

Reimagining History Education: A Critical Exploration of Transforming University Historical Laboratories into Educational Tourism Destinations

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Abstract: This study explores the potential of university-based historical laboratories as educational tours, offering an alternative pathway for history learning. Employing a qualitative case study methodology, the research used interviews, observations, and focus group discussions to collect data, which was analyzed through an interactive data analysis model. Findings underscore the robust potential of university historical laboratories as viable educational tours. Key indicators include well-equipped facilities, proficient human resources, and substantial institutional support, forming a strong foundation for future development. These laboratories enrich educational experiences and serve as dynamic platforms for fostering deeper historical understanding among students. The study advocates for the expansion and refinement of historical education tours centered around the concept of university historical laboratories. This approach emphasizes integrating educational principles with historical exploration, enhancing engagement and learning outcomes. By leveraging existing academic resources and infrastructures, universities can effectively revitalize history education, aligning educational practices with contemporary pedagogical needs. In conclusion, this research highlights the transformative potential of historical laboratories within university settings, advocating for their strategic integration into educational tourism initiatives. Moving forward, it is imperative to cultivate these initiatives with a deliberate focus on educational quality and historical authenticity, ensuring that they serve as dynamic tools for enriching historical education both locally and globally.

Abstrak: Penelitian ini mengeksplorasi potensi laboratorium sejarah di perguruan tinggi sebagai bentuk wisata edukatif, menawarkan jalur alternatif dalam pembelajaran sejarah. Dengan menggunakan metode studi kasus kualitatif, data dikumpulkan melalui wawancara, observasi, dan diskusi kelompok terfokus (FGD), lalu dianalisis menggunakan model analisis data interaktif. Hasil penelitian menunjukkan bahwa laboratorium sejarah di perguruan tinggi memiliki potensi kuat sebagai destinasi wisata edukatif. Indikator utamanya mencakup fasilitas yang memadai, sumber daya manusia yang kompeten, serta dukungan kelembagaan yang solid—semuanya menjadi fondasi penting untuk pengembangan lebih lanjut. Laboratorium ini tidak hanya memperkaya pengalaman belajar, tetapi juga menjadi ruang dinamis yang mendorong pemahaman sejarah yang lebih mendalam bagi siswa. Penelitian ini mendorong pengembangan wisata edukatif sejarah berbasis laboratorium sejarah kampus. Pendekatan ini mengintegrasikan prinsip pendidikan dengan eksplorasi sejarah, sehingga meningkatkan keterlibatan dan hasil belajar. Dengan memanfaatkan sumber daya akademik dan infrastruktur yang ada, perguruan tinggi dapat menghidupkan kembali pendidikan sejarah agar lebih relevan dengan kebutuhan pembelajaran masa kini. Sebagai kesimpulan, laboratorium sejarah di lingkungan kampus memiliki potensi transformatif dan layak diintegrasikan secara strategis dalam inisiatif wisata edukatif. Ke depan, pengembangan ini perlu diarahkan pada peningkatan mutu pendidikan dan keaslian sejarah, agar dapat menjadi sarana pembelajaran yang bermakna di tingkat lokal maupun global.



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INTRODUCTION

History lessons in classrooms often face negative stigma as an uninteresting subject (Kee, 2014; Lévesque & Clark, 2018; Soeharso et al., 2024). This boredom stigma is not only caused by the lack of creativity from teachers in delivering the material, but also by the monotonous use of learning resources and less innovative teaching media. This creates the perception that history learning is a rigid academic experience that does not actively engage students. Riyani (2018), Mustikasari and Kurniawan (2024), and Ahmad et al. (2024) further explain that dissatisfaction with current teaching methods stems from the dominance of theoretical approaches in the history curriculum. Students often feel disconnected from the historical context because the material tends to be presented textually, without connection to their real-life experiences. The formal and rigid learning atmosphere further reduces students' enthusiasm for delving into history (Kurniawan & Sholeh, 2023; Purnomo et al., 2024).

In Indonesia, an additional challenge is the lack of alternative learning models that can stimulate an active and effective understanding of historical values (Prasetyo, 2024; Purnomo et al., 2024). History learning should not be confined to the classroom; it needs to be expanded through direct experiences, such as visits to historical sites, museums, or other educational tourist attractions. Unfortunately, initiatives to create historical tourism education models are rare in Indonesia. Historical tourism education is a crucial alternative learning space related to a nation's cultural heritage. By utilizing historical sites as interactive learning spaces, students can directly experience the historical context and understand the significance of past events in their present lives. Therefore, research on transforming university historical laboratories into educational tourism destinations is a strategic step in addressing the need for a new approach to history education.

Historical laboratory as an alternative concept for teaching history has been mentioned by Syaifulloh and Basuki Wibowo (2014) who explained that Historical Laboratory is the most recommended model to help the students understand history and solve the history learning problem with a stigma of learning this subject. Through the Historical Laboratory, students will imagine rationally by relying on various learning sources such as historical maps, mock-ups of temples or traditional houses, historical infographics, statue replicas, and inscription replicas. Rachman and Widowati (2018)

explained that the Historical Laboratory strongly supports understanding history effectively, considering that History combines historical knowledge or information in various media and models, mock-ups, or replicas that can support students' thinking processes. Therefore, the existence of the Historical Laboratory is strongly needed to change how people perceive history learning.

Nuryanti (2016), in a study on the production process and promotion of the Historical Laboratory at the University, found several important things that resulted from that activity, which could be used as an initial model to develop historical laboratory-based educational tours. Some of the results obtained include: The Historical Laboratory has a workshop space that is useful for producing various kinds of media and historical learning resources such as; historical infographics, historical maps, historical atlas, cinematography, and historical mockups; The Historical Laboratory has a workshop or meeting room to discuss about history, equipped with a home theater and large-scale Liquid Crystal Display; The Historical Laboratory has an Archive and Library Room that can be used for gathering about past documents; The Historical Laboratory has an Audio Visual Room as well as a Computer Room that can be used to screen various historical films; and 5) The Historical Laboratory has two History Museums that can be used to explore history, this room is equipped with a variety of products that have been produced by the workshops in the Historical Laboratory (Mauch & Tarman, 2016; Skipper, 1986).

The recommendations from Syaifulloh and Basuki (2014), through the results of their research, explained that to change the tedious impression of historical learning, the Historical Laboratory at the University can be developed as an alternative place of learning for the public. This strongly supports the socialization of historical insight to society; at the same time, it contains elements of national values internalization. Cheng and Ho (2012) explained that an educational tour is a tour that contains education or educational elements. The study aims to explain the potential of historical laboratories at universities as educational tours. This is based on the idea that the historical laboratory is an interesting vehicle but has not been fully exploited to disseminate historical insights to the public. Therefore, the research questions are as follows: What is the appropriate conceptual model of educational tourism to be developed in the Historical Laboratory at Universitas Negeri Semarang?

Literature Review

Educational tourism is in the special interest tourism category in the tourism sector. Amoah and Baum (1997) inferred, "special interest tourism is a tour that offers an unusual program by general tourists or provides special expertise and interest". Several criteria are used as guidelines in determining a form of special interest tourism, which includes the existence of elements: (i) Learning, it is a tour that has a basic element of learning (Ayikoru et al., 2009; Lickorish & Jenkins, 2007); (ii) Rewarding, it is tour, which includes an element of awarding or recognizing and admiring the beauty or uniqueness and wealth of an attraction, which then gives rise to an award (Glaesser, 2004); (iii) Enriching, is it a tour that includes an opportunity for knowledge enrichment between tourists and the environment or community (Inui et al., 2006); and (iv) Adventuring, it is a tour that is designed and packaged to form an adventure tourism experience (Meytasari & Tisnawati, 2018).

Educational tourism is closely related to the concept of taxonomy. Bloom's Taxonomy concept was developed by Bloom in 1956, a psychologist in the field of education, and his friends (Cheng & Ho, 2012). In 1956 he published his work *Taxonomy of Educational Objectives, Cognitive Domain*. In 1964, he published *Taxonomy of Educational Objectives, Affective Domain*. In 1971, he also published the *Handbook on Formative and Summative Evaluation of Student Learning*, and in 1985, he published his other work entitled *Developing Talent in Young People*. Taxonomy comes from the Greek *taxis*, which means arrangement, and *number*, which means science (Heckman et al., 1944; Pantiyasa, 2019). Taxonomy is a clarification system. Taxonomy means a hierarchical classification of something or principles that underlie classification, or it can also mean the study of classification. This concept classifies educational goals or objectives into three domains (regional domain). Bloom: The Cognitive domain is thinking skills, skills to acquire knowledge, recognition, understanding, conceptualization, determination, and reasoning (Jafari & Ritchie, 1981). The affective domain is often related to feelings, emotions, attitudes, degrees, acceptance, or rejection of an object (Hassan, 2000). Psychomotor domain is the competence to do work by involving limbs; this competence is related to physical movement (in practice) (Ballantyne & Packer, 2011).

According to Rushforth (2008), an educational tour is a tourism activity carried out by tourists who take a vacation for a day, and those who travel

for education and learning as the main goal. A historical education tour allows citizens to learn about history and go on vacation. For Indonesian people, traveling generally means going out of the house and looking for new things that can refresh the mind. Indonesians themselves have a level of interest in history that is not too low. History becomes a vital part of the daily discourse of life. By forming an educational tour concept of history, it will produce a bigger sense of learning about history, society will be facilitated to learn about history, and at the same time, they will have a vacation to refresh their minds. This idea is very important for people engaged in science and tourism because the conceptual model that has been developed elaborates the educational process (science) and its relation to the economic life of tourism.

METHODS

This study employs a qualitative approach with a case study design to examine the potential of history laboratories at Universitas Negeri Semarang as educational tourism destinations (Yin, 2018). A case study was chosen because it allows the researcher to explore phenomena in real-life contexts in depth. This study focuses on several history laboratories at a specific university that have developed educational tourism programs. This approach provides a comprehensive understanding of how these laboratories are managed and utilized in the context of education and tourism.

Data in this study were collected from two main sources: primary and secondary. Primary data were obtained through in-depth interviews with history laboratory managers, lecturers, students, and visitors who have participated in the educational tourism programs at the laboratories. Secondary data includes official documents, annual reports, scientific publications, and promotional materials related to the history of the laboratories and the educational tourism programs offered.

Data was collected through several techniques, including in-depth interviews, participant observation, and focus group discussions. In-depth interviews were conducted using semi-structured interview guides to ensure that key topics could be explored in detail. Participant observation was carried out during visits to the history laboratories to directly observe interactions between managers, participants, and the existing facilities. Focus group discussions were conducted to examine essential and relevant aspects of the educational tourism programs in the history laboratories.

To ensure data trustworthiness, this study applied several validity strategies. Data triangula-

tion was performed by comparing information obtained from various sources and data collection techniques. Member checking was done by asking respondents to confirm the transcribed interview results. Additionally, an audit trail was maintained to document the entire research process, ensuring data transparency and accuracy.

Data analysis in this study was carried out using a thematic approach. The collected data were transcribed and coded to identify emerging main themes. The coding process was conducted iteratively to ensure that all relevant data were identified and analyzed. After identifying the main themes, the researcher developed a narrative that comprehensively describes the research findings. This narrative includes a detailed description of how the history laboratories are managed and utilized as educational tourism destinations and their impact on participants' learning experiences.

The results of the data analysis were used to draw conclusions that address the research questions regarding the potential of university history laboratories as educational tourism destinations. This study also identifies key factors supporting the success of educational tourism programs in the history laboratories. The implications of these findings provide practical recommendations for history laboratory managers and universities in developing and promoting effective and attractive educational tourism programs. Furthermore, this study is expected to contribute theoretically to studying education and tourism, particularly related to the utilization of educational facilities as educational tourism destinations.

RESULTS

The Strategic Role of the History Laboratory in Learning and Skills Development

The general function of the Historical Laboratory is as learning and teaching history, so it has a strategic role for the development, the ability of the lecturers and the students, especially the ability related to knowledge and skills. The function of the Historical Laboratory is to support the learning process. General activity in the laboratory is used as a learning resource, a learning method, and as an educational infrastructure. The realization is a place to train to develop intellectual skills through observation, recording, research, service, and demonstration activities, and to build up the courage to seek the nature of scientific truth from an object in a social environment and build self-confidence because of the skills, knowledge, or discoveries it has acquired. The Historical Laboratory is a place for experimentation

and research. This place can be a closed room or an open space. The Laboratory is also called a closed room where experiments and research are carried out.

The Historical Laboratory at the university is an asset for developing history learning for the community. This room has a large enough capacity and has a variety of activities that can be explored as a vehicle for educational tours, such as making learning media, viewing historical videos, historical discussions, searching archives, and searching scientific journals through digital facilities. The laboratory is basically a space for practicum. The results of the Historical Laboratory practicum support the understanding and the ability to master the material aspects of the field of study, providing completeness for accepted theoretical lessons, so that both theory and practice activities are things that cannot be separated. Both of them studied each other and looked for the basis of each other. Then to provide scientific work skills for students, cultivate the courage to seek the nature of scientific truth from an object in the social environment, increase skills in using available tools and media to seek and find truth, and foster student curiosity as a capital for a scientific attitude of a prospective scientist. The other function of the Historical Laboratory is to serve as a lecturer, guide, and consultant, and hold workshops, so this function assumes an introduction to materials and tools, both hardware and software.

The current implementation of education, which is oriented toward improving the quality of outcomes, rests on the ability of autonomy, accountability, accreditation, and evaluation. The Laboratory must be equipped with infrastructure and proper management. The Historical Laboratory is currently trying to develop services in relation to academic development. The services provided by the Historical Laboratory are instructional, media, research, and 4 library services. The four services are described in laboratory programs. The Historical Laboratory is in the Faculty of Social Sciences area, Building C5, 1st floor, with an area of 400 m². In this building, the Historical Laboratory is divided according to the plans and services provided.

The Historical Laboratory was developed as an institution that provides services regarding the socialization of historical information and its development activities. By making it a place of socialization and development of historical knowledge, it is hoped that the Historical Laboratory will make it easier to support the implementation of history learning in schools and universities. Delivering historical material not only requires meeting in the

classroom and understanding the concepts, but also requires practicum in the Historical Laboratory. Some of these subjects include Historical Research Methodology, Cultural History courses, Applied Computers, Learning Resources and Media, and Oral History. For History students, practicum of these subjects is an applicable form of activities carried out by students in the form of practices about an action, making miniatures or symbolic media from learning sources found in the community.

The intended practice, for example, is for participants in the research methodology course, including conducting interviews. Practicum in the laboratory can be done by conducting interviews between fellow students. In the interview practice, some students interview other parties, and the others practice as the sources, while the other students make a visual recording using multimedia tools or record using audio and visual devices. The results of these recordings can be used to film practical examples of interviews. In the recording, it can be played repeatedly to show things that are deemed appropriate and inappropriate from the interview, making miniatures or symbolic media, which can be in the form of films about social behavior, social interactions of social and cultural change, and certain cultural products. Social behavior, for example, includes economic, social, and religious behavior. Economic behavior can be developed into behavior that is found in agriculture, trade, industry/crafts, and markets. These sources are processed and used to find a more operational picture of the themes in certain subject studies.

Among them, students are trained to make location maps, sketches, make notes, use digital cameras, use camcorders, transfer recordings to various recording devices, edit, and process the results of studies into reports. In the practicum, students can see real examples of how to make observations, conduct interviews, and conduct focus group discussions through video recordings, Compact Disk, and photos. These practicum exercises can be intensified programmatically and systematically in the History Department laboratory. To achieve programmed and systematic practicum exercises, guidelines for the use of laboratories are needed to support lectures in the classroom. This practicum will also have the potential for students to develop skills to convey historical information. The concept of educational tourism requires students in this context to become a development team and officers in guiding visitors through historical laboratories. In addition, this student activity can also be a vehicle for visitors to be directly involved

in learning history.

History Laboratory Support for the *Tri Dharma* of Higher Education in Improving the Quality of Learning

To improve the quality of learning and student learning outcomes, the Historical Laboratory as well as other university institutional units has a function to support the smooth implementation of *Tri Dharma of Higher Education* (The *Tri Dharma* of higher education is the three basic pillars of mindset and is an obligation for students and the academic community in a tertiary institution that applies to all regions of Indonesia) tasks, one of which is the function of education and teaching. Therefore, the laboratory can be used for educational and teaching activities, including practicums for courses that require practical activities. Practicum laboratory is an activity that involves these components, plus equipment, in the Laboratory. Therefore, the implementation of laboratory practicum is part of all parties' planned and understood activities. The head of the Laboratory, as the manager of the Laboratory, is a part that plays an important role in developing the laboratory so that it can be used as much as possible for improving the quality of lectures and learning and for other *Tri Dharma* functions. The head of the Laboratory can periodically socialize the Laboratory developments regarding the equipment owned and the management developed to support lectures by lecturers. In his position, the Head of the Laboratory is the manager of educational tourism, and he develops the Historical Laboratory as an educational tour. The role is to mobilize all elements and resources that the historical laboratory owns.

The lecturer is an important laboratory user who supports the quality of the lectures. The lecturer needs to coordinate with the Head of the Laboratory and the staff who manage the laboratory. Lecturers can and have the right to request information about the laboratory conditions from the laboratory head about devices that can be used to support their learning. For this reason, it is necessary to develop relationships and coordination in the use of laboratories by lecturers in relation to laboratory use. Students are also a component of laboratory users who are important in the laboratory practicum learning activities. Students have the right and can use the laboratory for matters of assistance or the knowledge of the lecturer of the subject concerned. The lecturers can also function as a resource to explain historical aspects of archaeological objects in historical laboratories, displayed as laboratory ac-

cessories.

The Historical Laboratory has a mini museum that can be explored as a vehicle for a historical education tour for the public. The Mini Museum is one of the rooms in the Historical Laboratory. There is a collection of historical relics that can be used as a source of direct historical learning.

The Historical Laboratory has an audio-visual room that can be used to watch videos or long-distance films. This room is equipped with a home theater, 100 seats, and a high-quality sound system. This room is very supportive of educational tours based on the Historical Laboratory that will be developed. In addition, cinematography and historical films are currently popular in society. This can be a special attraction that will boost the development of educational tourism. The Historical Laboratory also has a learning media production room. The learning media students produce is a work of historical infographics, posters, maps, and learning videos. All media is very interesting to show off. Besides that, the room with a capacity of 10 to 15 people is filled with sophisticated tools such as high-quality computers and various editing applications, and it has tutors who are always ready to accompany visitors. This room becomes the supporting capacity for educational tours that will be developed. This becomes one of the spaces that will attract history teachers. The computers can be used for viewing historical cinemas for visitors and accessing other historical information that is important to learn.

The archive and library laboratory is one of the rooms in the Historical Laboratory. This room is used as a reading room to collect various historical books and journals. This can be a room for children to build their love for history. The available books and archives in the laboratory are a vehicle for fans of historical reading. Besides functioning as a research room, this place can attract visitors to understand Indonesian history from classical documents. The classic document is the result of student data collection during thesis compilation obtained from the National Archives Office of the Republic of Indonesia, Regional Archives Office in Central Java, and Archive Offices in other cities in Indonesia which contain by an important information regarding the history of an event, building, or figure important role that had a big role in Indonesian history.

Expression Stage in History Laboratory: Supporting Educational Activities and Celebrating History

The Historical Laboratory is equipped with a platform measuring 7 x 4 m², which is placed in front of the laboratory. The stage function is as a place for student expression, such as commemorating historical days, historical discussion, historical drama, and reading historical poetry. This stage is relevant in supporting the educational tour based on the developed Historical Laboratory. This is because educational tourism is an entertainment-style education, so entertainment such as drama and reading poetry is very attractive to children. In the concept of educational tourism, this stage can be used to present historical socio-dramas for students to be shown to visitors. This stage is equipped with sufficient facilities to compile a performance that tells of historical events. The laboratory has a History Scream Fest and History Fair agenda every year. Both are major annual events. The events in these activities are usually in the form of historical exhibitions, history-themed competitions, and festivals filled with the creativity of History Department students. The event's purpose was for entertainment only, so the existing potential has not been fully explored. These events have great potential for organizing a historical laboratory-based educational tour that is being developed. This concept can be integrated so educational tourism becomes more festive and appeals to the community.

Below is a step-by-step conceptual framework for developing educational tourism in universities. Conducting an initial assessment is the first step in developing a laboratory as an educational tourism object. This involves identifying the unique features and strengths of the laboratory, understanding the target audience, and evaluating the potential for educational tourism. Based on this assessment, a detailed plan should be formulated, outlining the objectives, target audience, key activities, resources required, and timelines. Planning should also include a feasibility study to assess the economic, social, and environmental impacts.

Designing comprehensive and engaging educational programs is crucial. These programs should be tailored to different age groups and educational levels, incorporating hands-on activities, interactive sessions, and multimedia presentations. Collaboration with educators and subject matter experts can ensure the content is both informative and engaging. Programs can include guided tours, workshops, seminars, and special events that align with the laboratory's specialty, whether it's in science, history, or technology.

Investing in infrastructure and facilities is essential to accommodate visitors and enhance

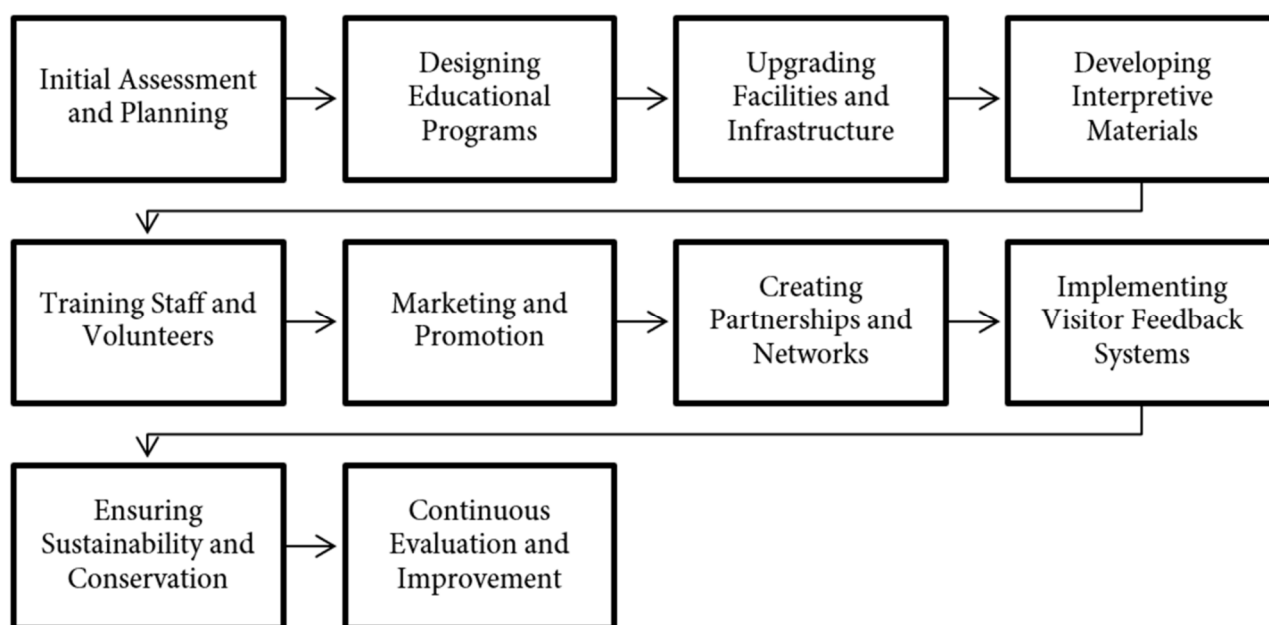


Figure 1. Conceptual framework for developing educational tourism based on a history laboratory

their experience. This includes upgrading existing laboratory spaces, creating visitor-friendly pathways, and installing interactive exhibits. Technology plays a key role, so integrating augmented reality (AR), virtual reality (VR), and other digital tools can make the exhibits more engaging. Additionally, ensuring accessibility for all visitors, including those with disabilities, is crucial.

Interpretive materials such as informational brochures, signage, and digital guides should be developed to provide context and enhance the visitor experience. These materials should be designed to cater to various learning styles and be available in multiple languages if the laboratory expects international visitors. Interactive kiosks and mobile apps can offer additional layers of information and engagement.

A well-trained team is essential for the success of educational tourism. Staff and volunteers should be knowledgeable, enthusiastic, and skilled in communicating complex information in an accessible way. Regular training sessions and workshops can help them stay updated with the latest developments in the field and improve their interpretive and customer service skills. Creating a welcoming and informative atmosphere is key to a positive visitor experience.

Effective marketing strategies are needed to attract visitors. This includes creating a strong online presence through a dedicated website and active social media channels. Collaborations with schools, universities, travel agencies, and tourism boards can help in promoting the laboratory as an

educational destination. Offering special packages, discounts, and themed events can also attract different groups of visitors.

Building partnerships with educational institutions, museums, research organizations, and tourism operators can enhance the laboratory's offerings and extend its reach. These partnerships can facilitate resource sharing, joint events, and cross-promotion. Networking with other educational tourism sites can also provide opportunities for collaborative programs and shared best practices.

Implementing systems for collecting and analyzing visitor feedback is essential for continuous improvement. Surveys, suggestion boxes, and digital feedback forms can help gather valuable insights into visitor experiences and preferences. Regularly reviewing and acting on this feedback can help in refining the programs and services offered, ensuring they remain relevant and engaging.

Sustainability should be a core principle in developing the laboratory as an educational tourism object. This includes adopting environmentally friendly practices, such as reducing waste, conserving energy, and promoting sustainable transportation options for visitors. The programs can also include educating visitors about the importance of sustainability and conservation.

Continuous evaluation and improvement are crucial for the long-term success of the educational tourism initiative. This involves regularly reviewing the programs, facilities, and visitor feedback, and making necessary adjustments. Staying updated

with the latest trends in educational tourism and incorporating new technologies and methods can keep the offers fresh and exciting. Setting measurable goals and tracking progress can ensure that the laboratory continues to meet the needs and expectations of its visitors. By following these steps, a laboratory can successfully transition into an educational tourism object, providing valuable learning experiences while attracting a diverse group of visitors.

Based on the preliminary data above, a conceptual form of a historical laboratory-based educational tourism model has been obtained. At the UNNES history laboratory, developing an appropriate educational tourism model is the key to increasing historical understanding and supporting the learning process. This model must include educational, interactive, and recreational aspects that will attract the interest of visitors from various backgrounds.

The conceptual model of educational tourism in the UNNES history laboratory is based on three main components: education, participation, and interpretation. The educational component includes historical content delivered through exhibitions, lectures, and workshops. The participation component engages visitors in hands-on activities such as historical simulations, event reconstructions, and archaeological experiments. The interpretation component delivers engaging, easy-to-understand information through interactive technology and expert guidance. The educational portion of the model is designed to provide visitors with in-depth knowledge of Indonesian history, particularly as it relates to artifacts and events studied in the laboratory. Educational programs like short lectures, panel discussions, and seminars are held regularly.

UNNES lecturers and history experts prepare educational materials to ensure the accuracy and relevance of the information. Active visitor participation is an essential element in this model. The history laboratory provides various activities that allow visitors to be directly involved in learning. For example, visitors can participate in a simulated archaeological dig, learn artifact conservation techniques, or participate in role-playing games that reconstruct historical events. These activities are designed to increase visitor engagement and understanding through practical experiences.

Practical interpretation is vital to conveying historical information in a way that is engaging and easy to understand. The history laboratory utilizes interactive technologies such as augmented reality (AR) and virtual reality (VR) to present dynamic

exhibitions. Digital guides and mobile applications are also provided to help visitors navigate the exhibition and obtain additional information. Additionally, expert guides can provide live explanations and answer visitors' questions. To support this model, the UNNES history laboratory must have adequate facilities. Exhibition spaces must be well-designed to display artifacts and educational materials optimally. Classrooms and workshops need to be provided for educational and participatory activities. Interactive technologies such as touch screens, AR/VR devices, and mobile applications should be integrated into exhibitions to enhance the visitor experience.

Collaboration with various external parties is an integral part of this model. History laboratories can collaborate with museums, research institutions, and historical societies to co-host events and share resources. Partnerships with the tourism industry can also help promote laboratories as educational tourism destinations and increase the number of visitors. This educational tourism model needs to be evaluated periodically to ensure its effectiveness. Visitor surveys and feedback from program participants were used to assess the quality and impact of each model component. Based on the evaluation results, the history laboratory can make further adjustments and developments to improve the quality of the program and the visitor experience.

Implementing an appropriate educational tourism model in the UNNES history laboratory will provide various benefits. For visitors, this model offers an exciting and interactive learning experience. It provides a platform for research and deeper learning for students and lecturers. This model can increase public awareness and appreciation of Indonesia's history and cultural heritage. The conceptual model of educational tourism in the UNNES's history laboratory combines education, participation, and interpretation to create a comprehensive and exciting experience. With the support of adequate facilities, interactive technology, and collaboration with various parties, history laboratories can develop into significant educational tourism destinations. Continuous evaluation and program development ensure that this model remains relevant and effective in meeting the needs of visitors and the academic community.

A well-organized curriculum and educational content are the main foundation of educational tourism. The material must be relevant, engaging, and easy for various groups to understand. Educational content must cover various aspects of rich

and in-depth history and be integrated with innovative learning methods such as interactive exhibitions, short lectures, and workshops. A strong curriculum will give visitors a meaningful and in-depth learning experience. Adequate facilities are critical to support educational tourism activities. History laboratories must have well-designed exhibition spaces, interactive technologies such as augmented reality (AR) and virtual reality (VR), and comfortable classrooms and workshops. This facility supports educational activities and increases visitors' comfort and satisfaction. Good infrastructure ensures that all programs can run smoothly and effectively.

Visitor involvement is a critical factor in the success of educational tourism. Programs that allow visitors to participate actively, such as simulated archaeological excavations, reconstructions of historical events, and role-playing games, will increase their engagement and understanding. This participatory activity makes learning fun and interactive, allowing visitors to internalize knowledge better. Active engagement also creates a more personalized and satisfying experience for visitors. Collaboration with various external parties, such as museums, research institutions, historical communities, and the tourism industry, is essential in developing educational tourism. This collaboration can open opportunities to share resources, co-host events, and increase promotions. Partnerships with various organizations can enrich educational content and expand the reach of educational tourism programs. In addition, collaboration with the tourism sector can help attract more visitors and increase the visibility of history laboratories as educational tourism destinations.

Ongoing evaluation is critical to ensuring educational tourism programs remain relevant and practical. Visitor surveys, participant feedback, and program performance analysis should be conducted regularly to identify strengths and weaknesses. Based on the results of this evaluation, the history laboratory can make further adjustments and developments. This evaluation process not only helps to improve the program's quality but also ensures that the history laboratory can continue to innovate and meet the evolving needs of visitors. By considering and optimizing the factors above, the UNNES history laboratory can develop successful and sustainable educational tourism, benefiting visitors, the institution, and the wider community.

DISCUSSION

The Historical Laboratory at UNNES serves multi-

ple functions crucial for educational tourism, including its role in supporting historical education, fostering academic development, and enhancing learning experiences through practical engagement and exploration (Rushforth, 2008; Faruddin et al., 2024; Pramono et al., 2024). This facility is a learning resource and a venue for historical interpretation and community engagement, thereby enriching the educational tourism experience (Heckman et al., 1944; Cook & Chin, 2024). Students in the 21st century have five characteristics: being interested in developing communication, critical thinking, problem-solving, and creative and innovative thinking skills (Alam, 2022; Nurhamidah, 2018). These five aspects can be achieved through learning stages that are carried out both formally and informally. Learning is often interpreted as a feature to make humans superior, or in other words, learning is a process of changing one's behavior in a more positive direction. Learning history requires laboratory support for two reasons: first, classroom learning alone is insufficient to develop students' skills and passion in understanding and knowing history better. Learning in a monotonous class only causes students to dislike history even more.

Historical laboratories with a more modern and digital nuance, decorated with the existence of Virtual Reality and audio-visual media with historical themes, produced by the Special Team will create an atmosphere of learning history that does not burden students, they even feel as if they are invited to play in that place to gain knowledge entertainment as well as knowledge that so far has not been obtained in classroom learning (Yu, 2024). Students can also directly observe replicas of traditional historical heritage objects, from the Hindu-Buddhist to Islamic periods. This is an important medium for building students' attachment to their past. So far, the presentation of images in textbooks does not provide a more concrete visualization in the imagination of students.

The effort to utilize the history laboratory as a place for educational tours for the community is a breakthrough in creating fun learning. The characteristics of fun learning include creating a stress-free (relaxed) environment. The material provided is relevant to the level of development of children's emotional learning, such as humor and encouragement. Involve all the senses and the left (analytical) and right (social) brain (Boniwell et al., 2016; Rahm & Heise, 2019). The existence of historical games that are shown can be an asset for students to develop a spirit of collaboration or cooperation in solving a problem, resulting in contextual teaching and

learning, learning that combines environmental situations, social principles, and intellectual development all at once.

Fun learning is a teaching and learning atmosphere that can focus its full attention while studying, so the time on task is high. The historical laboratory with its capacity is a playground and a learning history, which can create a comfortable atmosphere and create a desire to know history in various ways (Zanatta & Manfredi, 2024). Fun learning can be interpreted as learning that can attract students' attention with various methods applied, so that when learning takes place, students do not feel bored. Thus, it can be said that fun learning is a learning process in a pleasant and memorable atmosphere. A fun and memorable learning atmosphere will attract students to be actively involved, so learning objectives can be achieved optimally.

Applied learning requires method support, namely, field trips. The field trip method is a learning method outside the classroom, where students will be invited to visit a location (Kelner & Sanders, 2009; Rebar, 2010). Students are expected to understand more and get a real picture by visiting locations directly related to the subject matter. They observe and at the same time find out concrete information about the historical world they are studying. They can also play, work together, and support each other in various ways to understand history. No social class division or distinction causes them to separate and become individualists.

The history laboratory as an educational tour was developed as a means of literacy, both in text and context, where they can find readings and observe what they are learning. The collection of replicas of objects from ancient times, coupled with displayed posters and graphics, makes observation material quite complete, plus audio-visual media that can be scanned, which adds to the capacity of the history laboratory as a non-classical learning tool. Based on the data above, the Laboratory at the University has very strong capacities and meets the requirements for the development of historical educational tours for the public. This becomes the basis for the development of appropriate educational tours that have strong benefits for implementing the historical education process for the community (Airey & Tribe, 2006; Dredge & Tabor, 2012). By referring to the existing potential, the Historical Laboratory at the University is very worthy of being the basis for developing a historical education tour that is useful for historical education for the community.

Finally, the Historical Laboratory at UNNES

is a pivotal resource for educational tourism, supporting historical education, fostering academic development, and enriching learning experiences through practical engagement and exploration (Rushforth, 2008). By offering a modern, digitally enhanced environment with features like Virtual Reality and historical-themed audio-visual media, it transforms the learning of history into an engaging and enjoyable experience, unlike traditional classroom settings. This approach enhances students' understanding and appreciation of history and fosters their critical thinking, problem-solving, and creative skills (Alam, 2022; Nurhamidah, 2018). The laboratory's role in offering fun learning experiences, characterized by stress-free environments and interactive historical games, further stimulates students' curiosity and involvement in historical studies (Bonniwell et al., 2016; Rahm & Heise, 2019). By integrating field trips and direct observations of historical artifacts, the laboratory facilitates immersive learning that bridges theoretical knowledge with practical understanding, thereby enriching historical literacy for the broader community (Kelner & Sanders, 2009; Rebar, 2010). In essence, the Historical Laboratory at UNNES not only meets the educational needs of students but also serves as a dynamic hub for fostering a deeper societal appreciation and understanding of Indonesian history.

CONCLUSION

This research examines the potential of history laboratories as educational tourism destinations for the public. The analysis shows that history laboratories have a strong capacity to be developed into educational tours. The available facilities, such as museums, computer rooms for creating learning media, expression stages, archives, library labs, and annual events to promote the history laboratory, are valuable assets that can be optimally utilized. However, despite these facilities offering great opportunities to enhance the learning experience for the public, there are several challenges and critical considerations to consider. First and foremost, accessibility is an important issue; can all segments of society easily access these laboratories? Efforts must be made to ensure that no group is marginalized from the opportunity to learn here.

Next, the curriculum and programs must be carefully designed to align with the needs and interests of visitors. The laboratory should not only present historical information in a static manner but also create interactive experiences that encourage active participation from visitors. For instance, using augmented reality or virtual reality technology

in exhibitions could be an innovative way to attract the attention of younger generations. Additionally, it is also important to consider collaboration with the local community. The history laboratory should serve as a formal educational space and a cultural hub where the community can engage in discussions about their heritage. Activities like art workshops or cultural festivals could strengthen the relationship between the laboratory and the surrounding community.

Finally, the sustainability of this initiative heavily depends on long-term financial and managerial support. Without ongoing investment in maintaining the facilities and developing new programs that align with current educational trends and the needs of the local community, the full potential of the history laboratory may not be realized. By critically considering factors such as accessibility and community collaboration, this study highlights the need for a holistic approach in developing history laboratories as educational tourism destinations that truly benefit all segments of society.

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