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Utilizing the Asia-Africa Conference Museum as a Historical Learning Resource: A Case Study at a Bandung Senior High School

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ABSTRACT

This qualitative case study investigates the utilization of the Asia-Africa Conference Museum (Museum KAA) as a learning resource for teaching democratic liberal history to twelfth-grade social studies students in Bandung, Indonesia. Through observations, interviews, and document analysis, the research explores how teachers integrate this local heritage site into their pedagogy. Findings indicate that while educators recognize the museum's significant potential for fostering contextual and authentic historical understanding, its direct use remains limited due to structural constraints such as time restrictions and scheduling conflicts. Consequently, teachers often resort to digital adaptations, including videos and virtual materials, as alternative resources. The study highlights the tension between the ideal of place-based learning and the practical realities of the formal curriculum. It contributes to discussions on contextual history pedagogy and the innovative use of local historical sites to enhance historical literacy and student engagement within Indonesia's educational landscape.

KEYWORDS
Museum education; contextual learning; history pedagogy; local heritage; Asian-African history

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ABSTRAK

Penelitian kualitatif studi kasus ini mengkaji pemanfaatan Museum Konferensi Asia-Afrika (KAA) sebagai sumber belajar sejarah demokrasi liberal bagi siswa kelas XII IPS di Bandung, Indonesia. Melalui observasi, wawancara, dan analisis dokumen, penelitian mengeksplorasi integrasi situs warisan lokal ini dalam pedagogi guru. Temuan menunjukkan bahwa meski pendidik menyadari potensi museum untuk pemahaman sejarah kontekstual dan otentik, penggunaannya masih terbatas akibat kendala struktural seperti waktu dan penjadwalan. Guru kerap beralih ke adaptasi digital seperti video dan materi virtual sebagai alternatif. Studi ini menggarisbawahi ketegangan antara ideal pembelajaran berbasis lokasi dengan realitas kurikulum formal. Kontribusi penelitian terletak pada diskusi pedagogi sejarah kontekstual serta inovasi pemanfaatan situs sejarah lokal untuk meningkatkan literasi sejarah dan keterlibatan siswa dalam landscape pendidikan Indonesia.

KATA KUNCI
Pendidikan museum; pembelajaran kontekstual; pedagogi sejarah; warisan lokal; sejarah Asia-Afrika

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Introduction

History, by its nature, serves a fundamental function: to foster a profound understanding of the connections between the past, present, and future (Lévesque & Croteau, 2022; Miguel-Revilla, 2022; Popa, 2023). Beyond this, it offers four distinct utilities: educational, inspirational, instructional, and recreational. The educational utility lies in its capacity to impart wisdom and instill nationalist values. Its inspirational utility stems from the diverse narratives it presents, while its instructional utility serves as a means to convey knowledge, skills, and technology. Finally, its recreational utility provides aesthetic pleasure through authentic human experiences. The overarching ideal of history education is to enable students to comprehend historical events, develop historical consciousness, and acquire historical insight that leads to wisdom (Jay, 2021; Popa, 2023; Sung, 2020).

History learning constitutes a pedagogical process designed to stimulate students to acquire historical knowledge, reconstruct historical events, and internalize values pertinent to various life aspects, thereby contributing to their character development (Miguel-Revilla, 2022; Popa, 2023; Sung, 2020). Through this process, students learn to analyze the what, who, when, why, where, how, and consequences of past societal events, including the challenges faced and their subsequent impacts on contemporary life (Jay, 2021; Lévesque & Croteau, 2022; Popa, 2023). This historical understanding enables students to discover and strengthen their national identity within the context of a globalized society (W.-L. Chen et al., 2023; Sung, 2020).

Educational modernization has significantly influenced the integration of technology into learning processes. History teachers are expected to refine and innovate their teaching methodologies, moving beyond traditional didactic approaches to leverage technology for increasing student engagement. This shift encourages the creation of more active and innovative learning environments. However, innovative methods in history education have not been fully implemented, as conventional techniques like lectures often remain predominant in classroom practice (Demissie et al., 2022; Ifinedo & Kankaanranta, 2021; Karchmer-Klein & Konishi, 2023).

The effective use of appropriate learning media and resources is crucial. Teachers and students must select tools—such as maps, images, audio-visual materials, infographics, and journals—that align with the subject matter to clarify information and concepts. In addition to these classroom-based resources, historical sites like ancient buildings, palaces, and museums serve as vital external learning sources (Eilam et al., 2023; Kelton, 2021; Zhao, 2021). Organizing field visits or study tours to these sites, either during or outside school hours, allows students to gain direct exposure to historical subject matter.

Utilizing historical sites as learning resources offers an alternative to monotonous teaching methods, making history more engaging and recreational. Museums, which house historical artifacts or their replicas, are particularly valuable in this regard (Fazzi & Lasagabaster, 2021; Hamilton & Margot, 2020; Sönmez & Öztürk, 2022). Their use can invigorate students' enthusiasm for learning history by presenting tangible evidence from their surroundings, making abstract events more relatable (Eilam et al., 2023; Kayhan Altay & Yetkin Özdemir, 2023; Kelton, 2021). This approach not only broadens students' awareness of local heritage but also fosters a sense of responsibility for its preservation (Greaves et al., 2023; Grimshaw & Mates, 2022; Urpi, 2021).

Direct visits to museums provide impactful learning experiences, allowing students to observe and analyze historical relics firsthand. Contextual history learning through museums offers authentic experiences that reconstruct historical knowledge (Bermudez & Epstein, 2020; Marovah & Ncube, 2024; Weiglhofer et al., 2023). Defined by ICOM as permanent, non-profit institutions serving society by collecting, preserving, researching, and exhibiting tangible and intangible heritage for education and enjoyment, museums are essential repositories for history education. In Bandung, the strategic proximity of SMA Negeri 5 High School to museums like the Asia-Africa Conference Museum (Museum KAA) presents a unique opportunity. This museum, established to commemorate the 1955 Asia-Africa Conference and inaugurated in 1980, directly relates to the 12th-grade history curriculum on Liberal Democracy. However, a research gap exists. While prior studies like(Eilam et al., 2023; Innes & Sharp, 2021; Zinn, 2022) examine museums generically, and Putra (2018) focuses on teachers' constraints, there is limited specific research on how Museum KAA is utilized for teaching Liberal Democracy at the high school level, particularly from a student perspective. This study aims to fill that gap by providing a holistic exploration of its implementation, challenges, and effectiveness (L. Chen, 2022; de Vries, 2020; Duchatelet & Donche, 2022).

Research Questions

1. What structural factors most hinder direct visits by teachers and students to the Asia-Africa Conference Museum as a history learning resource, despite the acknowledged pedagogical value?
2. How do the digital adaptations (such as videos and virtual materials) used by teachers affect the achievement of contextual and authentic history learning objectives compared to direct visits?
3. To what extent do teachers' knowledge and readiness (TPACK) in utilizing the museum's digital platforms, such as the Virtual Museum, address structural constraints in contextual history learning?

Theoretical Framework

This study is situated at the confluence of several interconnected theoretical domains that inform the pedagogical use of museums in formal history education. At its foundation lies Constructivist Learning Theory, which posits that learners actively construct knowledge through experiences and reflection, rather than passively receiving information (Bruner, 1966; Piaget, 1972; Feng & Tang, 2021; Gampell et al., 2020; Lee, 2023). This perspective is extended by Experiential Learning principles, championed by Dewey (1986), which emphasize the critical role of direct, concrete experience in fostering deep understanding and personal meaning-making. In the context of history education, these theories support a shift from rote memorization of facts towards an engagement with historical evidence, where museums serve as vital environments for authentic inquiry and knowledge construction (Ellinghaus et al., 2021; Neumann, 2021). The sensory and immersive nature of a museum visit facilitates a form of situated cognition, where learning is embedded within the authentic context of historical artifacts and narratives (Eilam et al., 2023; Zhao, 2021; Zhou et al., 2022).

To understand the specific cognitive goals of history instruction, the framework incorporates Historical Thinking Concepts. Moving beyond the mastery of a fixed historical narrative, this approach focuses on developing disciplinary skills such as sourcing, contextualization, corroboration, and historical empathy (Seixas & Morton, 2012). The museum, as a repository of primary sources—from artifacts to documents and photographs—provides an ideal setting for students to practice these skills by critically analyzing evidence, considering multiple perspectives, and constructing evidenced-based interpretations (Gottschalk, 1986; Sidi Gazalba, 1981). This aligns with the broader objective of history education to cultivate critical citizenship rather than mere factual recall (Keynes et al., 2021; Nye & Clark, 2021).

The pedagogical value of museums as institutions is framed by Museum Education and Learning Theory. Internationally, museums are defined as permanent, non-profit institutions serving society by acquiring, conserving, and exhibiting tangible and intangible heritage for education and enjoyment (International Council of Museums, 1974). Their educational function is recognized as moving beyond informal recreation to becoming a structured complement to formal schooling (Hamilton & Margot, 2020; Young, 2021). Effective utilization transforms the museum from a mere site of display into an active "source of learning" (*sumber belajar*), a concept in Indonesian pedagogy referring to any person, object, or environment that can be utilized to facilitate learning outcomes (Berg & Christou, 2020; Eilam et al., 2023; Young, 2021; Zinn, 2022). Research indicates that such utilization can enhance motivation, critical thinking, and the internalization of historical values (Brown et al., 2021; Eilam et al., 2023; Innes & Sharp, 2021).

However, the integration of such resources into classroom practice is often mediated by technology. This study employs the Technological Pedagogical Content Knowledge (TPACK) framework to analyze this integration. TPACK argues that effective technology use in education requires an interdependent understanding of technological knowledge (TK), pedagogical knowledge (PK), and content knowledge (CK) (Ifinedo & Kankaanranta, 2021; Lachner et al., 2021; Schmid et al., 2021). In this context, TK involves tools like virtual museum tours or digital archives; PK encompasses strategies for place-based or inquiry learning; and CK is the deep understanding of the historical content related to the Asia-Africa Conference. The framework helps analyze whether teachers are simply using technology as a substitute (e.g., showing a video) or are designing learning experiences that meaningfully integrate all three knowledge domains to overcome logistical barriers (Eutsler, 2022; Ifinedo & Kankaanranta, 2021).

Furthermore, the process is influenced by theories of Motivation and Self-Regulated Learning. Student engagement with any resource, physical or digital, is contingent upon factors such as perceived relevance, autonomy, and sense of competence(Ilishkina et al., 2022; Jeno et al., 2023; Theobald, 2021). A well-designed museum visit can enhance intrinsic motivation by providing autonomy in exploration, relevance through tangible connections to local/national history, and a sense of competence through successful inquiry tasks (Porter & Cunningham, 2022; Ryan, 2023; Young, 2021). Conversely, the challenges of access and integration may negatively impact teacher motivation and efficacy, influencing their willingness to undertake complex logistical planning (Backfisch et al., 2021; Cheng et al., 2020; Paetsch et al., 2023).

Synthesizing these strands, the study is guided by a Contextual Resource Integration Model. This model posits that the effective use of a museum as a learning resource is not

determined solely by its intrinsic qualities but by a dynamic interaction between: (1) the *pedagogical potential* of the site (informed by constructivist and historical thinking theories); (2) the *teacher's agency and knowledge* (encompassing TPACK and pedagogical content knowledge); (3) the *structural constraints* of the formal curriculum (time, schedule, policy); and (4) the *available mediating technologies*. The negotiation of these elements determines whether the resource is utilized directly, adapted digitally, or overlooked, ultimately shaping the quality of the historical learning experience for students (Porter & Cunningham, 2022; Young, 2021). This framework allows for a holistic analysis of the gap between pedagogical ideal and practical reality in leveraging local heritage for history education.

Method

Research Design

This study employed a qualitative descriptive approach utilizing a case study method. Qualitative research is characterized by its focus on understanding social phenomena through the collection and analysis of non-numerical data, such as spoken or written words and observed behaviors, to describe and interpret the status of individuals, groups, or cultural objects (Moleong, 1989). The descriptive method involves investigating a problem by portraying the present state of the subject or object of research based on observable facts and providing rational interpretation (Flick, 2023). A case study design is particularly suitable for investigating a contemporary phenomenon within its real-life context, especially when the boundaries between the phenomenon and its context are not clearly evident, requiring the use of multiple sources of evidence(Yin & Campbell, 2018). This design aligns with the research objective of gaining an in-depth understanding of the utilization of the Asia-Africa Conference Museum (Museum KAA) as a history learning resource at SMA Negeri 5 Bandung, treating this specific context as a bounded system or case (Flick, 2023).

Research Setting and Participants

The research was conducted at two primary sites: the Asia-Africa Conference Museum in Bandung and SMA Negeri 5 Bandung. Data sources were triangulated across three categories:

1. Place, Artifacts, and Events: The physical setting of the museum (Gedung Merdeka) and its collection of artifacts served as non-human sources of data, providing contextual understanding of the historical site (Sidi Gazalba, 1981). Observations of teaching and learning activities related to museum use at the school constituted relevant events.
2. Informants: Key human informants were selected for in-depth insights. These included: (a) history teachers from Grade XII Social Sciences classes at SMA Negeri 5 Bandung; (b) Grade XII Social Sciences students from the same school; and (c) museum management staff from Museum KAA. In qualitative research, informants are partners who provide information from their unique perspectives, rather than mere respondents (Flick, 2023). Selection criteria emphasized their direct involvement and experience with the phenomenon under study (Moleong, 1989).

3. Documents: Documentary analysis supplemented field data. Relevant documents included the national and school history curriculum to establish content relevance, official museum publications, historical records about the museum and the conference held within its archives (Gottschalk, 1986), and lesson plans or teaching materials used by the teachers.

Data Collection Techniques

Data were collected over a defined period through three primary techniques:

1. Observation: Both direct and passive participant observation were employed (Crabtree & Miller, 2023; Flick, 2023). Researchers observed history lessons in classrooms at SMA Negeri 5 Bandung and the physical environment and visitor interactions at Museum KAA. Notes were taken to record activities, interactions, and the use of physical and digital resources.
2. In-depth Interviews: Semi-structured interviews were conducted with the identified informants. This technique allows for guided yet flexible conversations to construct a detailed understanding of people, events, motivations, and concerns (Flick, 2022, 2023). Interviews with teachers explored their pedagogical strategies, perceptions of the museum's value, and implementation challenges. Interviews with students focused on their learning experiences and attitudes. Interviews with museum staff addressed educational programming and collaboration with schools.
3. Document Analysis: This involved a systematic review of the collected documents (curriculum documents, museum catalogs, official reports) to corroborate and contextualize data obtained from observations and interviews (Moleong, 1989).

Data Trustworthiness

To ensure the credibility and dependability of the findings, several strategies were implemented, primarily based on the principle of triangulation (Flick, 2022, 2023; Moleong, 1989).

1. Source Triangulation: Data on the same issue (e.g., barriers to museum visits) were gathered from multiple informants (teachers, students, museum staff) and from documents.
2. Methodological Triangulation: The research question was investigated using multiple methods—observation, interviews, and document analysis—to cross-check findings.
3. Data Verification: Preliminary findings and interpretations were discussed with peers and, where appropriate, presented to informants for member checking to enhance accuracy. The analytical process involved constant comparison within and across data sources to strengthen the validity of the emerging themes. This rigorous approach aimed to produce findings that are credible, confirmable, and reflective of the studied context (Flick, 2023; Tracy, 2020).

Data Analysis Procedures

Data analysis followed an interactive model as described by Miles et al., 2020) , involving concurrent and iterative processes of data condensation, data display, and conclusion drawing/verification.

1. Data Condensation: This ongoing process involved selecting, focusing, simplifying, abstracting, and transforming the raw data from field notes, transcripts, and documents. Summaries and codes were developed to identify initial patterns.
2. Data Display: Organized and compressed information was displayed in narrative form and matrices to facilitate the identification of relationships and themes. Data from different sources (teachers, students, observations) were grouped according to key thematic categories related to the research questions.
3. Conclusion Drawing and Verification: From the beginning of data collection, tentative conclusions were drawn and iteratively verified against the collected evidence. Final conclusions were developed by continually revisiting the data to ensure they were well-grounded and accountable (Patton in (Moleong, 1989).

Results

The Asia-Africa Conference Museum (Museum KAA): A Historical Profile

The Asia-Africa Conference Museum (Museum KAA) is situated on Jalan Asia Afrika in the heart of Bandung, Indonesia. As its name denotes, the museum is dedicated to preserving and narrating the history of the seminal Asian-African Conference, first held in Bandung from April 18-24, 1955. It holds the distinction of being the only museum under the direct supervision of the Indonesian Ministry of Foreign Affairs, underscoring its national diplomatic significance (Interview with Museum Staff, 2023). The museum's establishment was fundamentally motivated by a pivotal moment in Indonesia's foreign policy history—a bold initiative by a then newly independent nation to host a major international conference aimed at fostering solidarity among Asian and African nations against colonialism and imperialism.

The museum was conceptualized by Prof. Dr. Mochtar Kusumaatmadja, S.H., LL.M., the Minister of Foreign Affairs at the time, and was officially inaugurated by President Soeharto on April 24, 1980, commemorating the 25th anniversary of the Conference. Its realization was spearheaded by Joop Ave, the Director General of Protocol and Consular Affairs, with technical planning and execution handled by PT Decenta, supported by a consortium of government bodies including the Departments of Foreign Affairs, Education and Culture, Information, the Provincial Government of West Java, and Padjadjaran University (Museum KAA Official Archives, 2023). The museum is housed within the historic Gedung Merdeka (Independence Building), a structure with a rich architectural and functional evolution that mirrors the colonial and post-colonial history of the city itself.

Originally constructed in 1895 as the *Societeit Concordia*, a social club for the European community in Bandung, the building was a modest structure initially lit by oil lamps. It underwent significant renovations in 1921 under the design influence of renowned architect C.P. Wolff Schoemaker, transforming into a luxurious and exclusive super club featuring Italian marble and crystal chandeliers. In 1940, architect A.F. Aalbers redesigned it in the International Style. During the Japanese occupation (1942-1945), it was repurposed and renamed *Dai Toa Kaikan*. A fire in 1944 damaged its left wing, and in 1945, it was seized by Indonesian youth as a headquarters during the independence struggle. Its

pivotal moment came in 1955 when the Indonesian government, preparing for the Asia-Africa Conference, selected it as the venue due to its grandeur, size, and strategic location in the city center, near prestigious hotels like the Savoy Homann and Preanger. Restored under the guidance of Ir. R Srigati Santoso, the building was renamed "Gedung Merdeka" by President Soekarno on April 7, 1955 (Historical Documentation, Museum KAA).

Post-conference, the building continued to serve various functions, including housing the Indonesian Constituent Assembly (1955) and, during the political turmoil of 1965, being used as a detention center. Its management shifted between central and local governments until 1980, when it was formally designated as the permanent site for the Asia-Africa Conference Museum. Today, the museum complex is not merely a repository but an active historical artifact, with Gedung Merdeka itself representing a palimpsest of Bandung's colonial, independence, and diplomatic histories. Its collections are organized into several key areas: a permanent exhibition hall featuring three-dimensional artifacts, documentary photographs, and a diorama of the 1955 conference opening; a specialized library containing historical, social, and political texts on Asian and African nations; and an audio-visual room screening documentary films on the conference and related cultural themes (Field Observation, 2023). This comprehensive curation makes it a potent, multimodal resource for historical learning.

SMA Negeri 5 Bandung: Contextual Setting and Pedagogical Approach

SMA Negeri 5 Bandung, located at Jalan Belitung No. 8, is a prominent public high school in Bandung with a history dating back to 1951. It occupies a historic building complex originally constructed in 1916 as the *Hoogere Burgerschool te Bandoeng* (HBS), an elite secondary school for Dutch and privileged Indonesian students during the colonial era. The school's architecture remains largely preserved, sharing its expansive grounds (14,240 m^2) with SMA Negeri 3 Bandung, separated only by a central corridor. This historical physical environment subtly embeds students within a landscape bearing colonial legacies, providing an immediate, though often unspoken, context for national history lessons (Field Observation, 2023). The school has a history of academic innovation, having been designated a Pioneer International Standard School (RSBI) in 2009 before the program's national discontinuation, and it currently operates under the West Java Provincial Education Office.

The study focuses on History learning in the twelfth-grade Social Sciences (IPS) program. At this level, the Indonesian history curriculum places significant emphasis on the period of Liberal Democracy (1950-1959), with a specific learning objective covering the achievements of the Ali Sastroamidjojo I Cabinet, notably the organization of the 1955 Asia-Africa Conference. This direct curricular alignment makes Museum KAA a highly relevant local resource. Observations and teacher interviews revealed that history pedagogy at SMA Negeri 5 Bandung has consciously shifted from purely teacher-centered (lecture-based) methods towards more student-centered learning (SCL) approaches, even within the framework of the national 2013 Curriculum.

Two history teachers, referred to by the pseudonyms Mr. Erlangga (teaching classes XII IPS C and D) and Mr. Eka (teaching classes XII IPS A and B), were primary informants.

Both described pedagogical routines that incorporate literacy sessions (15 minutes of reading), apperception to recall prior knowledge, interactive explanations, and open discussions. Students confirmed this shift, expressing enthusiasm for history classes. They described Mr. Erlangga as an engaging storyteller who often shared "hidden untold stories" beyond textbooks, making lessons dynamic and fostering a sense of discovery. Students like Raihan and Devina noted that his approach changed their perception of history from a boring, fact-memorization subject to an engaging narrative (Student Interviews, 2023).

Mr. Eka was perceived as more disciplined and strict but was equally recognized for his profound historical knowledge and theoretical depth. Students such as Triana and Kamila praised his mastery of both Indonesian and world history, noting his ability to teach without heavy reliance on textbooks. Despite differences in style, both teachers actively employed diverse teaching aids—maps, globes, library resources, historical films, and documentaries—and assigned tasks like critical film analysis to foster historical reconstruction skills. Crucially, both teachers explicitly leveraged the school's geographical context, reminding students that "history is real and around us," and specifically cited the proximity of Museum KAA as a tangible, accessible proof of a major historical event (Teacher Interviews, 2023). This conscious contextualization forms the foundation for considering museum-based learning.

Learning Resources in History Education: Theory and Practice at SMA Negeri 5

The pedagogical philosophy underpinning resource use at the school aligns with broader educational theory that defines learning resources broadly as any person, place, object, or information medium that can facilitate behavioral and cognitive change in learners(Sawyer, 2022). Effective utilization depends on teacher creativity, time management, and alignment with learning objectives (Berg & Christou, 2020; Sawyer, 2022). The teachers demonstrated an awareness of this, utilizing a spectrum of resources from conventional textbooks like the *Sejarah Nasional Indonesia* (SNI) and works by historians like Ricklefs, to digital media like curated YouTube videos and even recent historical films shown in cinemas (e.g., "Eksil").

However, the study identified a hierarchy in resource utilization. While digital and print media were used routinely due to convenience and integration with daily lesson plans, local historical sites like museums were recognized as holding superior potential for creating authentic, impactful learning experiences. As noted by (Brown et al., 2021; Eilam et al., 2023; Zhao, 2021), historical heritage sites serve as optimal media for boosting student motivation. The teachers articulated that resources like Museum KAA could make history "fresh, enjoyable, and not just about memorizing facts," providing direct sensory engagement with authentic artifacts, photographs, and archival recordings that textbooks cannot replicate. Criteria for optimal resource selection—such as being economical, practical, accessible, flexible, and goal-appropriate (Bishop et al., 2020; Sawyer, 2022)—were deemed fully met by Museum KAA, given its free admission, proximity, and direct relevance to the Liberal Democracy curriculum module.

The Potential and Utilization of Museum KAA as a Learning Resource

The research found unanimous recognition among both teachers and students of Museum KAA's significant potential as an exceptional learning resource. Its relevance is multi-faceted: 1) Content Relevance: It directly illustrates the key achievement of the Ali Sastroamidjojo I Cabinet—organizing the Asia-Africa Conference—a core component of the Grade XII Liberal Democracy topic. 2) Contextual Relevance: Its location in Bandung reinforces local historical identity and pride. 3) Pedagogical Relevance: It supports multi-sensory, inquiry-based learning through its permanent exhibits, dioramas, library archives, and audio-visual materials. Teachers emphasized that a visit would allow students to "observe and analyze historical relics firsthand," using imagination to reconstruct events, thereby deepening understanding and fostering national pride (Mr. Eka, Interview, 2023).

Students expressed strong desire and anticipation for such a field visit. They contrasted the passive, imaginative effort required in classroom learning with the active, direct engagement a museum visit promises. Fathan articulated this distinction, stating that in class he could only "guess and imagine" the historical context, whereas at the museum he could "understand the material easily by seeing relevant historical relics directly in front of his eyes." Rainard added that a visit provides a "different learning sensation and experience," leading to a clearer understanding of actual past conditions. This student perspective highlights the anticipated affective and cognitive benefits of place-based learning, aligning with theories of situated cognition and experiential learning (Student Interviews, 2023).

Structural Constraints and Digital Adaptations

Despite the recognized high potential and expressed desire from both pedagogical and student perspectives, the study revealed a stark gap between this ideal and on-the-ground practice. The primary finding is that direct, physical utilization of Museum KAA as a field trip destination is severely limited due to structural constraints. Both teachers cited several interconnected barriers:

1. Temporal Limitations: The rigid and packed school schedule was the most frequently cited obstacle. History is allocated limited weekly sessions. Organizing a field trip requires a time block significantly longer than a standard class period to account for travel, guided exploration, and debriefing. Teachers felt that a rushed visit would yield suboptimal learning outcomes. "If we force a visit with limited time, the student output will not be optimal and the learning results feel unsatisfactory," explained Mr. Erlangga (Interview, 2023).
2. Administrative and Logistical Hurdles: Visiting as a large group requires a reservation process with the museum that can take up to two weeks for confirmation, complicating advance planning. Furthermore, the museum's public opening days (Tuesday, Thursday, Saturday, Sunday) do not always align neatly with the school schedule, creating conflicts with other subjects before or after the intended history slot.

3. Curriculum Pressure: The need to cover a mandated breadth of curriculum content within a fixed timeframe creates pressure to prioritize efficient, classroom-based delivery methods over time-intensive field experiences.

Consequently, teachers have developed digital and mediated adaptations to bridge this gap, incorporating Museum KAA into their pedagogy indirectly:

- Embedded Imagery and Questions: Photographs and architectural details of Gedung Merdeka and museum artifacts are integrated into PowerPoint (PPT) presentations. Worksheets (LKS) include questions based on the museum's collections.
- Video Integration: The official YouTube channel of Museum KAA, which hosts documentary footage, virtual tours, and explanatory content, is frequently used as an in-class resource. This allows students to see the museum's interiors and artifacts dynamically.
- Narrative Linkage: Teachers consistently reference the museum and the conference it commemorates during lessons, using it as a concrete local example to anchor abstract historical concepts.

Unrealized Technological Potential and the TPACK Framework

An interesting sub-finding was the limited awareness and utilization of more advanced digital resources offered by the museum itself. Neither teacher was actively using the official Virtual Museum platform provided by Museum KAA. This points to a potential area for enhancing technological integration. The TPACK (Technological Pedagogical Content Knowledge) framework (Ifinedo & Kankaanranta, 2021; Karchmer-Klein & Konishi, 2023; Lachner et al., 2021) provides a useful lens here. While the teachers demonstrated strong Content Knowledge (CK) of the history and Pedagogical Knowledge (PK) of student-centered methods, their Technological Knowledge (TK) as applied to this specific resource appeared underleveraged.

Effective integration of the Virtual Museum could represent a powerful synthesis of TPACK: using technology (TK) to deliver museum content (CK) through pedagogically sound (PK) activities like virtual scavenger hunts, guided online analyses of specific artifacts, or comparative exercises between physical and virtual displays (Xu et al., 2023). However, both teachers expressed a strong belief in the irreplaceable value of physical presence. Mr. Eka noted the difference in experiential quality between a direct visit and a virtual one, a sentiment echoed by students who prioritized the opportunity for autonomous physical exploration. This highlights a nuanced tension: while digital tools offer a pragmatic solution to structural constraints, they are perceived as a compromise on the authentic, embodied experience that makes place-based learning uniquely valuable.

Synthesis: The Ideal-Reality Tension in Contextual History Pedagogy

The findings collectively depict a clear tension. On one hand, there is a strong, shared educational ideal: utilizing a local, historically rich, and curriculum-aligned site like Museum KAA to provide contextual, authentic, and engaging history learning that boosts

motivation, deepens understanding, and strengthens local-national identity. This ideal is supported by educational theory and desired by both teachers and students.

On the other hand, the practical realities of the formal education system—rigid scheduling, administrative complexity, and curriculum coverage demands—create significant structural barriers that render direct implementation of this ideal infrequent and challenging. The teachers' agency is expressed not in overcoming these barriers regularly but in creatively adapting to them through digital mediation. Thus, Museum KAA's role transitions from a primary *site of learning* to a *digitalized reference point* within the classroom.

This study concludes that while Museum KAA is theoretically an excellent resource for contextual history pedagogy at SMA Negeri 5 Bandung, its practical utilization is fundamentally shaped and constrained by systemic factors. The resulting practice is a hybrid model where the museum's symbolic and digital representations are incorporated into teaching, preserving a connection to place-based learning ideals while operating within the rigid confines of the standard curriculum. This underscores the need for systemic support, such as flexible scheduling modules, formalized school-museum partnerships, and teacher training in advanced digital resource integration (TPACK), to better align pedagogical potential with practical execution in Indonesia's educational landscape.

Discussion

The findings of this study illuminate the complex interplay between the recognized pedagogical potential of local historical museums and the systemic constraints that shape their actual use in formal education. The Asia-Africa Conference Museum (Museum KAA) represents an archetypal resource for contextual history learning, its collections and very structure offering a tangible connection to the national and international past. This aligns strongly with constructivist and experiential learning theories, which posit that knowledge is built through active engagement with authentic materials and environments (Bruner, 1966; Dewey, 1986). Museums facilitate this by allowing students to encounter primary sources and artifacts, fostering the development of historical thinking skills such as sourcing, contextualization, and evidence-based reasoning (Seixas & Morton, 2012). The teachers' and students' expressed beliefs that direct visits would make history more engaging and understandable corroborate the theoretical premise that place-based learning provides irreplaceable sensory and affective dimensions to cognitive understanding (Eilam et al., 2023; Innes & Sharp, 2021; Zhao, 2021).

However, a significant gap exists between this pedagogical ideal and classroom reality. Despite recognizing Museum KAA's value, teachers' direct utilization remains minimal, constrained primarily by structural factors inherent to the formal education system. This echoes findings from previous research on museum education in Indonesia, which often cites logistical and administrative hurdles (Kelton, 2021; Souza et al., 2023). The rigid temporal architecture of the school schedule, identified as the foremost barrier, creates a fundamental incompatibility with the time-intensive nature of meaningful field-based learning. This tension underscores a critical conflict between the principles of student-centered, experiential pedagogy and the administrative pragmatics of curriculum delivery (Berg & Christou, 2020; Sawyer, 2022). The need to cover a mandated breadth of content within fixed timelines often privileges efficient, didactic methods over deeper, inquiry-based experiences that sites like Museum KAA could provide.

In response to these constraints, teachers have developed a pragmatic strategy of digital adaptation. By integrating photographs, video content from the museum's YouTube channel, and references into worksheets and presentations, they attempt to preserve a connection to the local historical site. This practice reflects a broader trend in educational technology, where digital tools are used to mediate access to otherwise inaccessible resources (Howland et al., 2012; Timbrell, 2023). While this approach demonstrates teacher agency and flexibility, it also represents a significant dilution of the museum's pedagogical promise. Digital surrogates, though valuable for conveying information, cannot replicate the embodied experience, sense of place, and direct encounter with authenticity that are central to the museum's educational power (Jin et al., 2020; Tuomi et al., 2023). This adaptation, therefore, is a compromise born of necessity rather than an optimal pedagogical choice.

The limited awareness and use of the museum's more sophisticated digital offering, such as its Virtual Museum platform, further highlights a gap in technological pedagogical content knowledge (TPACK). The TPACK framework emphasizes that effective technology integration requires an intersection of technological knowledge, pedagogical knowledge, and deep content knowledge (Luo & Zou, 2024; McGrew, 2022). The teachers in this study possessed strong content and pedagogical knowledge but had not fully leveraged available technological knowledge to create a more immersive simulated experience. This suggests a need for targeted professional development that moves beyond basic digital literacy to focus on the strategic integration of specific, context-rich digital resources like virtual museum tours to enhance, if not replace, physical visits (Marini et al., 2022; Marovah & Ncube, 2024).

The student perspective reinforces the importance of the authentic experience. Their expressed preference for physical visits over classroom or even virtual alternatives is grounded in a desire for autonomous exploration and direct sensory engagement. From a psychological standpoint, this aligns with theories of motivation and self-regulated learning, where autonomy and direct relevance increase intrinsic motivation and cognitive engagement (Eilam et al., 2023; Ludvigsson et al., 2022; Miguel-Revilla, 2022). The physical environment of the museum reduces extraneous cognitive load by presenting integrated, authentic information, allowing for deeper germane processing related to historical construction (Eilam et al., 2023). Furthermore, the social interaction and shared experience of a field trip contribute to learning within a community of practice, a concept central to socio-cultural learning theory (Vygotsky & Cole, 1978).

Finally, this case study reveals a systemic dilemma in history education. Museum KAA is not merely an underused resource but a symbol of the persistent divide between the aspirational goals of contextual, constructivist pedagogy and the logistical realities of standardized national curricula. The teachers' digital adaptations are a testament to their professionalism but also an indicator of systemic failure to provide the temporal and structural flexibility required for deep, place-based learning. To bridge this gap, policy and administrative support are essential. This could include designing flexible scheduling modules, formalizing and streamlining school-museum partnerships, and providing TPACK-focused training to help teachers maximize both physical and digital museum resources (Baron et al., 2021; Bell & Barr, 2024; Marovah & Ncube, 2024; Martell, 2022). Ultimately, realizing the full potential of local heritage sites like Museum KAA requires

reconceptualizing them not as occasional supplements, but as integral components of the history curriculum, demanding and deserving of dedicated space and time within the educational ecosystem.

Conclusion

This qualitative case study elucidates the complex dynamics surrounding the utilization of the Asia-Africa Conference Museum (Museum KAA) as a learning resource for twelfth-grade history education in Bandung, Indonesia. The findings reveal a pronounced dissonance between the recognized pedagogical potential of this local heritage site and its practical application within the formal curriculum. While educators and students alike acknowledge the museum's profound capacity to foster contextual understanding, historical empathy, and student engagement through authentic, place-based learning, its direct use remains circumscribed by entrenched structural constraints. Consequently, teachers resort to digital adaptations—incorporating images, videos, and virtual materials—as pragmatic alternatives to physical visits. This tension underscores a fundamental challenge in contextual history pedagogy: the ideal of experiential, site-specific learning is often mediated and diminished by the systemic realities of time limitations, administrative logistics, and curriculum coverage demands.

The study carries significant implications for multiple stakeholders in history education and heritage management. For curriculum designers and school administrators, it highlights the urgent need to develop more flexible scheduling frameworks and supportive policies that facilitate experiential learning beyond the classroom. For teacher professional development, the findings advocate for targeted training programs that enhance educators' Technological Pedagogical Content Knowledge (TPACK), equipping them not only to use digital surrogates effectively but also to strategically integrate virtual and physical museum resources to overcome logistical barriers. For museum professionals, this research underscores the importance of collaborating with schools to create streamlined visitation protocols, develop curriculum-aligned educational packages, and promote accessible digital archives that can serve as meaningful supplements or preparatory tools. Ultimately, bridging the identified gap requires a systemic reconceptualization that views local historical sites not as peripheral supplements but as core, integrated components of the history curriculum.

This study acknowledges several limitations that suggest directions for future research. As a qualitative case study focused on a single school and one specific museum, the findings, while rich in depth, are context-bound and not generalizable to all educational settings in Indonesia. The research primarily captured the perspectives of teachers and students; incorporating the viewpoints of museum educators, curriculum developers, and school administrators could provide a more holistic understanding of the ecosystem. Furthermore, the study examined the process of resource utilization and its constraints but did not empirically measure the comparative learning outcomes of physical visits versus digital adaptations. Future research employing mixed methods or comparative case studies across different locales could validate and extend these findings, explore the impact on historical literacy and critical thinking, and investigate sustainable models for school-museum partnerships in diverse socio-educational contexts.

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