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UTILIZATION OF THE ADITYAWARMAN MUSEUM AS A SOURCE OF HISTORY LEARNING

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Abstract. This research aims to analyze the use of the Adityawarman Museum as a source of historical learning and its obstacles. This research was carried out in Padang City, focusing on the Adityawarman Museum and SMA PGRI 4 Padang. The form of this research is descriptive qualitative with a case study strategy. Data collection was carried out by informant interviews with teachers, students and museum officials, as well as document analysis using an inventory of the Adityawarman Museum collection, syllabus and lesson plans. The results of the research show that the use of the Adityawarman Museum as a source of history learning at SMA PGRI 4 Padang is optimal because teachers are greatly helped by the learning resources from the Adityawarman Museum collection objects, while students will understand more easily and be clearer in concretizing the material in the books history lessons and foster students' enthusiasm and activeness in learning. The use of the Adityawarman Museum as a source of history learning at SMA PGRI 4 Padang was not simply implemented well. This is because there are obstacles in its implementation, namely time, funds or costs, long distance, permits and the Adityawarman Museum collection which is more dominant about Minangkabau culture.

Keywords: Adityawarman Museum; Learning Resources; History; Minangkabau

I. INTRODUCTION

Education is creating a learning atmosphere and a conscious and planned learning process, so that students can actively develop their potential and enable them to have religious spiritual strength, self-control, personality, wisdom, noble morals, and the skills needed by themselves, society, state and nation (Yuliana et al., 2021)

Learning is essentially a process of conditioning and organizing the environment around students, enabling their growth and development and encouraging students to carry out the learning process. Organizing the student environment is important in implementing learning because it creates a comfortable and enjoyable learning atmosphere (Dörnyei & Muir, 2019).

In learning history, educators need to use relevant learning resources in accordance with the material in the curriculum, and are expected to be able to use various existing learning resources (Aadilah & Hadi, 2022; Ofianto et al., 2023). Learning sources are not only books, but can come from anywhere related to learning material (Aljawarneh, 2020). Learning sources are anything that can guide the process of learning activities, which can be objects, data, facts, ideas, people, etc. These learning sources include textbooks, museums, zoos and markets. The benefits of

learning resources in implementing learning activities include helping teachers and students access learning materials and supporting students to learn more independently (Lau et al., 2018).

Currently, there are still many academics who view museums only as a place to store and preserve historical relics and as monuments to decorate the city. As a result, many academics do not want to take the time to visit museums for old reasons. If all academics are willing to take the time to enjoy and try to understand the meaning contained in every object in the museum, there will be a shift in the value of the nation's cultural heritage from previous generations to the current generation (Poce, 2021; Tserklevych et al., 2021; Uztemur et al., 2019).

The use of museums in history learning has a very important and varied urgency (Escribano-Miralles et al., 2021; Lam et al., 2019; Marovah & Ncube, 2023; Mursi et al., 2019). The museum presents artifacts, historical objects, paintings, statues, photographs, and various types of visual materials that allow students to see, touch, and experience history directly. This helps students to better understand the historical context and feel personally involved in the learning. Museums can help students understand different cultures, traditions, and civilizations through their collections (Hooper-Greenhill, 2000). This allows students

to learn about cultural diversity in different times and places. Presenting artifacts and materials in a specific historical context in a museum helps students understand historical events in a broader social, political, and cultural context (Klentien, 2022; Wang et al., 2021).

A visit to a museum provides students with an immersive and memorable first-hand experience (Lam et al., 2019). They can see actual historical objects, feel certain atmospheres, and reflect on the meaning of history in a way that is difficult to obtain in theoretical learning alone. Museums can trigger emotional reactions in students. Students can feel moved, inspired, or moved by the stories behind the artifacts and exhibits. This can strengthen their understanding and respect for history.

Museums often encourage students to think critically, analyze information, and assess the accuracy of historical sources (Rodríguez et al., 2023). This helps students develop important critical thinking skills. Museums can be an effective learning resource that supports the history curriculum in schools. Museums can provide additional material that can be used by teachers to enrich classroom learning (Andre et al., 2017).

Museums play an important role in maintaining and preserving historical heritage (Corrales-Serrano et al., 2019; Vargas et al., 2020). They care for and preserve historical artifacts so that they can be enjoyed by future generations. In fact, these activities can inspire students to explore their interests in history, art, or further research. They can see examples of success or achievement in various fields of history and art. Museums are a very valuable learning resource in understanding history (Mujtaba et al., 2018). They provide a unique and immersive learning experience, which can enhance students' understanding of the past as well as stimulate their interest in learning more about history. Therefore, the use of museums in history education has great urgency.

The historical center not just capabilities as an establishment that gathers and displays objects connected with the historical backdrop of the advancement of human existence and the climate (Agus et al., 2021), however is an establishment that has the errand of cultivating and fostering the country's social qualities to reinforce the country's character and personality. In this way, galleries can be helpful as a wellspring of verifiable learning utilized in the realm of schooling.

The impact of using spice museums and historical sites as learning resources is that students are more active in observing and recording any information according to the problems given by the teacher (Pelealu & Winoto, 2023). Learning history by taking students to museums or historical places can provide historical experience and improve historical thinking skills (Marovah & Ncube, 2023). Meanwhile, the obstacle faced in learning activities is time because the learning schedule at school is busy. Efforts made by teachers to minimize these obstacles are discussed with students to determine the best time for learning in the field

Museums as a source of historical learning are a learning innovation designed to help students understand theory in

depth through the use of audio-visual media (Escribano-Miralles et al., 2021). The use of museums as a source of history learning can provide a positive response to history subjects, both local history, national history and world history. If educators always use historical learning resources creatively, then the learning process will run smoothly. The Adityawarman Museum is a source of historical learning (Mursi et al., 2019).

It cannot be denied that the existence of the Adityawarman Museum has not been able to attract the attention of teachers and students so that it can be used as a source of historical learning. Educators and students' disinterest in museums can be seen from the lack of visitors from schools. Based on visit data obtained by the author at the Adityawarman Museum office on June 20 2023, it can be seen that from July 2018-June 2023 there were 30 schools in Padang City that visited the Adityawarman Museum, while the total number of high school and equivalent schools in Padang City was 109 schools. This shows that not even half of schools use the Adityawarman Museum as a source of history learning. Of the many schools that visit the Adityawarman Museum, SMA PGRI 4 Padang visits the most frequently, namely 7 visits. Therefore, the author chose SMA PGRI 4 Padang, to conduct more in-depth research on how the Adityawarman Museum is used as a source of historical learning.

Numerous prior studies have suggested that museums can serve as valuable resources for teaching history, as exemplified by the investigation carried out by Fadli and Acim (2022). They employed the Lampung Museum as an educational tool for high school students, marking a distinction from our research, which centers on utilizing the Adityawarman Museum for history instruction. Likewise, the study conducted by Far-far (2021) confirmed that museums can be effective instruments for history education, although their focus was on the Sultan Ternate Museum, in contrast to our examination of the Adityawarman Museum. Furthermore, Susilo and Riyanto (2023) research explored the use of museums as history learning resources in high schools, albeit with a different focus on the Subkos Garuda Sriwijaya Museum, while our study remains centered on the Adityawarman Museum. Given the aforementioned body of prior research, our study carries substantial importance.

This research aims to determine the use of the Adityawarman Museum as a source of history learning and its obstacles. The theoretical benefit is to increase knowledge about historical learning sources. It is hoped that the first practical benefit for teachers of this research can be a consideration for teachers in using the Adityawarman Museum as a source of history learning. Second, for the Adityawarman Museum, it is hoped that this research can provide input for the Adityawarman Museum so that in the future the museum can further develop the Adityawarman Museum, especially as a source of historical learning. Third, it is hoped that the government can provide inspiration in efforts to develop the Adityawarman Museum so that it functions better in the world of education.

This research has a significant impact in the context of history learning. The research findings make a crucial contribution by identifying the potential of the Adityawarman Museum as an effective source of historical learning. The study highlights the vital role of museums as centers of historical knowledge and education, promoting a deeper understanding of local culture and history, and offering a fresh perspective for educators to develop more relevant history curricula. Furthermore, the research raises awareness about the importance of preserving cultural and historical heritage, which is an essential element in fostering local community pride and cultural identity. Thus, this research encourages the development of more engaging experiential history learning strategies, ultimately enhancing understanding and appreciation of local history and culture.

II. METHODOLOGY

The study follows a qualitative descriptive research approach and utilizes a singular embedded case study methodology. It centers on Museum Adityawarman as the primary case for history learning. The research is carried out

at both the Museum Adityawarman and SMA PGRI 4 Padang. Data is acquired through interviews with various sources, including teachers, students, and museum personnel, and entails document analysis encompassing an inventory of Museum Adityawarman's artifacts, curriculum documents, and lesson plans. Sampling methods include purposive sampling and time sampling. Data validity is maintained through both data and method triangulation. The data analysis method applied is interactive analysis, which encompasses data reduction, data presentation, verification, and the formulation of conclusions.

The form of this research is descriptive qualitative (Creswell & Miller, 2000). The strategy used is a single focused case study. It is said to be a single case study because it focuses on the case, namely the Adityawarman Museum as a source of historical learning. Apart from that, it is said to be a fixed case study because the researcher has limited it to formulating the problem before going to the field. This research was carried out at the Adityawarman Museum and SMA PGRI 4 Padang.

TABLE 1
RESEARCH SOURCES

No	Name	Gender	Age	Religion	Position/Job
1	Mardison, S.Pd., M.Pd.	Man	54	Islam	Head of the Adityawarman Museum
2	Mega Liberni	Woman	29	Islam	Adityawarman Museum Manager
3	Adrianata, S.Pd.	Man	26	Islam	History Teacher
4	Khairunnisa	Woman	16	Islam	Student
5	Amelia Puteri	Woman	15	Islam	Student
6	Siti Fadilah Femi	Woman	16	Islam	Student
7	Aprianul Risky	Man	17	Islam	Student
8	Revan Febrizal	Man	17	Islam	Student
9	Al-Zikri Ar-Rahman	Man	17	Islam	Student

Data collection was carried out by interviewing teacher informants, students and museum officials, as well as document analysis using an inventory of the Adityawarman Museum collection, syllabus and lesson plans. The sampling used was purposive sampling and time sampling. To find the validity of the data, data triangulation and methods were used. The data analysis technique used is interactive analysis from Miles and Huberman, namely an analysis process that moves between three components which include data reduction, data presentation, verification/drawing conclusions.

III. RESULTS AND DISCUSSION

Utilization of the Adityawarman Museum as a source of history learning

History learning resources are an important element if students want to achieve predetermined learning goals (Nababan & Hasudungan, 2022). It's just that, many learning

resources in schools do not support the objectives of learning history. Therefore, teachers should also be able to do what they can, such as providing alternative history learning sources. The problem of history learning resources at SMA PGRI 4 Padang can cover various aspects, including the quality of resources, teaching approaches, and student understanding. SMA PGRI 4 Padang does not have access to up-to-date history textbooks, reference sources, or an adequate library. This can limit students' understanding of history. Monotonous history lessons, especially those that only rely on teacher teaching and reading, can make students feel bored and lose interest (Evans, 1990). Lack of use of technology, even though the use of technology and digital resources can help make history learning more interesting and interactive (Lie et al., 2020). However, some schools may fall short in this regard. And finally, access to museums, historical sites and guest historical speakers can also be a problem if the school is in a remote area or is a private school and does not have an adequate budget.

The use of the Adityawarman Museum as a source of historical learning has not been optimal. This can be seen from the visit data obtained by the author at the Adityawarman Museum office on June 20 2023. It can be seen from July 2018-June 2023 that there were 30 schools in Padang City that visited the Adityawarman Museum, while the total number of high school and equivalent schools in Padang City as many as 109 schools. The use of the Adityawarman Museum as a source of history learning offers enormous potential for both teachers and students. The Adityawarman Museum collection is used by history teachers in accordance with basic high school competencies. The Adityawarman Museum offers students hands-on experience studying history, so they can enrich their understanding of the subjects they study in class (Putra & Basri, 2023). Apart from that, the Adityawarman Museum can also broaden students' insight into the richness of Indonesian culture contained in the Adityawarman Museum (Darwis, 2022). In the learning process that will be carried out at the Adityawarman Museum, which holds a collection of historical objects, the following steps will be taken:

1. Introduction/Preparation

The first step taken by a teacher before carrying out learning activities is to make a plan. Planning is the first step, before the learning implementation process there needs to be a good learning plan, so that the goals set in the learning plan can be achieved. The preparation of learning tools is intended to achieve core competencies and basic competencies in the 2013 curriculum. In preparing learning tools, a teacher is required to be creative in using learning resources. It is hoped that learning resources will not only use existing sources but can also use other sources such as historical relics which have educational value (Saputro, 2021).

In planning history learning, teachers can use historical relics in the Adityawarman Museum as a learning resource. These historical relics are considered to have educational value that can support the learning process, so that careful planning and appropriate strategies are needed so that the collection of historical objects in the Adityawarman Museum can be utilized as an effective learning resource (Smaysa & Zafri, 2023).

According to Adrianata, a teacher at SMA PGRI 4 Padang, who programmed the visit to the Adityawarman Museum, said "The first step in utilizing the Adityawarman Museum is to make a plan such as adapting basic competencies (KD) to the collections at the Adityawarman Museum" (interview 06 July 2023).

Furthermore, Adrianta, a teacher at SMA PGRI 4 Padang, said "Class ancestors of the Indonesian people in written form" (interview 06 July 2023).

"Then K.D (*Kompetensi Dasar*, Basic competencies) is translated into indicators, namely: understanding the life of Meganthropus Paleojavanicus, understanding the life of Pitecanthropus Erectus, understanding the life of Homo Sapiens, analyzing Proto Malay, analyzing Deutero Malay and indicator 4.3, namely: writing a report on the results of observations regarding the life of ancient humans, presenting

the results of group observations regarding the lives of ancient humans, writing a report on the results of observations regarding the origins of the ancestors of the Indonesian people, presenting the results of group observations regarding the origins of the ancestors of the Indonesian people," said Adrianata, a teacher at SMA PGRI 4 Padang (interview 06 July 2023).

2. Implementation

Implementation of history learning in the 2013 curriculum through activities utilizing the Adityawarman Museum as a source of history learning requires conformity with the core competencies and basic competencies listed in the 2013 curriculum which are prepared systematically in the Learning Implementation Plan (RPP). Learning is carried out by observing directly at the Adityawarman Museum.

Adrianta, a teacher at SMA 4 PGRI, said "In the initial activity the teacher opened the lesson by saying hello, praying, checking the students' attendance, preparing the students physically and psychologically to take part in the learning activities, conveying the learning objectives, covering the material in accordance with the Learning Implementation Plan (RPP) (Hasudungan, 2021). The teacher then divided the students into 5 groups with the aim of making it easier to distribute tasks when making direct observations at the location. The teacher will distribute tasks to each group that has been formed. Group 1 is about Meganthropus Paleojavanicus, group 2 is about Pitecanthropus Erectus, group 3 is about Homo Sapiens, group 4 is about Proto Malay, group 5 is about Deutero Malay (interview 06 July 2023).

After the teacher carries out the initial learning actions, they then move on to the core activities. "In the main activity, the teacher will take students to the Adityawarman Museum. "Then the teacher accompanies the students in observing the Adityawarman Museum collections which are related to the assignments of each group," said Adrianata, a teacher at SMA PGRI 4 Padang (interview 06 July 2023).

Students create several questions regarding the material for each group which will be asked to the Adityawarman Museum staff. Then students collect answers to the questions they have asked. At the Adityawarman Museum students can see and touch the existing collections directly. After students collect answers, students must examine the data they have obtained so that students can make conclusions. And finally, after students return to class, they are required to make a group report to be presented in class. "This aims to ensure that the visiting activities carried out at the Adityawarman Museum can provide maximum results and are in accordance with the teacher's expectations," said Adrianata, a teacher at SMA PGRI 4 Padang (interview 06 July 2023).

3. Closing/Follow-up

The last activity carried out by a teacher in a learning process is conducting an evaluation. Learning evaluation aims to collect information that becomes the basis for measuring the level of progress, development and achievement of student learning, as well as teacher effectiveness in teaching (Shaleha et al., 2023).

According to Adrianata, teachers use process assessment by observing students' attitudes and activity when visiting the Adityawarman Museum and during group presentations in class. The teacher prepares an assessment sheet for students' attitudes and activity and the results of the assignment. Meanwhile, in assessing results, teachers look at the results of daily tests, mid-semester and semester tests (Interview 06 July 2023).

Obstacles in using the Adityawarman Museum as a source of historical learning

The use of the Adityawarman Museum cannot be implemented directly, there are several obstacles that must be faced. These obstacles include:

1. Time

Most understudies possibly visit the Adityawarman Historical center on the off chance that they get a task from their educator or a gathering concentrate on visit is held one time each year. This was affirmed by Nanda, an understudy at SMA PGRI 4 Padang, who said that he visited the Adityawarman Exhibition hall assuming there was a task given at a time determined by the instructor. In the interim, visiting the Adityawarman Exhibition hall itself is restricted by the significant distance and hard to arrive at transportation from home. It tends to be seen that the absence of purpose of the Adityawarman Historical center by understudies is because of restricted time and an absence of data given by history instructors in regards to the Adityawarman Gallery.

The meeting time that understudies can make is a period that doesn't struggle with other subject hours so as not to upset different subjects (Mortensen & Smart, 2007). Aside from that, the Adityawarman Exhibition hall is open from Tuesday to Sunday, while it is shut on Monday. Adrianata, an instructor at SMA PGRI 4 Padang, said that it is important to focus on the hours at the Adityawarman Gallery, working hours are 07.00-16.00 WIB from Tuesday to Sunday. Despite the fact that we as educators submit to the Promes (Semester Program) or Prota (Yearly Program) which should not impede different illustrations while visiting the Adityawarman Historical center since it can disrupt learning different subjects.

2. Funds and distance

The long distance to the Adityawarman Museum is one of the obstacles to using the Adityawarman Museum as a source of historical learning. As the distance traveled is greater, the funds spent also increase. Nurul Azizah, a student at SMA PGRI 4 Padang, said that the visit to the Adityawarman Museum was very enjoyable, but the long distance made it difficult for us to come to the Adityawarman Museum. Not to mention the funds we have to spend to get to the Adityawarman Museum.

3. Licensing

Visits made by students must be timed appropriately so that they do not interfere with other class hours. Apart from that, permits are also an obstacle in visiting the Adityawarman Museum. Adrianata, a teacher at PGRI 4 Padang High School, said that the difficulty of getting permission from the

school was an obstacle for us to use the Adityawarman Museum as a source of historical learning.

4. Lack of historical collections

We both know that the Adityawarman Museum is a West Sumatran Cultural Museum. So, many of the collections in the Adityawarman Museum are related to culture. Adrianata, a teacher at SMA PGRI 4 Padang, said that the collections at the Adityawarman Museum were mostly Minangkabau cultural collections, not historical collections. There should be a special history museum in the city of Padang to make learning history easier.

5. Lack of lighting

Lighting is one of the obstacles in using the Adityawarman Museum. Amelia Puteri, a student at SMA PGRI 4 Padang, said that "there is a lack of lighting in the Adityawarman Museum, so it is difficult for us to read the information on each of the existing collections."

In Padang City there is a museum called the Adityawarman Museum. In collecting historical objects, the Adityawarman Museum obtains donations from the people of West Sumatra who find them accidentally, indemnification, donations from independent teams and findings such as surveys. The Adityawarman Museum has a collection which is divided into 11 collection classes, specifically Topography/Geology, Science, Ethnography, Antiquarianism, History, Numismatics/Heraldika, Kronkz Philology, Keramologika, Expressive arts and Innovation. The assortments at the Adityawarman Gallery can be utilized as a wellspring of verifiable learning as per the 2013 high school curriculum, namely Archeology and History. Archaeological collections are collection objects which are the result of past human culture which are the object of archaeological research. These objects are the result of prehistoric cultural remains. Meanwhile, historical collections are collection objects that are objects of historical research (Nababan et al., 2019).

The Archaeological and Historical Collections at the Adityawarman Museum can be used as a source of historical learning, as for how to use them, they are relevant to basic competencies (KD), namely Class X for first semester PGRI 4 Padang High School students. Basic competency (KD) related to sources, evidence and historical facts at the Adityawarman Museum, namely KD 3.3 analyzes the life of antiquated people and the starting points of the progenitors of the Indonesian country, KI 4.3 presents data about the existence of old people and the beginnings of the predecessors of the Indonesian country written down.

So that visits to the Adityawarman Exhibition hall can be done and completed ideally and give results true to form, there should be equal participation between SMA PGRI 4 Padang (instructors) and the Adityawarman Historical center. For instructors, this joint effort is required with the goal that they can plan when understudies will visit the Adityawarman Historical center. In the mean time, for the Adityawarman Historical center, cooperation with SMA PGRI 4 Padang (educators) is extremely helpful, particularly in giving different offices expected to learning exercises and understudy direction while at the Adityawarman Gallery.

IV. Conclusions

The results of the research and discussion can be concluded that the use of the Adityawarman Museum as a source of history learning at SMA PGRI 4 Padang is optimal because teachers are greatly helped by the learning resources from the Adityawarman Museum collection objects, while students will understand more easily and be clearer in concretizing the material contained in history textbooks and foster students' enthusiasm and activeness in learning. The collection at the Adityawarman Museum consists of more than 6,000 cultural heritage collections, which are divided into 11 collection categories, namely Geology/Geography, Biology, Ethnography, Archeology, History, Numismatics/Heraldika, Kronkz Philology, Keramologika, Fine Arts and Technology. Archaeological and historical collections can be used by teachers and students of SMA PGRI 4 Padang as a source of historical learning. Before using the Adityawarman Museum collection as a source for learning history, a teacher must first look at the KD and KI which are adapted to the collection at the Adityawarman Museum, make a lesson plan, syllabus, determine lesson material, provide some introductory material, form groups, distribute assignments and material for each group, taking students to the Adityawarman Museum and finally a presentation in class. SMA PGRI 4 Padang, as one of the schools that has used the Adityawarman Museum as a source of history learning, feels that it has many benefits. The use of the Adityawarman Museum as a source of historical learning is not simply carried out well. This is because there are obstacles in its implementation, namely time, funds, distance, transportation, permits, lack of lighting, the Adityawarman Museum collection which is more dominant about Minangkabau culture. However, this study does come with certain restrictions. To begin with, there exists a geographic confinement since the investigation is restricted to a single museum, namely the Adityawarman Museum, and one educational institution, SMA PGRI 4 Padang. This confinement could potentially restrict the broader applicability of the research findings to different settings. Additionally, there is a possibility of bias among the respondents in the interviews involving teachers, students, and museum personnel, a factor that may exert an influence on the study's results. Based on the identification of limitations in this research, there are several suggestions for future research. Firstly, it is recommended to broaden the geographical scope of the research by including various museums and schools from different regions, so that the research findings can better reflect the diversity of contexts and cultures. Secondly, to address the potential respondent bias in interviews, future research can implement more quantitative and objective research methods, such as surveys, so that the data collected is more structured and can be measured more accurately. Additionally, further studies can consider other factors that influence the effectiveness of museums as sources of history learning, such as the role of school curricula, the quality of exhibitions, and teaching methods. Similarly, future research can delve deeper into the

long-term impacts of museum utilization in history education and how this may affect students' historical understanding over time. Thus, future research can provide deeper and broader insights into the role of museums in history learning.

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