

## Utilization of the Homo Wajakensis Site and Regional Museum Tulungagung as a History Learning Media

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### Abstract

The Homo Wajakensis Site and Tulungagung Regional Museum are historical sites and historical museums that can be used to study the preliterate or prehistoric period. Many sources say that Homo Wajakensis was found in the Boyolangu District, Tulungagung Regency. This is wrong because from research that researchers can or obtain is that Homo Wajakensis was found in Gamping Village, Campurdarat District, Tulungagung Regency. The aims of this research are (1) to find out in depth about the homo wajakensis site and the Tulungagung regional museum; (2) for the use of the Homo Wajakensis site and the Tulungagung regional museum as a history learning medium for students; (3) for teachers' best practices in teaching history in schools; (4) for student responses in learning history by utilizing the Homo Wajakensis site and the Tulungagung regional museum. The results of this research are (1) the researcher knows in depth about the homo wajakensis site and the Tulungagung regional museum, especially the truth about where it was found; (2) the homo wajakensis site and the Tulungagung regional museum as a medium for learning history for students are the best solution in increasing student motivation; (3) sites and museums are the best learning media for teacher practice in teaching history in schools; (4) students, especially students at SMA Kauman (a Senior High School) class X and also SMP Srengat (a Junior High School) class VII, seem more interested in practical learning or seeing objects directly historical objects at the Homo Wajakensis site and the Tulungagung Regional Museum.

**Keywords:** *Site, Museum, Homo Wajakensis, Utilization, Learning Media*

### Introduction

The first time humans appeared on the surface of the earth was not only explained by historical science, on the contrary, the explanation of human origins in historical material refers to Darwin's theory of evolution in biology, which has caused controversy and rejection since its inception. Darwin's theory of evolution is considered controversial because it excludes the existence of God and his role in the creation of humanity (Mailina et al., 2017; Dratiarawati, 2015). Of course, Darwin's theory will face conflict when used to explain human origins in historical material or learning. Adian Husaini, a Muslim scholar from Indonesia, believes that researching history using ancient human artifacts is a problem because it relies on Darwin's theory of evolution which states that humans evolved from hominids (Farhatin et al., 2016).

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Educational media is one of the best things to introduce students to their country's past, namely history education. Students can examine what and when, why, how, and what results resulted from past responses to the people of the nation in the challenges they faced, as well as their impact on life after that event and now. Meanwhile, the learning process itself is an activity that helps improve the quality of human life, and education is also one of these efforts. Both teachers and students participate in learning activities. It is important to understand that in this process, improving the quality of students' knowledge is the result of a process of knowledge transfer and positive attitude changes. Meanwhile, learning resources which include support systems, teaching materials and the environment are sources of assistance for learning activities. Learning resources include people, facilities, budget, etc. Anything that can be used to aid learning is a learning resource (Lestari, 2019; Hartati, 2016). Learning resources can be identified through the following things, when viewed in terms of their usefulness: 1) Can provide a faster or more direct learning experience; 2) Able to present objects that are impossible to hold; 3) Visited or observed personally; and 4) Can add and expand knowledge. Meanwhile, learning resource materials are divided into three categories based on their physical characteristics: object sources (buildings, tools, and weapons), written sources (documents), and oral sources (interview results). Learning resources are not only found in textbooks, but can also be found in the form of objects, written and verbal forms found in the immediate environment.

A museum is a place for storing, caring for, safeguarding and utilizing real evidence of human and natural culture, as well as the surrounding environment, to support efforts to protect and preserve and preserve the cultural riches of the archipelago. Museums are structures that store artifacts discovered by archaeologists and considered to be products of ancient human culture. Utilization of museums as educational tourism destinations (Misnah, 2019; Rohman, 2018). Apart from functioning as a place to store and maintain artifacts, museums can also play an important role in Indonesian education by becoming a learning medium for students. The benefits of using historical sites and historical museums as a medium for historical education are to help students more easily understand more realistic historical events. Historical sites and historical museums have important meanings for learning history. Developing history learning patterns that are linked to students' current contextual circumstances is one strategy to revive their interest in history lessons (Astuti & Sutyadi, 2020). However, some students believe that historical sites and history museums are scary locations filled with ancient and dusty objects. As a result, students are reluctant to visit historical sites and history museums. Museums can also be used as teaching facilities. Due to the complexity of the media available to explain an

event, museums are used as learning resources. Students can easily understand the items exhibited in the museum. Students benefit from convenience because the museum has provided various information media.

Social studies teaching, especially history lessons, is considered very uninteresting by students in secondary schools. Teachers have relied on teacher-centered approaches, learning models and learning practices. Because they are not used to understanding actual events, students have to memorize actual events. Meanwhile, according to Lestari and Soebijantoro (2022), history learning in schools has so far been dry and monotonous because it still emphasizes a chronic approach and often requires students to memorize events. As a result, students are not used to interpreting an event to understand it. Problems with learning models and lack of support for learning materials are two reasons why history learning in secondary schools is increasingly marginalized. To research historical material provided by their teachers, today's students must be able to solve problems, memorize, analyze information, and know where to get it. Teachers must convey learning objectives effectively so that students can achieve the main learning objectives of increasing knowledge and skills. Students learn from their experiences, while the results of their learning are the abilities they have. Learning outcomes are real and measurable changes in learning behavior in terms of knowledge, attitudes and skills. The abilities that students gain as a result of participating in learning activities are called learning outcomes. Learning outcomes can be used as feedback by teachers and students to guide decision making. Students show symptoms called learning outcomes after carrying out learning activities, and these symptoms can be measured (Khoirotnun et al., 2014). Therefore, learning outcomes are the abilities that students must obtain after receiving instruction. How well a student performs in school is greatly influenced by the student's abilities and the quality of teaching. Superior education can be provided if the teacher has competence. Skills in the cognitive, emotional and psychomotor domains are very necessary for a qualified teacher.

Utilizing learning resources that are available to students helps construct history learning resources efficiently and effectively. One of them seeks to increase students' knowledge about ancient human history or human origins. Studying local historical events is very important, especially for understanding the country. Providing children with knowledge about the environment is another goal of education. Students may find it easier to understand the historical learning content presented by teachers in the teaching and learning process in the classroom if they have access to artifacts or evidence of historical events, such as those found in museums, monuments or historical sites (Brata et al., 2018; Lestari, 2022). Teachers can help students learn about the past and gain awareness that history is more than just a collection

of stories and is an event that actually happened at that time by creating an environment around it that contains evidence of historical events. The benefits of each learning resource depend on the willingness and ability of teachers and students to interact with the messages presented in the learning resources used. Students naturally become disinterested in learning when only one teaching strategy is used, especially in history classes. There are several factors that cause history education to become uninteresting and boring, including teacher competence, controversy, and students' and society's perceptions about the prestige and prospects of studying history. Government policy factors which tend to marginalize history education are another factor. Studying history involves learning about previous human behavior as a whole. Teachers need a lot of materials when teaching history to achieve their pedagogical goals. Students can utilize historical sites and historical museums in addition to printed media sources such as textbooks, worksheets and other reading materials to better understand history learning. In one area, to be precise in Boyolangu Village, Boyolangu District, Tulungagung Regency, you can find the Gayatri Temple. Gayatri Temple is evidence of historical heritage from the Majapahit Kingdom. Gayatri is a Buddhist priestess (Bhikkhuni) from the Majapahit Kingdom who holds the title Rajapadmi. Gayatri herself is the daughter of King Kertanegara (Singhasari), who is one of King Kertanegara's four brothers. In 1914, Gayatri Temple was rediscovered. For your information, the reign of King Hayam Wuruk which lasted from 1359 to 1389 AD saw the construction of the Gayatri Temple. In other Tulungagung locations, other antique artifacts were also found. The discovery of historical artifacts can be used to explain the evolution and distribution of ancestors in Tulungagung. Beliefs related to ancestors are still prevalent, and in Tulungagung itself the people's continued belief in the power of heritage is an example of such beliefs that can be described. The spear-shaped heirloom is one that is still protected and widely recognized. "Kiai Upas Tombak" is the name given to this weapon. Based on this background, the aims of this research are: 1) To find out in depth about the homo wajakensis site and the Tulungagung regional museum; 2) To use the Homo Wajakensis site and the Tulungagung regional museum as a medium for learning history for students; 3) For teachers' best practices in teaching history in schools; and 4) For student responses in learning history by utilizing the Homo Wajakensis site and the Tulungagung regional museum.

## **Method**

### **Types and Research Approaches**

Qualitative research methods with descriptive research types were used in this research. A qualitative research approach is one in which the researcher serves as the primary instrument

and is used to investigate the status of natural objects. Information or data collected by researchers at the research location, namely observations, interviews, photography, analysis, documents and field notes, is not presented in statistical form. A qualitative research approach is one that uses information gathered through observations, interviews, photography, document analysis, and field notes to describe natural science and scientific objects in words. To ensure that the researcher has a thorough awareness of reality, it is crucial to emphasize the importance of closeness to the subject and research conditions in qualitative research. As a result, the researcher will describe or explain the data that has been collected, which is then detailed in detail using previously collected data and hypotheses. Using qualitative research methods, researchers in this study looked for complete symptoms, events and activities related to the learning process, the relationship between history teachers and students, and student involvement in social studies or history subjects, students' understanding in history subjects, especially about the past. preliterate or prehistoric period (Homo Wajakensis).

Researchers look for data or information regarding classroom learning related to history subjects from teachers and students. Researchers also look for data or information related to the use of historical sites and historical museums. Can the existence of historical sites and historical museums help students to learn more deeply about history, especially about homo wajakensis? Researchers also find out how history is applied in history learning in schools or classes where history learning is considered boring.

### **Data Source**

Primary data is a type of information collected directly from primary sources, such as by direct experiments, surveys, interviews, and other methods. The primary data sources that researchers obtained from observation activities at the research location were the Wajakensis Site, Tulungagung Regional Museum, and schools namely SMA Kauman and SMP Srengat. Apart from observations, researchers also obtained primary data from interviews with several informants, namely the caretaker maintaining the Wajakensis Site, namely Mr. Abdul Kholiq, the curator, conservator or keeper of the Tulungagung Regional Museum, namely Mr. Tri Eni Budi Santoso and his friends, and the Kauman - Tulungagung History teacher of SMA Kauman is Mr. Muchamad Alfian Nurofi, S.Pd., and the social studies teacher of SMP Srengat - Blitar is Tri Lestari Wahyurini, S.E.

Secondary data is information collected from sources other than the research subject. Secondary sources are data that includes literature that is relevant to the discussion and

theoretical basis and is an additional source needed to complete the data or evaluate the data and analyze the problem.

According to the selected study theory, secondary information or data is collected from various literature sources. Written materials or literature, such as information about the Wajakensis Site which is available at the location, information about the Tulungagung Regional Museum which is also available at the museum location, information provided by the museum manager or guard, as well as data regarding information from the Kauman History teacher of SMA Kauman and social studies teacher of SMP Srengat.

### **Data Collection Technique**

Heuristic techniques or methods are the initial techniques or methods used by researchers because they are the stage where researchers or historians begin to search for and uncover historical sources or materials needed for research. Historical figures, historical notes, historical texts, historical objects, field notes, and other types of sources are often sought or collected by researchers. Considering that data collection is the main goal of research, the data collection procedure is the most important phase of the process. Researchers will not get data that is in accordance with established data standards if they do not understand the data collection methods.

Interviews are the process of collecting data by asking questions to a respondent or informant. Interviews can be conducted using direct debriefing or interview guides. This method is used to obtain information from the caretaker who maintains the Wajakensis Site, namely Mr. Abdul Kholiq, the curator, conservator or keeper of the Tulungagung Regional Museum, namely Mr. Tri Eni Budi Santoso and his friends, and the History teacher at SMA Kauman namely Mr. Muchamad Alfian Nurofi, S.Pd., and the social studies teacher of SMP Srengat, namely Tri Lestari Wahyurini, S.E., regarding the use of the homo wajakensis site and the Tulungagung regional museum as a medium for learning history for students. The interview tools used by researchers in conducting interviews with informants or data sources are: 1) Notebook or smartphone notepad which functions to record all conversations with data sources or informants; and 2) A camera that functions to take pictures as evidence of the interview process or activity carried out by the researcher with the data source or informant.

Observation is known as the systematic observation and recording of components that manifest as symptoms or phenomena on the research object. Observation is seen as the experience and careful documentation of the symptoms that exist in research subjects. To keep observers close to the thing being investigated, observations and recording are carried out on objects where

events occur or are being recorded. The researcher directly observed the use of the Homo Wajakensis site and the Tulungagung regional museum as a history learning medium for students, then the researcher also made notes on the use of the Homo Wajakensis site and the Tulungagung regional museum as a history learning medium for students and social studies or history learning at SMA Kauman and SMP Srengat, so as to increase the completeness of existing data. This research was conducted on Tuesday, March 21 2023 on the Homo Wajakensis Site. On Tuesday, March 28 2023 at the Tulungagung Regional Museum. On Monday, April 3 2023 at SMP Srengat and on Wednesday at SMA Kauman.

Documentation study is a method of collecting data or information that involves searching documents to find information relevant to the research subject. This method was used to obtain data related to the use of the Homo Wajakensis site and the Tulungagung regional museum as a history learning medium for students. Apart from that, there is also documentation during interviews with the caretaker who maintains the Wajakensis Site, namely Mr. Abduel Kholiq, the curator, conservator or keeper of the Tulungagung Regional Museum, namely Mr. Tri Eni Budi Santoso and his friends, and the History teacher at SMA Kauman namely Mr. Muchamad Alfian Nurofi, S.Pd., and the social studies teacher of SMP Srengat), namely Tri Lestari Wahyurini, S.E., regarding the use of the homo wajakensis site and the Tulungagung regional museum as a medium for learning history for students who can be used as evidence that the researcher has actually carried out the research.

## **Results and Discussion**

### **History of the Discovery of Homo Wajakensis and Location of the Homo Wajakensis Site**

Fossils of ancient humans (wajak humans) were found in caves around the Homo Wajakensis Site. The Homo Wajakensis site itself is located in Gamping Village, Campurdarat District, Tulungagung Regency, and the caves include Wajak Cave, Song Gentong Cave, and Tenggar Cave. A Dutch geologist named B.D. van Rietschoten who worked there on October 24, 1888, discovered the human wajak. Ancient human skeletons were found around 37.400 - 6.500 years ago. The existence of human wajak findings in caves around the Homo Wajakensis Site is very strong because from the results of interviews and observations of researchers, the caretaker of the Homo Wajakensis Site, the Tulungagung Regional Museum custodian, and the Regional Government have discussed and agreed on the discovery of Homo Wajakensis in the caves. caves around the Homo Wajakensis Site.

Wajak's findings are Homo Sapiens. The mouth is slightly protruding, the bridge of the nose is wide, and the face is flat and wide. He has arched eyebrows above his eyes and a slightly

sloping forehead. This skull with a brain volume of 1,630 cc is thought to belong to a 30 year old woman. Dubois made a similar discovery on his second *wajak* in 1890. *Wajak* humans can be described as having a tall body and a large head and *wajak* humans have many characteristics in common with *Homo Sapiens*. *Wajak's* discovery shows that *Homo Sapiens*, whose race is difficult to compete with today's dominant race, occupied Indonesia around 40.000 years ago. As a result, *Wajak* humans can be considered a different race. *Wajak Man* is not directly related to *Pithecanthropus* and instead, it is possible that it is a stage of *Homo Neanderthalensis* that has not been discovered in Indonesia, from *Homo Neanderthalensis* not *Pithecanthropus Erectus*, or from another race that may have evolved into *Homo Indonesia*. Apart from the western Indonesian archipelago, the *Wajak* people also live in several regions of the eastern Indonesian archipelago. The *Wajak* race lived in *Homo Sapiens* and later gave rise to the races we know. It is closer to the Malay-Indonesian sub-race because it shows more Mongoloid traits. Its relationship with the Australoid and Melanesoid races is increasingly distant due to the recent development of these two sub-races in their new environment. It is also possible that the *Wajak* race is descended from the previous Austromelanesoid race.

The oldest *Homo sapiens* fossil was found in Indonesia, known as *Homo Wajakensis* (*wajak man*). To be precise, it was found in caves around the *Homo Wajakensis* Site in Gamping Village, Campurdarat District, Tulungagung Regency. After comparing *wajak* humans with cave-dwelling humans in Niah, Sarawak, East Malaysia, and Tabon, Palawan, Philippines, paleoanthropologists concluded that *wajak* humans had Australomelanesid characteristics that were similar to humans who currently inhabit Australia, namely the Aborigines. Teuku Jacob claimed that the Australomelanesid and Mongoloid races mixed to form a human being that Dubois identified as proto-Australoid. Observing Teuku Jacob's statement and the findings of C-14 dating analysis of the *Wajak* human fossil, it can also be concluded that the Mongoloid race arrived in Java at least 10.000 years ago. Meanwhile, in general humans lived between 40.000 - 25.000 years ago based on the stratigraphic position of the site.

Talking about *homo wajakensis*, we will always remember a Dutch anatomist who felt compelled to visit the Dutch East Indies (Indonesia) to support or find evidence of Charles Darwin's theory of evolution as outlined in his book *The Origin of Species*, even though at that time it was still rife with academic debate. Dubois and his wife and children were finally moved to Sumatra after registering as medical personnel in the Dutch army. Dubois always made time for his main mission, namely looking for fossils and remains of human ancestors, in between his duties as a Dutch army doctor. Unfortunately, the trip to Sumatra was unsuccessful, so he focused on Java. This was also triggered by information about the discovery of fossilized



human bones known as Wajak I in Gamping Village, Campurdarat District, Tulungagung Regency. Dubois carried out excavations near the location where the Wajak I fossil was discovered and fortunately he also found the Wajak II human fossil. Apart from the bones from Gamping Village, Campurdarat District mentioned above, Eugene Dubois made many other important discoveries while conducting research in Java, including several fossil hominid bones which he confirmed were human ancestor creatures sought by supporters of Darwin's theory of evolution. Between 1891 and 1900, Dubois carried out excavations on the left and right banks of the Solo River as part of his studies. The total area of excavation on the left and right banks of the river is 2.317 m<sup>2</sup> and 106 m<sup>2</sup> respectively. The third upper right molar of the ancient human was discovered in September 1891 and Dubois linked it to *Pithecanthropus erectus*, now known as *Homo Erectus*. The amazing discovery of an ancient human skull occurred a month later, at a distance of about 1 m. An ancient human femur and second upper left tooth were discovered in August 1892, about 12 meters downstream of the skull. Just to the east of the trench created in 1899, a fairly large area measuring 75 x 6 meters was excavated in 1900. Four partial prehistoric human thigh bones were found in this fairly large excavated box (Koesbardiati, 2019; Kasnowihardjo, 2010). The discovery of the Rietscholen fossil gave Dubois fresh optimism in his efforts to identify the "missing link" in the history of human origins. This is in line with the theory of geologist Verbeek who also assesses that Dubois' research on the Tertiary limestone mountains in Java has a lot of potential.

Dubois finally spent five years living in Tulungagung. He returned to the rocky basin at Wajak, where Rietschoten found a fossilized human head. He found a fossilized human skull nearby in addition to the fossilized remains of reptiles and mammals, but it was not as complete as Rietschoten's discovery. As one of the "latest" human races, he gave the name *Homo Wajakensis* to the fossils he found. The missing link was discovered by him in Trinil, Madiun, East Java, not far from the Bengawan Solo stream and is a hominid species known as *Pithecanthropus erectus*, later known as *Homo erectus*. Fossilized remains of a hominid skull, femur, and teeth confirmed to have come from the same person. Even though its facial shape resembles that of an ape, Dubois as an anatomist was able to reconstruct it and conclude that the skull, teeth and thigh bones belonged to a hominid that walked upright. According to the publication, hominids were ape-human hybrids that walked upright.

*Homo Wajakensis* is one of the most significant ancient human discoveries in Indonesia. Van Rietschoten discovered the *homo wajakensis* fossil on October 24, 1888. Letter from van Rietschoten to C. Ph. The Sluiter received on October 31, 1888 was read out on December 13, 1888 at the Koninklijke Natuurkundige Vereniging (Royal Society of Natural Sciences)

meeting. Van Rietschoten explained how the skull fossil was discovered during marble mining exploration. Even though the skull was destroyed, there were still four molars still connected to the jaw. Van Rietschoten claims that the Wajak skull was discovered during a search for marble (now known as limestone), although it was damaged when removed but its four molars were still present in the jaw. Van Rietschoten noted that the skull had a prominent zygomatic ridge and a low frontal bone (Pertiwi et al., 2021; Heri, 2014). About a meter of clay covered the fossil, and beneath it was a collection of small marble stones held together by clay-like limestone. It seemed as if the sea had tossed him around. The bones were found within the lining, which was very stiff and challenging to pry open with a crowbar.

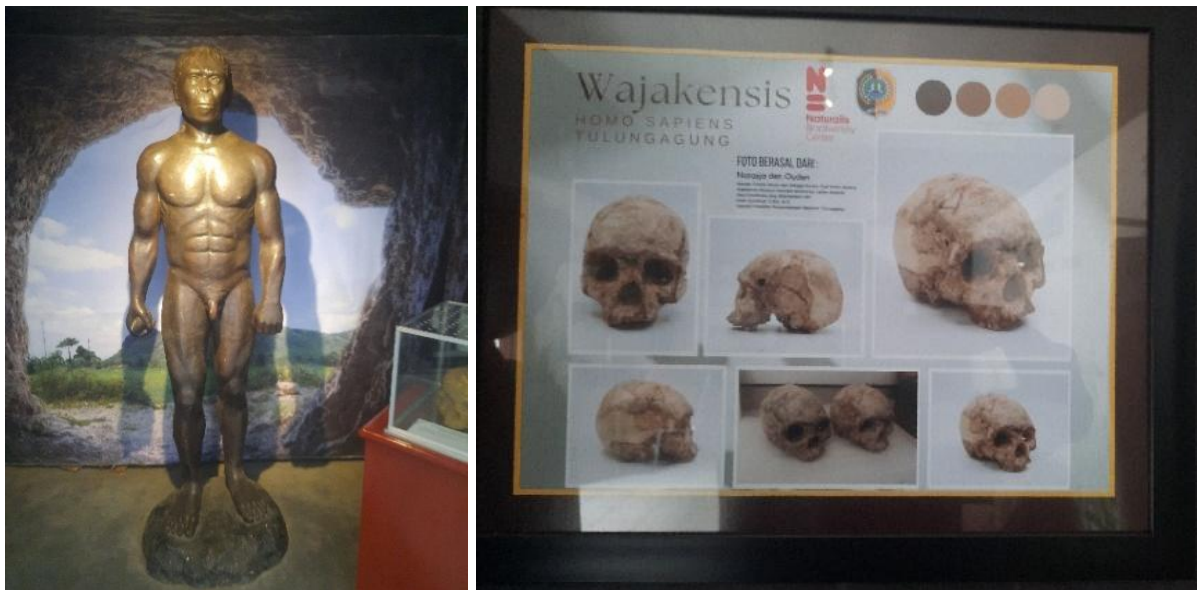


Figure 1. Replica of Ancient Humans in the Tulungagung Regional Museum and Photo of the Original Skull of Homo Wajakensis

In the cave known as the Eastern Corner Cave, which is located to the east of the location where the Wajak I and Wajak II specimens were discovered (homo wajakensis site), Dubois also managed to find Hoekgrot fossils in October - December 1890. Apart from that, between 28 December 1890 - 4 January 1891 also succeeded in obtaining other findings, namely fragmental specimens of human bones and types of fauna. Because it is located to the west of the homo wajakensis site, this latest discovery site is also known as the West Cave, the Small Cave Site, and the Small Site. The distribution of Dubois' discoveries is depicted on a map published by Storm in the January 1995 edition of the journal *Scripta Geologica*. The distribution of findings in Gamping Village, Campurdarat District is depicted on the map, including human specimens at the homo wajakensis site and fragments of several mammal

species, hoekgrot fossils at a small site and skeletal fragments humans, and fragments of *Homo wajakensis* sites from various types of fauna.

### ***Wajak Cave***

Wajak Cave is located at coordinates S 08°11'03.8" and T 111°50'32.70" in Gamping Village, Campurdarat District. Access is quite easy because it is located on a hill that extends in front of the Gamping Village Hall. Lowo Hill is the name of the hill and at this place Dubois in 1890 recorded observations at 5 different locations. Rietschoten initially drew the location of the discovery of the wajak human fossil, and Dubois revised it.

On the ceiling wall of the limestone niche (rockshelter) in Wajak Cave, you can still see some of the lithological breccia deposits that hold fossil strata. The cave itself has collapsed, making it impossible to determine the thickness of the layers containing the fossils. The Geological Agency research team from the Geological Museum and the Geological Survey Center carried out excavations to see whether there were still any artifacts from Dubois' excavations in 1890, to show that there was a fossil-bearing layer at the location where the wajak human skull was found. In the niche at the base of the cliff wall, it is estimated that there will be thickening of the sediment along the slope. Limestone breccia, whose color ranges from white to yellowish white, is the lithology of the rock shade at the location where the Wajak I and II fossils were discovered. Although the lithology is dense and hard, there are some areas where pieces are loose and some fragments fill the space between the walls of the niche, indicating alignment of the long axis of the fragments in a direction of 240°–245° and a tilt of 35°.

### ***Song Gentong Cave***

Song Gentong Cave is located at coordinates S 08°13'31.12" and T 111°49'49.72" in Besole Village, Besuki District. The location of Song Gentong Cave is behind the marble mining factory owned by PT. Indonesian Marble. The Song Gentong location was first examined by Marliac & Simanjuntak in 1996, who concluded that Song Gentong Cave was a preneolithic to neolithic settlement according to the results of charcoal dating from burning 7.000 - 5.000 years ago.

Song Gentong Cave is an interesting place, especially considering the fact that Marliac & Simanjuntak's 1996 research will need to be explored in more depth in the future. It is estimated that the deposits contain ancient human remains and artifacts used to reveal previous life. It cannot be concluded with certainty because the excavation has not yet reached its final conclusion. Because conducting in-depth studies also requires a lot of time and money.

### ***Tenggar Cave***

Tenggar Cave is located at coordinates S 08°12'01.57" and T 111°52'27.91" in Tenggarejo Village, Akungunung District. To the east of Wajak Cave, the distance is about 5 km. After pieces of animal bones were found in Tenggar Cave in 2017, it was thought that the cave could be used as a residence. This has attracted the attention of academics to research historical events to learn more about the various creatures kept there, such as why they were preserved there, and the previous environmental conditions. Tenggar Cave research is still in its early stages, so there are no significant findings yet.

### ***Tulungagung Regional Museum***

Museums are locations in the surrounding environment that are ideal for learning media. Students' personalities, such as love of the environment, country and nation, can be formed by understanding and enjoying environmental aspects. In addition, it fosters responsibility and compassion in students towards other creatures around them. Indonesia has a lot of cultural and historical heritage to be proud of. And museums are a means that can be used to teach future generations about history and culture. Museums function as tourist destinations and have artifacts from the past that serve to increase understanding and knowledge. For the purpose of providing learning resources for the general public and students for insight, knowledge and education. Museums are tasked with collecting, documenting or registering, maintaining and displaying collections. Museums are locations with significant cultural artifacts that can be used to better understand and learn about past history. For the purposes of education, learning, and enjoyment, museums are defined by the International Council of Museums (ICOM) as permanent, non-profit, community-serving institutions that are accessible to the general public and collect, preserve, research, communicate, and exhibit the tangible and intangible heritage of humanity and its environment. Museums function as non-formal educational institutions, museums have a close relationship with the field of education and play an important role in it. Museums function as places for education without the need for a teacher. Museums can also help students learn more about the past. Additionally, museums can assist school teaching in a variety of ways, but perhaps most significantly through the conveyance of artifacts and visual information about subjects such as history, geography, etc.

The Tulungagung Regional Museum, located in Gedangsewu Village, Boyolangu District, Tulungagung Regency, is a museum that can be used as a source of information. Where the Tulungagung Regional Museum can be used as a learning medium for the general public, especially students who want to learn more about history. The Tulungagung Regional Museum

must position itself as a learning medium and learning resource that can help realize student competencies in the context of learning towards formal education carried out in schools. In general, the Tulungagung Regional Museum has a very useful and interesting collection of artifacts which can be used as a learning resource for the general public, students and teachers at the elementary (Elementary School), SMP (Junior High School) and SMA (Senior High School) levels, as well as the University.



Figure 2. Replica of Homo Wajakensis and Collection Objects Tulungagung Regional Museum inside room

The Tulungagung Regional Museum was originally called the Tulungagung Wajakensis Museum and then changed its name to the Tulungagung Regional Museum. Because the museum does not only contain Homo Wajakensis, but contains various things such as statues, inscriptions, temple stones, relief stones, replicas of Homo Wajakensis fossils, Lesung, Reog Kendang, and others. Finally, it raised questions from the public and students, and finally the name of the Tulungagung Wajakensis Museum was changed to the Tulungagung Regional Museum. In 1996, the Tulungagung Regional Museum was founded. The cultural heritage objects found were previously stored in the Kongas Arum Kusumaning Bangsa Pendopo in a glass room. The Tulungagung Culture and Tourism Service is responsible for managing this museum. The Tulungagung Regional Museum is located on Street Raya Boyolangu Number km 4 Gedangsewu, Tulungagung Regency. The Tulungagung Regional Museum is open Monday to Saturday, while on Sunday the Tulungagung Regional Museum is closed and opens at 08.00 WIB. (Western Indonesian Time) until 14.00 WIB. (Western Indonesian Time), especially on Fridays, this museum only opens at 08.00 WIB. (Western Indonesian Time) until

11.00 WIB. (Western Indonesian Time), and on Saturdays the museum opens at 08.00 WIB. (Western Indonesian Time) until 12.00 WIB. (Western Indonesian Time) the Tulungagung Regional Museum is free and offers educational tours without charging an entrance fee and you only need to sign the guest book.

The Tulungagung Regional Museum, which was founded in 1996, stores historical artifacts that can still be found in Tulungagung today. However, some are preserved as replicas due to their discovery during the Dutch colonial era. Historical objects are obtained from discoveries made by people who dig or build buildings. Apart from finding historical objects, these historical artifacts were obtained through securing stolen artifacts that were intended to be traded. The Tulungagung Regional Museum has quite a large collection, including tools, prehistoric stones, temple stones, statues, statue seats, and many more. The wider community has responded positively to the Tulungagung Regional Museum since it was founded by the Tulungagung Regional Government at the end of 1996, because it can help increase understanding of history, especially local history in Tulungagung. Every aspect of life in contemporary society is deeply influenced by local history. Because local history is a source of inspiration and offers a positive perspective on local communities, studying it can provide many benefits.

### **The Importance of Historical Sites and Historical Museums as History Learning Media**

The students of SMA Kauman class X and also SMP Srengat class VII show that there are several students who are enthusiastic about learning Social Sciences or History, there are also those who tend to don't like it because students prefer direct learning or getting to know historical objects directly rather than theory or texts, especially when delivering or teaching lectures, students tend to get sleepy. Students' extrinsic motivation is influenced by teachers, schools, parents, and possibly other parties. In the classroom, teachers can foster an environment that inspires students or pupils to learn. This is to condition learning to be efficient, and make students active. So that students pay more attention to the learning process, teachers must be able to design history learning activities that are fun for them (Asiaro et al., 2012; Alink, 2019). A good teacher can encourage students to embrace problem solving and develop life skills. Teachers are now expected to act as advisors and mediators to ensure that students learn valuable information. For this reason, an innovation in history education is needed that can foster interesting and productive learning. To compete across industries in the twenty-first century, creativity and innovation are essential. Teachers want to challenge their students, which leads to innovation in the classroom. Teachers must help students develop their

creativity and ability to communicate their thoughts. Students must be able to achieve their learning goals, especially history learning. The aim of studying history at school is for students to develop historical thinking and an understanding of the past. Conditions that best encourage the study of history can inspire and motivate students to study the subject. Because history learning is directly related to receiving knowledge, learning that focuses solely on imparting information should improve understanding and practice.

In his review, Lukiningtyas (2022) said that history education is a very important educational content to achieve four goals. To develop awareness and understanding of oneself and the country, history education first offers learning content that is fundamental, in-depth, and based on the nation's true experiences in the past. Because history is always related to human behavior which is controlled by logical, critical, analytical and creative thinking according to the challenges of life at that time, history education material is special educational material for developing logical, critical, analytical and creative thinking abilities. Third, learning history provides students with information and examples about the extraordinary behavior and attitudes, pioneers, and leadership of people in their groups who have changed the course of human history. Fourth, human life is always connected to the past because although the results of responses to challenges are always final, these results always have an impact that lasts longer than just a moment and influences the implementation of society's new life. Therefore, historical events become a "bank of examples" that can be used and modified as answers to the problems faced by modern society today.

All schools in Tulungagung Regency and outside Tulungagung Regency should make the best use of the Homo Wajakensis Site and Tulungagung Regional Museum, because learning does not always come from teachers or textbooks with learning activities in the classroom. Student motivation in learning can decrease due to boredom caused by such learning. Traveling to historical sites and historical museums with class can be an alternative to overcome boredom. Utilizing the Homo Wajakensis Site and the Tulungagung Regional Museum as part of the educational process will provide several benefits because historical sites and historical museums are places to study historical events. One of the advantages is that students can study and see real evidence of Homo Wajakensis or the first modern human discovered. Students will be influenced by the professionalism of social studies teachers or history teachers in their history teaching. the impact of studying history on students' careers including their knowledge, skills, and attitudes toward the topic (Medida et al., 2020; Syukur, 2020). A social studies teacher or history teacher must have mastery of methodology, basic educational knowledge, knowledge that is important for teachers, and appropriate teaching strategies in addition to

broad and in-depth knowledge of the field of historical studies that must be transferred to students. When teaching and studying history, a teacher not only makes information accessible to students through books, but also makes it interesting and easy to understand. Students will have difficulty understanding the information presented if the teacher is not able to do it in a fun way. Therefore, to facilitate history learning, students must be able to understand the subject matter by identifying existing historical relics. Historical sites and historical museums are sources that can be used to study history. Historic sites and historical museums play an important role in the history education process. can function as a learning tool, description of historical conditions, and source of historical heritage information. Students can find historical sources in their environment to obtain evidence of past events. Students are expected to be able to understand and draw conclusions about the history they study by collecting information from historical events, which helps students become more critical.

History learning activities require them to create a sense of awareness and interest in issues related to their region. Utilizing items in the environment around students as teaching tools that can help students learn history in class. From secondary education levels (Junior High School and Senior High School) as well as higher education or tertiary institutions, preliterate or prehistoric material is taught. Although preliterate time is a study that begins with the emergence of humans, it also includes information about the state of the world before its emergence as a representation of the state of existence before humans. The scope of prehistoric material includes: 1) Evolution of the world before humans appeared; 2) History of mankind; 3) Life in the Stone Age; and 4) Human existence in the colonial era. The emergence, growth, and spread of humans are issues studied in the field of human evolution. Meganthropus, Pithecanthropus Mojokertensis, Pithecanthropus Robustus, Homo Erectus, Homo Soloensis, Homo Wajakensis, and Homo Floresiensis are some of the famous ancient humans from Indonesia. The breadth and length of prehistory makes them difficult to understand. This is because between the preliterate period and the present, the time span is hundreds to millions of years. This problem causes students difficulties when trying to understand the preliterate period. Students have not yet fully understood the preliterate period because they only have abstract concepts about it.

Through the use of primary data sources including artifacts and ecofacts (fossils and stratigraphy), experts try to understand the prehistoric period through archaeological, geological, biological and radioactive studies. However, students still face a number of challenges when trying to understand prehistoric material from fossils or other primary sources. These challenges include: Scarcity of relics and research samples and Lack of student



understanding of how to critically analyze and research relics, sources and evidence. Students' efforts to understand the preliterate period are based on the use of textbooks. However, there is a problem with students trying to understand only from textbooks. This is because information is only presented verbally so it is abstract in textbooks, so other sources are still needed that can present concrete knowledge to achieve understanding, namely learning media. However, preliteracy information is still difficult for students to understand because preliteracy learning materials are still rarely available in classrooms (Worosetyaningsih, 2019). Therefore, it is very important to find solutions and solve problems on how to overcome the problem of lack of learning materials in schools. Historical sites and historical museums are solutions that can solve this problem, because historical sites and historical museums are media that can provide students with a better understanding of the prehistoric period. The Homo Wajakensis Site and Tulungagung Regional Museum are historical sites and historical museums that can be used to study the preliterate or prehistoric period.

### **Utilization of the Homo Wajakensis Site and Tulungagung Regional Museum as History Learning Media**

Through the Homo Wajakensis Site and the Tulungagung Regional Museum, it can act as a facilitator and learning tool in the field of education. Meanwhile, the Homo Wajakensis Site and the Tulungagung Regional Museum have the potential to be utilized as learning resources and learning media related to prehistory or preliteracy. Fulfilling curriculum needs and the learning process can be made easier through communication between the two. The function of the Homo Wajakensis Site and the Tulungagung Regional Museum as a learning facility is because it is able to provide concrete information and education to students and the general public so that students or the general public know more about history, especially regarding the understanding of ancient humans (homo wajakensis), culture and the environment. Studying prehistoric or preliterate life in the world of education is very important, because students will be more aware of their own beginnings or origins. Apart from that, even though there are many different foreign cultural influences on them, this is intended so that the identity and quality of the nation can be fostered so that it becomes stronger. Utilization of the Homo Wajakensis Site and the Tulungagung Regional Museum can help the success of the curriculum to achieve the same goals, namely to educate the country and expand culture. More strategic partnerships can be used to increase the symbiosis of mutualism between the Homo Wajakensis Site, the Tulungagung Regional Museum and Schools, especially SMA Kauman and SMP Srengat.

The Homo Wajakensis Site and Tulungagung Regional Museum are fantastic, interesting and educational locations to learn about the past. This is because the Homo Wajakensis Site and the Tulungagung Regional Museum have many artifacts that can be used as learning media to help students gain a deeper understanding of historical events. Moreover, students will be more interested in studying history because they can see the original form or a replica. At secondary level schools (Junior High School and Senior High School) and even at the tertiary level, material about preliterate or prehistoric times is taught. Social studies and history subject material, especially literacy, can collaborate or visit the Homo Wajakensis Site and the Tulungagung Regional Museum, especially for students from Tulungagung schools and surrounding areas, which can be used as a learning resource and learning medium. Many students state that they are more interested or like studying history by looking at direct images, because if it is limited to books or ordinary images, students feel bored and do not pay attention or deepen the history.

The Homo Wajakensis Site and the Tulungagung Regional Museum can help learn more about the preliterate period and social studies and history curriculum in context. Contextualization of learning is a process used in social studies or history learning to make learning activities relevant to the present and contextual in nature. Studying at sites and museums can encourage students' curiosity and interest in learning more deeply. And can support the smooth running of the curriculum at school. Schools must collaborate with historical sites and historical museums because to introduce students to real things, not just pictures or theories. The Homo Wajakensis Site and Tulungagung Regional Museum also often hold seminars, so schools can collaborate with related parties. Historical sites and historical museums are two sources that can be used to learn history. A historical site is a location with historical significance. A location is said to have historical value, including whether there are artifacts or historical relics there, such as a birthplace, final resting place, or the grave of a prominent person or figure, or the location of a certain important known event. In the discipline of history as past events that have social significance, a valuable educational resource is local history. Local history at all levels of education will help students connect historical concepts to their own *eigenwelt* experiences. So, by presenting local history, instructors can help students connect different historical events in their neighborhood to historical events in other places.

Students are inspired to view the process of national integration as a historical event through the study of local history. Historical sites can function as learning resources and teaching tools. Stone mortars, monuments, bridges, shrines or temples, and other buildings can be considered historical places. Because it utilizes nearby historical artifacts, learning using historical site

learning materials can foster a more contextual historical learning environment. Apart from that, the use of the Homo Wajakensis Site and the Tulungagung Regional Museum also supports efforts to preserve previous history by preserving it. The purpose of museums is to collect, preserve, present, and promote the cultural history of local communities for educational, scientific, and recreational purposes. Students, especially SMA Kauman class X students and also SMP Srengat class VII, seem to prefer or are more interested in practical learning or seeing historical objects directly. at the Homo Wajakensis Site and the Tulungagung Regional Museum, and it can be seen that students enjoy and are more motivated to learn history. Schools must invite students to see historical objects directly, especially in a curriculum that implements free learning. If there are schedule and time constraints, teachers and school principals can take advantage of seminars at schools related to history learning or take advantage of virtual learning such as the Virtual Tour of the Indonesian National Museum.

Education at historical sites and historical museums cannot be discussed without referring to the underlying educational theory. Hein emphasizes that knowledge theory and learning theory are educational theories in his book *Learning in the Museum* (Hein, 1998, p. 16). The fact that the theory of knowledge Hein describes has two competing points of view is its fundamental component. The first perspective, known as realism, holds that information exists independently of the learner. The belief that knowledge is created by the learner and exists only in the learner's mind is called idealism, which is the antithesis of realism. Then, there are two opposing viewpoints in learning theory, which guide the way we think about learning. According to the first perspective, learning requires the transmission and absorption of a variety of facts, experiences, and information. The second perspective, known as the constructivist perspective, argues that learning is the act of selecting and organizing related information from experience. In this case, learning is thought to occur when someone forms new information. Historic sites and historic museums can create active learning strategies that can combine all the senses and experiences of visitors through the meaning of edutainment when deciding on educational strategies based on the principles and theories of education at historic sites and historical museums. Historic sites and historic museums can use educational tactics within and outside of historic sites and historic museums, in their implementation and to increase public and student access. This aims to ensure that historical sites and historical museums are able to develop educational programs that can be accepted by all levels of society and students. Character education is a method of character development that has a purpose. Families, schools and communities all need to be involved in character education. Apart from that, the Homo Wajakensis Site and the Tulungagung Regional Museum have an important role, especially in

developing national character. Although the use of the Homo Wajakensis Site and the Tulungagung Regional Museum for social studies or history learning by SMA Kauman and SMP Srengat teachers has advantages and disadvantages, the effort is worth it. appreciated. The teacher aims to make social studies or history learning more meaningful by using the Homo Wajakensis Site and the Tulungagung Regional Museum as learning media.

### **Conclusion**

Based on the results of the research and discussion above, it can be concluded that learning media can be used to help students make learning more successful in improving and encouraging cognitive skills, attention and other skills. Historical sites and historical museums are solutions that can solve this problem, because historical sites and historical museums are media that can provide students with a better understanding of the prehistoric period. The Homo Wajakensis Site and Tulungagung Regional Museum are historical sites and historical museums that can be used to study the preliterate or prehistoric period. Utilization of the Homo Wajakensis Site and the Tulungagung Regional Museum can help the success of the curriculum. To achieve the same goal, namely to educate the country and expand culture, a more strategic partnership can be used to increase the mutual symbiosis between the Homo Wajakensis Site, the Tulungagung Regional Museum and Schools.

Many sources say that Homo Wajakensis was found in the Boyolangu District, Tulungagung Regency. This is wrong because from research that researchers can or obtain is that Homo Wajakensis was found in Gamping Village, Campurdarat District, Tulungagung Regency. This is because in Boyolangu District there are villages called Wajak Lor Village and Wajak Kidul Village, which made people or researchers previously fixated or focused on the name Wajak. This matter was also discussed by the custodian of the Homo Wajakensis Site, the custodian of the Tulungagung Regional Museum, the Regional Government and others and it was agreed that Homo Wajakensis was found in the caves around the Homo Wajakensis Site. Meanwhile, in the Boyolangu District, Tulungagung Regency, there is a Regional Museum whose name was previously the Wajakensis Museum. Fossils of ancient humans (wajak humans) were found in caves around the Homo Wajakensis Site. The Homo Wajakensis site itself is located in Gamping Village, Campurdarat District, Tulungagung Regency, and the caves include Wajak Cave, Song Gentong Cave, and Tenggar Cave. The teacher aims to make social studies or history learning more meaningful by using the Homo Wajakensis Site and the Tulungagung Regional Museum as learning media.

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