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**HISTORIA: International Journal of History Education** invites historians, educators and those interested in sharing knowledge and experiences in the field of history and history education to publish their studies in this peer-reviewed journal. The journal welcomes articles which are research-based and from reflective, critiques and comparative studies on history. The journal aims especially but not necessary limited to scholars of history and history education from Southeast Asia Countries. Scholars from other parts of Asia, Australia, Africa, America and Europe are equally welcome to contribute to this journal.
From the Editor

The knowledge of history education is growing in the last ten years in Indonesia as many scholars in the field of education studies and historians have shifted academic interests to this area of study. Many of them have the first degree (S1) and are teachers of history or historians then take their master (S2) or doctoral degree (S3) in history education. They do their thesis or dissertation either in history curriculum development, teaching, assessment of learning outcomes, as well as its evaluation of history teaching implementation, and many others. They question about the philosophy, aims and objectives, curriculum content organization, teaching and assessment models and develop new ways look of history education. They also do researches on the possibilities of using first hand resources, not only limited to the published, educationally organized and but also presentation in the teaching of history.

Scholars in the field of history education realise that they should also study and give more thought on the position of history education within social studies context. As history has been together with along geography, sociology, and government studies, and become a core content since the very beginning of social studies education ideas were initiated, it is still a pivotal challenge to have a better organization so historical content can be nicely integrated within the web of social studies curriculum content. They are also fully aware of the strength of history education in the development of effectual aims and objectives such as nationalism, patriotism, tolerance, empathic attitudes to others, and the learning of historical wisdoms and their effective implementation in today lives and shaping future for a better individual, social, and national quality of life.

Scholars and teachers of history and social studies education should also take care new content of history resulted from recent historical research in the existing or new topics within the framework of national and local history. New knowledge of national and local history are important for teachers of history and social studies to keep abreast their own knowledge and to induce them into the existing content of history and social studies curriculum. The use of new knowledge of historical events which concern with to the approaches and understand historical events of some new historical facts or historical accounts, that is important to make the teaching content of history education always fresh and up-to-date.