

ABSTRACT

This study was motivated by the dominance of textbook use in history learning at senior high schools, which tends to be narrative-descriptive and less contextual, thereby highlighting the need for more diverse alternative learning resources. This research employed a qualitative approach using a document study method and content analysis design. Data were collected through document analysis of the novel *Gadis Kretek*, a literature review of books and scholarly journals as sources of historical verification, and limited interviews with history teachers as supporting data. The findings indicate that *Gadis Kretek* contains historical content representing the Dutch colonial period, the Japanese occupation, the Indonesian independence era, and the 1965 events, with political, social, and economic aspects as the dominant themes. The historical representations presented in the novel are narrative and interpretative in nature; however, historical verification demonstrates their consistency with established historical facts documented in academic sources, including the development of the kretek industry, the practice of romusha during the Japanese occupation, the Proclamation of Indonesian Independence, and the political dynamics related to the 1965 events. Based on the mapping to the History Learning Outcomes for Phases E and F, the historical content identified in the novel is relevant to the history curriculum at the senior high school level and therefore has the potential to be utilized as a contextual supplementary learning resource. This study concludes that *Gadis Kretek* contains historically verified content that is relevant to both the subject matter and the History Learning Outcomes for senior high schools. Therefore, the novel has the potential to serve as a supplementary history learning resource, provided that it is accompanied by academic references as the primary source of historical information.

Keywords: Historical Content, *Gadis Kretek* Novel, History Learning Resources