights the importance of organizing information in ways that facilitate understanding. Amma et al. (2024) argue that reflection is a critical component of effective learning, as it enables learners to internalize their experiences. Ayatulloh and Sulthoni (2025) emphasize that history learning requires higher-order cognitive processes, such as interpretation and evaluation, to develop a comprehensive understanding of historical events and figures.

The measurement of students' knowledge in this study is also grounded in the Revised Bloom's Taxonomy. Astuti (2021) explains that this framework emphasizes higher-order thinking skills, including analysis, evaluation, and creation. Rustiyani et al. (2021) classify cognitive processes into six hierarchical levels, ranging from remembering to creating. Nafiati (2021) highlights that this taxonomy provides a systematic framework for assessing students' cognitive development. Firdaus and Khozim (2024) confirm its relevance in evaluating learning outcomes at the secondary school level. Previous studies have demonstrated the effectiveness of educational tourism in enhancing students' learning outcomes. Purnomo et al. (2022) found that educational field trips significantly improve students' cultural literacy. Ridwanulloh et al. (2022) reported that educational tourism enhances students' understanding of historical values through direct engagement. Rejeki and Desriyeni (2022) showed that educational tourism programs can increase community literacy levels. Rejeki et al. (2024) identified the potential of libraries as educational tourism destinations that provide meaningful learning experiences. Taufiki et al. (2025) demonstrated that experiential learning in historical tourism contexts significantly improves students' historical knowledge.

However, despite these findings, a critical gap remains in the existing literature. The research gap in this study lies in the lack of empirical investigations examining the impact of integrated, library-based educational tourism programs on students' knowledge of specific national figures. Most previous studies focus on general educational tourism or

literacy development without addressing the role of specialized library programs in enhancing knowledge of historical figures such as Bung Hatta. In response to this gap, this study offers a significant **novelty** by providing empirical evidence on the effectiveness of the WIDURI Program as an integrated educational tourism model based in a specialized library setting. Furthermore, this study integrates three theoretical perspectives—experiential learning theory, cognitive learning theory, and the Revised Bloom's Taxonomy—into a comprehensive analytical framework. This integrative approach enables a more holistic understanding of how experiential learning activities influence students' cognitive development.

Conceptually, this study positions the WIDURI Program as the independent variable, operationalized through indicators such as program structure, delivery methods, and student engagement. The dependent variable is students' knowledge level, which encompasses their understanding of Bung Hatta's biography, intellectual contributions, historical roles, and exemplary values. By employing a quantitative explanatory approach, this study aims to empirically examine the extent to which the WIDURI Program influences students' knowledge levels. Ultimately, this study seeks to contribute to both theoretical and practical domains. From a theoretical perspective, it enriches the discourse in Library and Information Science by highlighting the role of libraries as active learning institutions. From a practical perspective, it provides insights for developing more effective and innovative educational programs that enhance students' historical understanding. Through this approach, the study underscores the importance of integrating experiential learning strategies into library services to support meaningful and sustainable educational outcomes.

METHODS

This study employs a quantitative approach with an explanatory research design aimed at examining causal relationships between variables in an objective and measurable manner. The quantitative approach was selected because the data collected are numerical and analyzed using statistical techniques to test the research hypotheses. Specifically, this study falls within the category of causal associative research, as it focuses on identifying the influence of an independent variable on a dependent variable. The independent variable in this study is the WIDURI Program (Integrated Educational Tourism), while the dependent variable is the level of high school students' knowledge about Bung Hatta. The study is

non-experimental in nature, as it does not involve controlled treatment but rather observes existing conditions after students have participated in the program.

The research design adopted is descriptive-analytical, which not only describes the phenomenon under investigation but also analyzes the relationships between variables based on empirical data. The indicators of the independent variable are derived from experiential learning theory, which includes four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. Meanwhile, the indicators of the dependent variable are based on the Revised Bloom's Taxonomy within the cognitive domain, encompassing remembering, understanding, applying, analyzing, evaluating, and creating. These indicators are operationalized into research instruments to measure how experiential learning through the WIDURI Program contributes to students' knowledge development.

The participants in this study are senior high school students who have participated in the WIDURI Program at the Bung Hatta Proclamator Library. The population consists of approximately 200 students from 19 schools in Bukittinggi and surrounding areas who attended the program between April and December 2025. Due to the relatively large population, this study employs simple random sampling to determine the sample. This technique was chosen because all members of the population share similar characteristics, namely having participated in the WIDURI Program. The sample size was determined using the Slovin formula with a 5% margin of error, resulting in 67 respondents. This sampling method ensures representativeness and allows for generalization of the findings.

The research instrument used in this study is a structured questionnaire with a four-point Likert scale, ranging from strongly agree to strongly disagree. The instrument was designed to measure both the WIDURI Program and students' knowledge levels. The instrument development process was grounded in theoretical indicators derived from the conceptual framework. Prior to data collection, the instrument underwent validity and reliability testing. Validity was assessed using the product-moment correlation method, indicating that all items were valid. Reliability testing was conducted using Cronbach's Alpha, yielding coefficients of 0.815 for the independent variable and 0.888 for the dependent variable, indicating high internal consistency.

Data collection techniques in this study include observation, questionnaires, literature review, and documentation. Observation was conducted to obtain a direct understanding of the implementation of the WIDURI Program, particularly student

engagement during activities. The questionnaire served as the primary data collection method for obtaining quantitative data from respondents. Literature review was conducted to establish theoretical foundations and support data analysis. Documentation was used as supporting data, including program reports, photographs, and participant records. Data collection procedures were carried out systematically, starting with preliminary observation, followed by questionnaire distribution, and complemented by documentation retrieval. The study was conducted from April to December 2025, in line with the implementation of the WIDURI Program. The overall duration of the research process was approximately nine months, encompassing preparation, data collection, and data analysis stages.

Data analysis was performed using both descriptive and inferential statistical techniques. Descriptive analysis was used to summarize the data through measures such as mean, median, and standard deviation. Inferential analysis was conducted to test the research hypothesis using simple linear regression analysis. Prior to regression analysis, classical assumption tests, including normality and linearity tests, were conducted to ensure the validity of the statistical model. Once the assumptions were met, regression analysis was applied to determine the magnitude and direction of the relationship between variables. The significance of the relationship was tested using the t-test, while the coefficient of determination (R^2) was used to assess the contribution of the independent variable in explaining the variation in the dependent variable. Overall, the research methodology is systematically structured and aligned with the research objectives, ensuring the validity and reliability of findings in examining the effect of the WIDURI Program on students' knowledge of Bung Hatta.

RESULTS

1. Validity Test of the Research Instrument

Table 1. Validity Test of the Research Instrument

Item	Pearson Correlation	R table	Description
1	0,688	0,361	Valid
2	0,576	0,361	Valid
3	0,549	0,361	Valid
4	0,510	0,361	Valid
5	0,721	0,361	Valid
6	0,521	0,361	Valid
7	0,575	0,361	Valid

Item	Pearson Correlation	R table	Description
8	0,501	0,361	Valid
9	0,500	0,361	Valid
10	0,509	0,361	Valid
11	0,625	0,361	Valid
12	0,519	0,361	Valid
13	0,588	0,361	Valid
14	0,571	0,361	Valid
15	0,595	0,361	Valid
16	0,702	0,361	Valid
17	0,504	0,361	Valid
18	0,503	0,361	Valid
19	0,633	0,361	Valid
20	0,506	0,361	Valid
21	0,507	0,361	Valid
22	0,554	0,361	Valid
23	0,565	0,361	Valid
24	0,774	0,361	Valid
25	0,525	0,361	Valid
26	0,535	0,361	Valid
27	0,515	0,361	Valid
28	0,561	0,361	Valid
29	0,557	0,361	Valid
30	0,508	0,361	Valid

source: Compiled by the researcher (2026)

Based on the validity test results, the research instrument used to measure the WIDURI Program variables (items 1–12) and high school students' knowledge level about the figure Bung Hatta (items 13–30) is declared valid. This is evidenced by the calculated r values for each statement item being greater than the table r (0.361) for a total of 30 respondents at a significance level ($\alpha = 0.05$), based on testing conducted using SPSS 23.0.

2. Reliability Test

Table 2. Reliability Test

Variabel	Nilai cronbach's alpha	Description
WIDURI Program (X)	0,815	Reliabel
Students' Knowledge About Figure Bung Hatta (Y)	0,888	Reliabel

From the test results, the calculation of the Cronbach's alpha coefficient was obtained as follows: the Cronbach's alpha coefficient for variable X is 0.815 and for variable Y is 0.888, where the Cronbach's alpha value for variable Y > 0.70. Therefore, it can be concluded that all statement items of both variable X and variable Y are reliable because the Cronbach's alpha values are greater than 0.70.

3. Descriptive Statistics Test of the Research Variables

Table 3. Descriptive Statistics Test of the Research Variables

Variabel	N	Minimum	Maximum	Mean	Std. Deviation
WIDURI Program (X)	70	32	47	39,44	3,260
Students' Knowledge (Y)	70	48	67	57,71	4,521

source: Compiled by the researcher (2026)

Based on Table 3, the WIDURI Program variable (X) involved 70 respondents, with a minimum score of 32, a maximum of 47, a mean of 39.44, and a standard deviation of 3.260, indicating relatively homogeneous data. Meanwhile, the students' knowledge variable (Y) ranged from 48 to 67, with a mean of 57.71 and a standard deviation of 4.521, suggesting that students' knowledge is at a fairly good level with moderate variation. Overall, the mean scores of both variables indicate that the implementation of the WIDURI Program and students' knowledge levels fall within a good category, reflecting positive learning experiences and relatively high understanding of Bung Hatta.

4. Normality Test

Table 4. Normality Test

One-Sample Kolmogorov-Samirov Test		
		Unstandardized Residual
N		70
Normal Parameters [a,b]	Mean	.0000000
	Std. Deviation	3.84510677
Most Extreme Differences	Absolute	.089
	Positive	.055
	Negative	-.089
Test Statistic		.089

Asymp. Sig. (2-tailed)	.200[c, d]
a. Test distribution is Normal	

source: Compiled by the researcher (2026)

Based on the Kolmogorov-Smirnov normality test, the significance value (Asymp. Sig. 2-tailed) is 0.200, which is greater than 0.05, indicating that the residual data are normally distributed. This suggests that the regression model meets the normality assumption and is appropriate for further analysis. In addition to the statistical test, this finding is supported by graphical analysis using a histogram and a Normal Probability Plot (P-P Plot), where the data points are distributed around and follow the diagonal line, further confirming the normal distribution of the data.

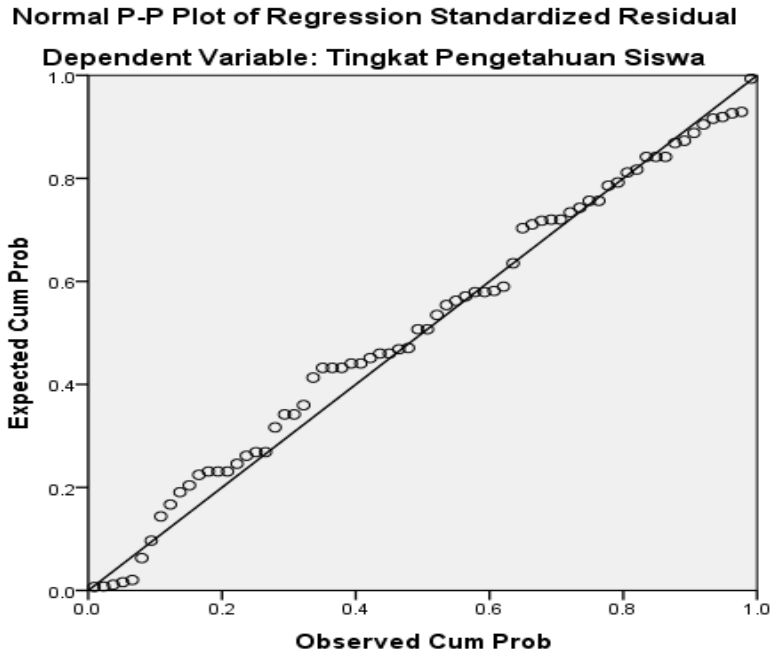


Figure 1. Normal Probability Plot Output

5. Linearity Test

Table 5. Linearity Test

ANOVA Table							
			Sum of Squares	df	Mean square	f	Sig.
Students' Knowledge Level * WIDURI Program	Between Groups	(Combined)	502.722	14	35.909	2.176	.021
		Linearity	390.131	1	390.131	23.643	.000
		Deviation from Linearity	112.590	13	8.661	.525	.899
	Within Groups		907.564	55	16.501		
	Total		1410.286	69			

Based on the table, the significance value for linearity is 0.000 (< 0.05), indicating a significant linear relationship between the WIDURI Program and students' knowledge levels. Meanwhile, the significance value for deviation from linearity is 0.889 (> 0.05), suggesting no deviation from linearity. Therefore, it can be concluded that the relationship between the two variables is linear, allowing linear regression analysis to be conducted.

6. Simple Linear Regression Analysis

Table 6. Simple Linear Regression Analysis

ANOVA [a]						
	Model	**Sum of Squares**	**Df**	**Mean Square**	**f**	**Sig.**
1	Regression	390.131	1	390.131	26.005	.000b
	Residual	1020.154	68	15.002		
	Total	1410.286	69			
a. Dependent Variable: Pengetahuan Siswa						
b. Predictors: (Constant), Program WIDURI						

source: Compiled by the researcher (2026)

The results of the simple linear regression analysis show a significance value of 0.000. Since 0.000 < 0.05, the alternative hypothesis (Ha) is accepted and the null hypothesis (H_0) is rejected. Therefore, it can be concluded that the regression model is significant, and the WIDURI Program variable (X) can be used to predict the level of high school students' knowledge about Bung Hatta (Y).

Table 7. Partial Test Results (t-test)

Coeffcients[a]						
Model		**Unstandardized Coeffcients**		**Standardized Coeffcients**	**t**	**Sig.**
		B	**Std. Error**	**Beta**		
1	(Constant)	28.94	5.661		5.113	.000
	WIDURI Program	.729	.143	.526	5.099	.000
a. Dependent Variable: Tingkat Pengetahuan Siswa						

source: Compiled by the researcher (2026)

Based on Table 1, the constant value is 28.94 and the regression coefficient for the WIDURI Program (X) is 0.729, resulting in the regression equation Y = 28.94 + 0.729X. The constant indicates that without the influence of the WIDURI Program, students' knowledge level would be 28.94. Meanwhile, the coefficient shows that each unit increase in the WIDURI Program leads to a 0.729 increase in students' knowledge. This indicates a positive relationship, meaning that better program implementation is associated with higher student knowledge of Bung Hatta.

7. Coefficient of Determination (R^2)

Table 8. Coefficient of Determination (R^2)

Model	R	R Square	Adjusted R Square	Std. error of the estimate
1	.526[a]	.277	.266	3.873

source: Compiled by the researcher (2026)

Based on the analysis, the R Square value is 0.277, indicating that the WIDURI Program contributes 27.7% to students' knowledge levels, while 72.3% is influenced by other factors such as the learning environment, reading interest, information sources, and teaching methods. Thus, the WIDURI Program has a moderate effect, suggesting that other factors also play a significant role in shaping students' knowledge.

DISCUSSION

This discussion provides an in-depth interpretation of the findings regarding the influence of the WIDURI Program on high school students' knowledge of Bung Hatta, integrating statistical evidence, theoretical perspectives, and contextual educational implications. The results demonstrate that the WIDURI Program has a positive and statistically significant effect on students' knowledge levels, as indicated by a significance value of 0.000 ($p < 0.05$) and a regression coefficient of 0.729. This finding suggests that improvements in the quality of program implementation are associated with measurable increases in students' knowledge. Furthermore, the coefficient of determination ($R^2 = 0.277$) indicates that the program explains 27.7% of the variance in students' knowledge, while the remaining variance is influenced by external factors beyond the scope of this study. Substantively, these findings highlight the effectiveness of experiential learning as a pedagogical approach within library-based programs. The WIDURI Program successfully incorporates the four stages of experiential learning proposed by Kolb, namely concrete experience, reflective observation, abstract conceptualization, and active experimentation. The high performance observed in the concrete experience and abstract conceptualization dimensions indicates that students actively engage with learning materials and develop deeper conceptual understanding. This suggests that direct interaction with library resources plays a crucial role in facilitating meaningful learning experiences. However, the relatively lower scores in reflective observation and active experimentation suggest that while students are capable of reflecting on and applying knowledge, these aspects could be further enhanced. This indicates a need for more structured opportunities for critical

reflection, discussion, and knowledge-sharing activities to strengthen the learning cycle. Thus, the findings not only confirm the effectiveness of the program but also identify areas for improvement. In terms of students' knowledge levels, all indicators based on the Revised Bloom's Taxonomy fall within the "very good" category, ranging from remembering to creating. This demonstrates that the WIDURI Program effectively supports both lower-order and higher-order cognitive processes. Students are not only able to recall and understand information but also apply, analyze, evaluate, and create new ideas based on their learning experiences. This indicates that the program contributes to the development of higher-order thinking skills, which are essential in contemporary education. When compared with existing literature, these findings are consistent with experiential learning theory, which emphasizes the importance of active engagement in the learning process. Additionally, the results align with the Revised Bloom's Taxonomy framework, which highlights the need for comprehensive cognitive development. Importantly, this study extends previous research by demonstrating the transformative role of libraries as active learning environments. Rather than functioning solely as repositories of information, libraries can serve as dynamic spaces that facilitate interactive and experiential learning. The relatively moderate explanatory power of the model (27.7%) suggests that knowledge acquisition is influenced by multiple factors, including learning environment, reading habits, instructional methods, and access to additional information sources. This supports the notion that learning outcomes are shaped by complex and multifaceted interactions. From a theoretical perspective, this study reinforces the relevance of experiential learning theory within the context of library services. It highlights the evolving role of libraries as facilitators of meaningful learning experiences. Practically, the findings suggest that libraries should design more interactive and experience-based programs to enhance user engagement and learning outcomes. The WIDURI Program can serve as a model for developing innovative literacy initiatives. For librarians, the results emphasize the importance of adopting an active instructional role. Their involvement as facilitators significantly contributes to students' knowledge development. From a policy standpoint, integrating library-based programs into formal education systems could enhance learning outcomes and strengthen the role of libraries in education. Despite its contributions, this study has several limitations. The relatively small and uneven sample distribution may affect the generalizability of the findings. The use of self-reported questionnaires may not fully capture students' actual cognitive abilities. Additionally, the limited explanatory power

indicates that other influencing factors were not included in the model. Finally, the study is confined to a single institutional context, limiting its broader applicability. Overall, this study demonstrates that the WIDURI Program is an effective educational initiative that enhances students' knowledge of Bung Hatta while contributing to the development of higher-order thinking skills. It underscores the strategic role of libraries in supporting education and highlights the importance of experiential learning in fostering meaningful and transformative learning experiences.

CONCLUSION

Based on the results and discussion of this study, it can be concluded that the WIDURI Program has a significant effect on students' knowledge of Bung Hatta. This is evidenced by the results of the significance test (t-test), which yielded a significance value of 0.000, lower than the threshold of 0.05, indicating that the alternative hypothesis (Ha) is accepted. In addition, the simple linear regression analysis shows a positive relationship between the WIDURI Program and students' knowledge levels, as reflected in the regression equation $Y = 28.94 + 0.729X$. The regression coefficient indicates that any improvement in the implementation of the WIDURI Program is associated with an increase in students' knowledge. Furthermore, the findings reveal that the contribution of the WIDURI Program to students' knowledge falls within a moderate category, with a coefficient of determination (R^2) of 27.7%. This means that while the program accounts for a meaningful portion of the variation in students' knowledge, the remaining 72.3% is influenced by other factors beyond the scope of this study, such as learning interest, educational environment, and access to information resources. Nevertheless, the WIDURI Program remains an important contributing factor in enhancing students' knowledge. Overall, as a library-based educational initiative, the WIDURI Program has proven effective in providing meaningful learning experiences through information literacy activities and direct engagement with learning resources. The program not only improves students' foundational knowledge but also supports the development of higher-order thinking skills, in line with the stages of Bloom's Taxonomy, from remembering to creating. Moreover, its implementation aligns with experiential learning theory, which emphasizes the importance of direct experience in the learning process. Therefore, the WIDURI Program can be considered an effective strategy for improving the quality of student learning, particularly in understanding historical figures such as Bung Hatta.

Based on the findings of this study, several recommendations are proposed to enhance the effectiveness of the WIDURI Program and guide future research. Libraries are encouraged to further develop and optimize the program by introducing more interactive and innovative educational activities, expanding information resources, and utilizing information technology to support more engaging and accessible literacy initiatives. Schools are advised to integrate the WIDURI Program into classroom learning, particularly in history subjects, through stronger collaboration with libraries to create more contextual and experience-based learning environments. This approach enables students to gain not only theoretical knowledge but also meaningful learning experiences. Students are expected to actively participate in WIDURI activities and make full use of available library resources, as such engagement can enhance their understanding and knowledge, especially regarding historical figures like Bung Hatta, while also fostering critical and creative thinking skills. Finally, future researchers are encouraged to consider additional variables influencing students' knowledge, such as learning interest, motivation, learning environment, and instructional media, and to apply different methods or approaches to obtain more comprehensive and in-depth findings.

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