

The Utilization of the Sang Nila Utama Museum as a Resource for Learning History

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Abstract

Background – Museums serve as important educational resources that can support contextual and experiential history learning. The utilization of museums in schools is expected to enhance students' understanding and engagement in learning history through direct interaction with historical artifacts and information.

Purpose – This study aims to describe the utilization of the Sang Nila Utama Museum as a source of history learning at SMA Negeri 6 Pekanbaru, including the learning process, the museum's readiness, and the constraints encountered in its implementation.

Method/approach – This study employed a qualitative approach with a descriptive method. The research subjects consisted of history teachers, tenth-grade students, and the management of the Sang Nila Utama Museum. Data were collected through observation, interviews, and documentation. Data analysis was conducted using the Miles and Huberman model, including data reduction, data display, and conclusion drawing. The validity of the data was ensured through source and technique triangulation.

Findings – The findings reveal that the Sang Nila Utama Museum has significant potential as a source of history learning because it provides artifact collections and historical information relevant to the learning materials. The implementation of museum-based learning through stages of preparation, collection observation, and reflection was able to increase students' enthusiasm, participation, and understanding through direct learning experiences. However, several constraints were identified, including limited instructional time, transportation facilities, and the lack of interactive media within the museum environment.

Conclusions – The study concludes that the Sang Nila Utama Museum can function effectively as a history learning resource when supported by proper instructional planning and adequate facilities. Museum-based learning contributes positively to students' historical understanding and learning engagement.

Novelty/Originality/Value – This study highlights the practical role of local museums as contextual history learning resources in senior high schools and provides insights into the implementation process, supporting factors, and challenges of museum-based learning in history education.

Keywords: Museum; Learning Resources; History Learning; Sang Nila Utama Museum

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INTRODUCTION

Museums and historical objects are an inseparable unit, and history is one of the lessons that discusses facts that occurred in the past that require a source of history learning. Historical sources include written, oral, objects and other documents (Aminah et al., 2024). Museums Based on Government Regulation No.66 of 2015 Article 1, which reads: " *Museums are defined as institutions that function to protect, develop, utilize collections, and communicate them to the public*". In accordance with Government Regulation No. 66 of 2015 Article 1, which is mentioned, the Museum is a permanent institution intended for the general public that functions to collect and preserve the cultural heritage of the community in the past. Museums are often considered to be only a place to store and maintain historical objects. Museums are one of the nation's assets in maintaining and preserving the cultural heritage of the Indonesian nation. Museums can be used as one of the resources in learning history. This opinion is in line with Jarolim and Parker in Bustam (2022) who stated that the optimal use of museums can be done by students. The museum provides information about the past so that it can increase its creativity. The museum utilization program is designed to attract the holistic knowledge of learners who pay attention not only to the evaluation of information by educators, but also to the ability of learners to understand facts.

Today's history learning is required to be more contextual and based on direct experience. The Merdeka Curriculum and various recent studies emphasize the importance of using authentic learning resources so that students not only memorize facts but are able to critically analyze historical events. According to a 2022 history education study, learning using authentic sources increases students' motivation, concept understanding, and historical thinking skills. Therefore, history teachers need to take advantage of learning resources that are more diverse and closer to the lives of students.

Museums will be interrelated with education because they can support learning, especially history subjects in schools. Education is where students gain knowledge or acquire as much knowledge as possible. Education begins in the family, school, community, and neighborhood around the place of residence. Education creates a learning atmosphere and learning process in a planned manner so that students can actively develop their potential and enable them to have self-control, noble morals and the necessary skills, society, state and nation (Dewi et al., 2024). In history learning, 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. One of the learning resources used by educators is books (Enjelino et al., 2022). But basically, learning resources are not only in the form of books.

Museums are an effective source of learning because they present historical evidence directly through artifacts, photographs, documents, and cultural objects. The 2023 Education Study shows that museums can increase student engagement and strengthen understanding of historical chronology through hands-on observation experiences. The San Nila Utama Museum in Pekanbaru has a collection of Malay culture, archaeological objects, and regional historical relics. The collection is relevant to high school history subject matter, especially on basic competencies regarding historical sources, local culture, and community development in Indonesia.

However, the use of museums as a source of learning still faces various obstacles. Based on an interview in early 2024 with a history teacher of SMA Negeri 6 Pekanbaru, museum visits have not become a routine part of the learning process. Teachers face obstacles in the form of limited learning time, transportation facilities that are not yet available, and the absence of museum-based modules or learning guides. This is in line with the findings of the study.

Education in 2021-2023 states that logistical and planning obstacles are factors that are less than optimal for museum-based learning in schools. The education delivered by Evitasari et al., (2020) is aimed at the delivery of cultural values and social norms. In addition to conveying learning materials, education must also facilitate the values obtained in the teaching process in the classroom (Firdaus & Salim, 2020). The process of knowledge transfer in education is regulated within a curriculum framework. The curriculum regulates how learning runs in the classroom and the government is responsible for producing the curriculum. In history education, museums are very closely related to historical relics. The various collections owned by museums can be used to educate

the nation's life. Museum collections are the main means in museums and as a place of learning.

The curriculum in Indonesia has developed since the time of President Soekarno with the 1974 Learning Curriculum until the 2013 Curriculum (Fitria & Andriani, 2023). The Merdeka Curriculum brings changes in history learning in schools. History learning in the Independent Curriculum is facilitated by additional guidebooks given to teachers and students to increase reading motivation. History learning material is one of the subjects that becomes one of the subjects that becomes a discussion every time there is a change in the curriculum. Teachers feel more flexible in providing material because of the learning model that is more interesting and adapts to students. History learning is not considered a boring subject with various learning activities. Students can be more active and quickly understand in the history learning process.

Learning resources used to be very easy to get by visiting museums and reading various references in the library. Learning resources are one of the important things in classroom learning. Learning resources can also be defined as materials that are used and needed in the process of teaching activities, which can be in the form of books, texts, print media, electronic media, resource persons, and the surrounding environment that can improve the quality of learning. Museums as a learning resource can become educational programs that encourage competence, learning to assess, think critically and further encourage students to dare to give a response and comment on a historical event that has occurred, so that the learning process is centered on students.

Museums have an important role in improving learning, especially the social sciences. The use of museums as a learning resource can provide a positive response to history subjects. History is one of the subjects that discusses facts that occurred in the past that require sources of learning history. Historical sources include written, oral, object, and other documents (Hakim & Nur'aini, 2023). History learning resources need to be well maintained because in the future the object may be useful material for history learning in the future. Interesting historical sources that can be seen directly have a huge attraction in the process of learning history (Junaedy et al., 2022). By looking directly, we feel like we are presented in a certain timeline. Learning resources are everything that can cause the learning process to occur, in the form of objects, data and ideas (Lestari & Susanti, 2023).

The use of museums as a learning resource can provide a positive response to history subjects, both local history, national history and world history (Loppies & Aqil, 2024). Museums are one of the options in history education in terms of the choice of learning resources. Inside the museum is stored a large collection of historical relics that can be witnessed directly. The presence of the museum is vital because it contains past relics that will be a source of history in learning history (Maulana & Syafitri, 2021). Coming to the museum and seeing the collection firsthand helps students to be able to get a clearer picture of the material that the teacher delivers in classroom learning. Museum collections can be used as a visual learning medium that is not boring (Muhammad et al., 2024). The use of museum collections will provide motivation to students to learn.

The type of collection in the museum can be used as a medium for learning history, for example learning history about ancient human fossils, teachers do not need to use picture media because in the museum there are ancient human fossils that can strengthen understanding of ancient humans and the cultural results of the pre-literate period (Nabela et al., 2025). Teachers can map their learning materials by associating them with resources that students can get from museums. That way teachers can give assignments outside the classroom by making a tour visit to the museum. In addition to completing their assignments, a visit to the museum can also provide an opportunity for students to dig deeper into historical science and get entertainment through recreation at the museum (Nugroho, 2020).

The establishment and development of museums in Indonesia have increased since before independence (Oktaviani, 2020). The purpose of establishing the museum after independence is for the sake of the preservation and development of cultural heritage in the context of national unity and civilization and also as a means of education (Prasetyo, 2020). The collections are exhibited for the benefit of the nation in the context of planting a sense of nationality and identity (Putra & Basri, 2023). There are many museums that have been established for a long time and bear witness to the development of Indonesian history, one of which is the Sang Nila Utama Museum which has a very close relationship with the museum before independence which until now continues to show its development (Putra et al., 2023).

The museum has the value of historical, cultural and scientific information that is useful for the benefit of the community. The Sang Nila Utama Museum at the beginning of its establishment was called the Provincial State Museum. The Sang Nila Utama Museum is strategically located in the heart of Pekanbaru, located on Jalan Sudirman and in a complex with the Riau Provincial Cultural Office office (Rahmawati & Hidayat, 2021). In this area there is also a Riau Cultural Park, and its management is under the Riau Cultural Office. The background of the establishment of this museum was one of the central government's efforts in the field of culture with the policy at that time that every province established a State Museum (Santaosa, 2020). The Riau region has a wealth of diverse cultures and histories. Based on historical data, the Riau area became the center of Malay culture which at its time was at the peak of its glory.

Thus, Riau has material evidence objects that are the result of cultural history and historical evidence. Starting from 1975 with the change of the representative agency of the Ministry of Education and Culture to the Regional Office of the Ministry of Education and Culture of Riau Province. A pioneering effort to establish a museum in Riau Province began (Sari & Putri, 2021). First, the Field of History and Antiquities Museum was formed, this effort began by collecting collections of historical and cultural relics (Wibowo & Arifin, 2022). The development of the museum continued and sometime later, after the facilities and infrastructure, both physical and non-physical, were considered adequate, it was designated as a State Museum of Riau Province by the Decree of the Minister of Education Number 001/0/1991 dated January 9, 1991. The Riau Provincial Government through Riau Provincial Regulation Number 17 of 2001 renamed the Riau Regional Museum "Sang Nila Utama". In Sulatus Salatin, Sang Nila Utama is mentioned as the son of Sang Sapurba and Wan Sundaria. They married Wan Sri Beni and initially became kings in Bintan (now the Riau Islands region) before moving to Singapore. The Indigo Utama is believed to be the person who founded Singapore which was once called Tumasik (Tamasek) which means lion city (Yusuf et al., 2020).

In the selection of this research topic, the use of the Sang Nila Utama Museum as a source of history learning, the reason is because the Sang Nila Utama Museum has a very large historical and cultural value and can be used as a source of history learning in schools. Educators can be used as a learning medium outside of school in discussing history. The main indigo museum will later be remembered by students as a historical museum that deserves to be used as one of the best museums in Indonesia. With the above I would like to do research with the title "The Utilization of the Sang Nila Utama Museum as a Resource for Learning History at SMA Negeri 6 Pekanbaru".

METHODS

This study uses a descriptive qualitative approach to explore in depth the use of the Sang Nila Utama Museum as a source of history learning by teachers and students at SMA Negeri 6 Pekanbaru, with a focus on the meaning, perception, and experience of education actors in museum-based learning (Sugiyono, 2022). This approach allows researchers to interpret learning phenomena comprehensively from the perspective of participants, so as to not only explain learning activities but also understand how these experiences shape the meaning of learning for students (Sugiyono, 2022). The selection of qualitative methods is also based on the characteristics of research objects that cannot be quantitatively measured, but must be understood through social interaction, narratives, and the use of museum artifacts as a source of contextual learning (Sutarto, 2023).

The research was carried out at SMA Negeri 6 Pekanbaru from July to September 2025 with the consideration that the school has integrated museum visits in history learning and has teachers who are active in developing local learning resources. The research subjects included history teachers and class X students who were selected purposively because they had direct experience in learning activities at museums, while the research objects focused on the process of planning, implementing, and using museums as a medium for learning history. The research informants were determined through a purposive sampling technique that included one history teacher, six grade X students, one museum educator, and one museum head, in order to obtain relevant and in-depth data related to museum-based learning policies, implementation, and experiences (Sutarto, 2023).

Data collection in this study was carried out through three main techniques, namely observation, in-depth interviews, and documentation, which complemented each other to obtain

comprehensive and valid data on the use of museums as a learning resource. Observations are carried out directly both in the classroom and during visits to the museum to observe teacher activities, student engagement, and interaction with the collection naturally through a participatory non-structural approach. In-depth interviews were conducted with teachers, students, and museum managers to explore perceptions, experiences, and obstacles in museum-based learning, with the aim of capturing the subjective meaning in its entirety as explained by Moleong (2021).

Documentation is carried out by collecting various documents such as lesson plans, LKPD, photos of activities, student notes, and other supporting materials as authentic evidence that strengthens the results of observations and interviews. The research instruments include interview guidelines, observation sheets, and documentation lists focused on teacher understanding, student experience, learning interaction, and the readiness of museum facilities. Data analysis was carried out interactively and continuously using the Miles, Huberman, and Saldaña (2022) model which includes data reduction, data presentation, and conclusion drawing and verification to ensure that the data obtained is organized and meaningful. The validity of the data is ensured through triangulation of sources and techniques by comparing data from various informants and data collection methods, accompanied by member checks to obtain direct confirmation from respondents and peer debriefing to maintain the objectivity of the analysis, as suggested by Creswell (2024).

RESULTS AND DISCUSSION

The main use of the Sang Nila Utama Museum as a source of history learning

In utilizing the Sang Nila Utama Museum as a source of history learning based on the results of observations in the field, history learning activities by utilizing the Sang Nila Utama Museum can be carried out through educational visits designed by history teachers. To find out the description and data about the use of the Sang Nila Utama Museum as a source of history learning, the author presents data in the form of a general description which is the conclusion of the results of observations, interviews and documentation carried out on research subjects. The efforts made by teachers in order to use museums as a source of learning history are by inviting students to study at museums. The benefits obtained are not only to get information about local history and culture, but students can also get information through dioramas and collections of historical objects in the museum. After visiting the museum, it is hoped that students will appreciate the struggle of the heroes more and be able to foster a patriotic spirit in students and foster enthusiasm and interest in learning history.

The advantage of using museums is that they have a significant positive influence on student learning, this is because by visiting the museum, students will get to know and remember the history of the nation better. The objects of the historical collection stored in the Sang Nila Utama Museum have a strategic function for learning, especially history lessons in schools. By inviting students to visit the museum, there will be a transformation of the value of the nation's cultural heritage from the previous generation to the present generation at the Sang Nila Utama Museum which stores various historical objects that are well used as a source of historical learning. The learning resources used by history teachers at SMA Negeri 6 Pekanbaru by inviting them directly to the museum, before that in the classroom learning the teacher explained in advance the learning material about historical research, the definition of historical sources, evidence and historical facts.

Before visiting the museum, there is planning before making a visit so that the activities run in a structured and mature manner so that the expected goals are achieved. The planning of history learning, namely a visit to the Sang Nila Utama museum, was prepared systematically and collaboratively. The history teacher starts planning by identifying basic competencies that can be related. Then the teacher will form a group for museum visits, then the teacher invites students to observe the museum collection directly according to the material being studied. Students are given tasks independently and in groups to obtain information about historical materials, information obtained from museum visits. Students will make observations on the museum's collection.

Based on data obtained from visits to museums, *"Students are required to make reports and vlogs of visits to museums. Visits to museums in search of historical sources and museum collections, after which they make reports and vlogs to museums as well as documentation of photos of museum collections. In addition, students also conduct interviews with museum officers about the museum*

collections that they will research". (Museum observation August 15, 2025). After visiting the museum, students made a report and presented the vlog video that had been made. Students conducted group discussions from the results of their research.

In an interview with a history teacher (Mrs. Ridayanti August 12, 2025) it was explained: *"We made the Sang Nila Utama Museum an alternative learning resource so that students can see historical relics firsthand, not just read books. "Students are more excited about the opportunity to learn."* Meanwhile, the results of interviews with class X students. (Farhan, September 18, 2025) show similar enthusiasm: *"Learning history in museums is more exciting. We can see Malay relics and struggles in the past. So, you understand better than just listening to explanations in class"*

The documentation of the activity shows that the teacher guides the teacher in filling out the observation sheet, recording information on the collection label, and discussing the findings together after the visit. These activities show that it is not only a place of recreation, but also an active learning resource that supports the achievement of history learning. The purpose of the museum is to learn history to get to know historical, cultural, artistic and other relics. In my opinion, as a history teacher, it is important to visit museums to help with learning in the classroom because it is very helpful to increase students' insight in analyzing historical materials. Before students use the museum as a learning resource, I will explain the learning material as an example of historical source material first, then invite students to observe the objects in the Sang Nila Utama Museum and historical heritage collections.

To find out the description and data of the use of the Sang Nila Utama museum as a source of history learning at SMA Negeri 6 Pekanbaru, the author presents in the form of a general description which is the conclusion of the research results, and is obtained through observations, in-depth interviews, and documentation studies of history teachers, students, and the management of the Sang Nila Utama Museum. The analysis was carried out to understand how museums are used as historical sources at SMA Negeri 6 Pekanbaru. In utilizing the Sang Nila Utama Museum as a learning resource, it must be in accordance with the Learning Implementation Plan in order to achieve learning goals. The use of museums is one of the ways to achieve these learning goals, which uses museums as a source of learning, especially history.

Based on observations, the researcher conducted direct learning in the museum using museum learning resources. The following researchers present observation data on visits to museums:

Observation Data

Day / Date : Thursday, September 18, 2025
 Theme : Historical sources
 Venue : Sang Nila Utama Museum
 Class / Semester: X 9 / Odd

In learning using the Sang Nila Utama Museum learning resources, students will make a report in the form of a vlog video while at the museum which will be presented during learning at school. Meanwhile, for oral and written tests conducted by teachers during visits to museums, oral tests are in the form of questions during museum visits and written tests during learning at school in the form of questions about historical source materials.

Historical history subjects are known to be subjects that are a little boring and memorized, so interest in history is very minimal. To overcome this, an audio-visual learning resource is needed, one of which is a visit to the museum. Visits to museums indirectly use museums as a source of history learning to have a positive impact on history learning by learning outside the classroom and a different atmosphere. This kind of learning is not boring and more interesting, this is what Felisa, a student of SMA Negeri 6 Pekanbaru, said (interview September 18, 2025), *"That the use of museums as a source of learning history is interesting and fun so that it is not boring"*.

The visit also had a good impact on students and students, especially SMA Negeri 6 Pekanbaru, which was also felt by Bismil (interview September 18, 2025). *"That the Sang Nila Utama Museum is fun, especially to be able to experience direct history learning through neatly arranged museum collections and knowing history that I originally did not know"*. It can be seen from the results of the interviews that have been conducted and direct observations and based on the results of the research

that the efforts made by teachers in order to use the museum as a learning resource, namely by inviting students to study at the museum. The benefits obtained are not only to get information about history, but also to get information through dioramas and collections of historical objects in the museum. After visiting the Sang Nila Utama Museum, it is hoped that they will appreciate history, historical relics and appreciate the struggles of heroes and can foster an attitude of patriotism that will foster students' enthusiasm and interest in learning.

As an institution that stores, maintains and exhibits the works, creations and karsa of humans throughout the ages, museums are the right place as a learning resource for the world of education, because through the objects exhibited students can learn about various values and norms. In other words, museums not only complement information but also encourage interest and become an important means for students. The advantage of using museums is that they have a significant positive influence on student learning. This is possible because by visiting the museum, students begin to be able to know or remember the nation's history and understand the struggles of the nation's heroes and existing historical relics. The historical and cultural heritage in the Sang Nila Utama Museum has a strategic function for learning, especially history in schools.

The Sang Nila Utama Museum, which stores various historical and cultural objects, is very well used as a learning resource in history learning. As a source of learning the history of the Sang Nila Utama Museum, we can learn from the many visits made by the school to the museum. The history learning resource that I use by inviting students to visit the Sang Nila Utama Museum is this historical source related to the material in history learning, namely historical sources, which explain historical sources, be it written, oral and object historical sources. Museums as a source of learning start from how often they visit the museum, and how many schools come to the museum. The use of the Sang Nila Utama Museum as a source of history learning is positive. Positive perceptions can encourage students to behave and behave positively towards daily life and at school, thus students know the importance of museums as a source of learning history. The museum is also useful in providing information that is difficult for teachers to bring into the classroom, such as when the material provided by teachers is related to the development of society in Riau, teachers find it difficult to describe the original life of the ancient people, so by visiting the Sang Nila Utama museum it helps teachers a little in explaining it. The average visitor uses museums as educational institutions, sees the collections on display and explores museum-sponsored film screenings. As a learning resource, museums help visitors expand their imagination about past events through collections and make learning history more enjoyable. Visiting museums that store objects and documents related to the nation's struggle can also increase knowledge and understanding of history.

The Readiness of the Main Sang Nila Museum as a Learning Resource

In general, the function of museums in the government's design of museums is explained that museums function as protection, maintenance, development, use of collections and communicate to the public. Based on government regulation No. 19 of 1955 in the Indonesian Museum Guidelines (2008), museums have the function or task of storing, maintaining, secure, and utilizing museum collections in the form of cultural heritage. Thus, the museum has two major functions, namely: (1) As a place of preservation, museums must carry out the following activities: (a) Storage, which includes collecting objects to become a collection, recording collections, numbering systems, and organizing collections; (b) Maintenance, which includes activities to prevent and overcome collectibles; (c) Security, which includes protection activities to protect the collection from damage or disturbance by natural or man-made factors. (2) As a source of information, the museum carries out utilization activities through research and presentation. Research is carried out to develop national culture, science, and technology, while the presentation must still pay attention to its preservation and security aspects.

In this case, we can know that museums can be a place of learning for students. Historical objects that are unique and have never been encountered in today's modern world make museums an interesting place. The museum is now used by teachers as objects in history learning materials. The results of the interview with the museum manager (Mr. ..., Head of the collection and education section) show that the museum has prepared various facilities to support educational activities, such as audio-visual rooms, educational guides, collection brochures and thematic exhibition booklets.

"We are very open to student visits. Every year, there are more than 1,000 students from different schools who come. We also provide guides who can explain each collection of easy-to-understand languages"

The results of observations show that most of the collections are neatly organized and equipped with information labels that explain their historical context. However, some collections still lack multimedia or interactive explanations. This is one of the documentations of the early human replica *Pithecanthropus Erectus*.

Figure 1. Replicas of Ancient Humans



History teachers also consider that museums are quite ready to support learning, even though digitalization innovation is needed. "If there is a digital display or virtual tour, it will definitely be more attractive for today's students," said one of the history teachers. The museum's readiness in terms of collections, services, and facilities shows positive support for environment-based contextual learning

Obstacles in the use of museums as a source of historical learning

Obstacles in the Use of the Sang Nila Uatma Museum as a Learning Resource. The use of museums as a learning resource is one of the good sources in developing students' creativity and making it easier to understand historical sources obtained from textbooks or teachers. The use of this museum is not always easy to accept or apply in learning history. In using museums as a learning resource, there are several obstacles that must still be faced by both students and teachers. One of the obstacles in utilizing visits to museums is time, limited time makes it less effective in utilizing museums.

Interview with history teacher Ridayanti Lubis is as follows:

"Regarding the obstacles faced in using the museum as a source of learning with limited time, the time at the time of visiting the museum takes about 15 minutes and when the time at the museum is limited because they have to go back to school, when they are in the museum there is not enough time for students to learn more at the museum."

Based on the results of interviews with students of SMA Negeri 6 Pekanbaru, they talked about the problem of time. Time management in the learning process is very important to pay attention considering the limited time with the demands of being a teacher that are very draining of energy and time. Kirana, a student of SMA Negeri 6 Pekanbaru (interview September 18, 2025) said,

"That the time at the time of learning is limited, so it takes time to visit the museum. Although the use of museums provides great benefits, there are also some obstacles found in the field."

Based on the results, it was found that the learning period that uses museums as a source of learning history is limited time. The next obstacle is school transportation for activities outside the classroom, the lack of school facilities for activities outside the classroom because there is no budget to buy a car or minibus from school, therefore schools only rent buses or online transportation for activities outside of school. An interview with an ICT teacher who is also the school treasurer said in terms of the school budget for visits to the museum said: *"For activities outside of school, you can only provide a minibus or rent online transportation for visits to museums"*

After the research is carried out, there are several things that need to be discussed from the results of the research. The discussion will be carried out based on the results obtained from the research. The results of the research obtained show that good learning will affect students in utilizing

museums as a learning resource.

The main use of the Sang Nila Utama Museum as a source of history learning

The results of the study show that the use of the Sang Nila Utama Museum as a source of history learning has a positive impact on increasing students' interest and understanding. This is in line with the theory of contextual learning (Contextual Teaching and Learning) put forward by Johnson (2002), that learning will be meaningful when students learn through direct experiences that are relevant to their lives. Visits to museums provide an opportunity for students to learn through observation and direct interaction with historical artifacts. This is in line with the opinion of Evitasari and Okta (2020) who stated that museums are contextual learning resources that can improve historical understanding through concrete experiences.

In addition, the results of the study support the findings of Fadnia et al. (2022) which confirm that museum visits are able to shape students' critical awareness of local history and strengthen regional cultural identity. Technical constraints such as limited time and facilities do not reduce the meaning of learning, as teachers and museum managers have tried to overcome them through collaborative programs and integration into the Independent Curriculum project. This effort is in accordance with the idea of Jupetra (2023) that project-based learning and real learning resources can improve students' historical competence and literacy skills. Thus, museums prove to be not just a repository of ancient objects, but a lively educational space, which fosters historical awareness, a sense of nationality, and appreciation for the nation's cultural heritage.

The readiness of the Sang Nila Utama Museum as a source of history learning

Museum collections are the most basic component of a museum, because the existence of a museum can be in the form of real objects (realia), replicas, miniatures and graphics (photos, maps or any object that can be used as a document) which must meet the following requirements: (a) Have historical and scientific value (including aesthetic value); (b) It can be identified regarding its form (morphology), type (typology), style and function; (c) It can be used as a document in the sense that it is proof of reality for the development of knowledge; (d) And can be used as a monument or will become a monument in natural and cultural history.

Collections are media as a learning resource, especially history subjects. The museum collections on display have systematic concepts and themes that meet scientific principles. The collection on display can describe something and reveal something. Based on this, the collections displayed at the Sang Nila Utama Museum will show a summary of the history and culture of the Riau region, with the elaboration of the systematics of its arrangement broadly divided into three main aspects or groups, namely general introduction, historical aspects, and cultural aspects.

The general aspect and the natural environment aspect start from the entrance located on the second floor of the east to the stairs on the left and part of the first floor. The collection displayed is taken from the geographical and geological elements of the Riau region, from these two elements contain abundant natural resources such as mining materials. The arrangement of the collection is in general introduction and aspects of the natural environment, on the second floor as the natural history collection displayed in the west section of the second floor consists of various objects related to geography, mining, forestry, and prehistoric life. The collection includes a map panel of Riau Province with a scale of 1:500,000 made in 1990, as well as vitrines containing organic and inorganic mining products such as tin and coal. In addition, there are several types of wood collections, including rengas, meranti, and virgin wood. The museum also displays fossil replicas of ancient humans and fauna, such as the upper skull replica of *Pithecanthropus old*, mandibular (jaw) replica of *Pithecanthropus old*, fossil replicas of *Pithecanthropus erectus* discovered in Sangiran-Solo, and skull replicas of *Homo erectus*.

The historical collection, located on the second floor in the eastern section, presents various artifacts from prehistoric to modern periods. The arrangement includes collections of Paleolithic perimbas axes and Sumatralith stone axes from the Mesolithic period, as well as vitrines containing stone tools, shale tools, Mesolithic blades, and square stone axes. Other collections include Dutch ceramics from the 19th to 20th centuries AD, currency collections from before and after Indonesian independence, and heraldic and crown collections, including a replica of the crown of the Sultan of

the Siak Kingdom. The room also displays collections of assault rifles and armor, umbrellas from the Siak Kingdom, gold cepu and gold rings belonging to the second consort of Sultan Pangeran (King Kampar), and jars from the early 15th to 20th centuries AD. In addition, there are replicas of the Pasir Panjang inscription, mockups of the Stinging Mosque and Muara Takus Temple, a miniature of Siak Palace, and photo panels of historical heritage buildings.

The cultural collection occupies the entire first-floor area and consists of cultural objects from both the Riau region and other areas. The displayed collections include fishing equipment used in rivers, such as gogo and jala sekok, as well as sea fishing equipment including trawlers and nets. Traditional weapons such as daggers, pepper potions, and spears are also exhibited. Other cultural collections include traditional container vases, lodging equipment such as cerana and baking tools, and folk games including catfish pegs and marbles. The museum also showcases traditional musical instruments such as talempong and flutes, traditional sports miniatures including track races and takraw, and songket fabric collections. Furthermore, the cultural section features a blacksmith diorama, a Sakai tribe diorama, and miniatures of Rokan Palace and Penyengat Island Adibu Palace.

Obstacles in the use of museums as a source of historical learning

In the process of using museums as a source of learning history, it cannot be separated from the factors that are the obstacles. From the results of interviews with teachers and students in utilizing the museum as a learning resource, it was found that the obstacles faced through interviews and also observations that I made, based on interviews and observations, the main obstacles include: (a) Learning time is limited, so teachers have difficulty allocating visiting time; (b) The lack of school transportation budget for extra-class activities; (c) Lack of interactive facilities in museums, such as digital media and open learning spaces.

However, several solution efforts have been made. Teachers integrate museum visits into local history learning projects in the Independent Curriculum, so that museum activities do not stand alone. In addition, the museum collaborates with schools through the "School Friends Museum" program "We try to help schools in out-of-class learning programs. If possible, we provide singakat education sessions at no additional cost," explained the museum manager. These obstacles and solutions show that collaboration between schools and museums is the key in optimizing the use of museums as a place to learn history.

Relevance of Museum Collections to Learning Materials

The Sang Nila Utama Museum has a variety of collections that are relevant to high school history learning materials. The collections on display not only serve as a means of preserving the culture and history of the Riau region, but also as a contextual learning resource that supports students' understanding of historical events, cultural developments, and local identities. The utilization of museum collections in history learning allows students to relate the material learned in the classroom to real evidence of historical artifacts.

Museum collections related to prehistoric times, such as stone tools, replicas of ancient human remain, and information about the early life of the people in the Riau region, have relevance to class X history learning materials about the life of preliterate humans in Indonesia. Through direct observation of the collection, students can understand the development of simple technology, the life patterns of preliterate people, and the relationship between humans and the natural environment in a more concrete way than just through textbooks.

In addition to prehistoric collections, the Sang Nila Utama Museum also displays collections related to the working period and local Malay history, such as objects belonging to the Siak Sultanate, Malay cultural artifacts, historical manuscripts, and traditional symbols of power. This collection is relevant to the history learning material of Kelsa X and XI which discusses the development of kingdoms in Indonesia and the process of forming local cultural identity. By studying the collection, students can understand the role of local kingdoms in national history as well as the importance of Malay cultural values and customs.

The collection of traditional clothing, traditional musical instruments, household utensils, and handicrafts of the Malay community exhibited in the museum is related to Indonesian history and culture learning materials. This collection helps students understand the social life, value system, and

local wisdom of the Riau people from time immemorial. Learning through these cultural collections encourages students to not only know historical events but also understand the social and cultural life of the people as part of the historical process.

Based on the results of observations and interviews, the relevance between the collection of the Sang Nila Utama Museum and the history learning material is quite strong, but its usefulness still needs to be improved through more measurable learning planning. History teachers need to integrate museum collections into lesson plans so that museum visits are not only recreative but really support the achievement of learning goals. Thus, the museum can function optimally as a contextual and meaningful source of history learning for students of SMA Negeri 6 Pekanbaru.

CONCLUSION

Based on the results of the research, the use of the Sang Nila Utama Museum as a history learning resource at SMA Negeri 6 Pekanbaru has run well and effectively through contextual learning activities such as educational visits and direct observation, so as to increase students' understanding, motivation, and interest in local history and culture. The museum is also considered quite ready as a learning medium because it has a diverse collection, organized exhibition facilities, and educational services, although it still requires the development of interactive and digital media to be more relevant to modern learning needs. On the other hand, there are several technical constraints such as time constraints, transportation costs, and lack of digital media support, but these can be overcome through collaboration between schools and museum managers, including integration in the Independent Curriculum and educational partnership programs. Overall, museums have great potential as an authentic and contextual source of historical learning, which not only strengthens students' cognitive understanding but also builds cultural awareness, national character, and appreciation of the region's historical heritage.

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