

The Use of the Isdiman Ambarawa Museum as a Learning ResourceAninda Dratriarawati¹**Abstract**

This study aims to prove the existence of differences in student interest between classes that utilize the Isdiman Museum Ambarawa as a learning resource and those that do not. This research employs a quantitative approach with an experimental design to assess these differences. The population targeted in this study consists of eleventh-grade students at a high school in Ambarawa. The samples for this study were selected using a simple random sampling technique, adhering to a pretest-posttest control group design. Specifically, the sample includes eleventh-grade students from the social sciences track, with one group as the control class and another as the experimental class. The control class did not use the Isdiman Museum Ambarawa as a learning resource, while the experimental class integrated visits and activities at the museum into their curriculum. The objective is to measure any significant variations in student interest and engagement between these two groups, thus providing insights into the effectiveness of incorporating museum resources into traditional educational settings.

Keywords: *Interest in Learning, Use of Monument, Learning Resources.*

Introduction

History teaching has specific objectives, as stated in Permendiknas number 22 of 2006, namely (1) building students' awareness of the importance of time and place, which is a process of the past, present, and future; (2) training students' critical power to understand historical facts correctly based on scientific approaches and scientific methodologies. (3) fostering students' appreciation and appreciation for historical relics as evidence of the civilization of the Indonesian nation in the past; (4) fostering students' understanding of the process of growing the Indonesian nation through a long history; (5) fostering awareness in students as part of the Indonesian nation who have a sense of pride and love for the homeland that can be implemented in various lives, both nationally and internationally. From the above objectives, it can be seen that history is significant to be taught in schools.

By the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 65 of 2013, the learning process in educational units is held in an interactive, inspiring, fun, challenging, and motivating manner for students to participate actively, as well as providing sufficient space for initiative, creativity, and independence by the talents, interest,

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and physical and psychological development of students.

Based on observations on January 10, 2015, SMA N 1 Ambarawa is one of several schools in Semarang Regency. The first problem found in learning relates to the teacher as one of the teaching sources. In this high school, the learning method tends to use the lecture method. The history material taught in class XI IIS is very much compared to other programs such as Science and Language. In addition, in some classes, history lessons take place in the last lesson hour, so if learning is carried out using the lecture method without other variations, it will make students feel bored and less focused on following the learning process. In learning, students are only asked to be silent to listen to the explanation of the material (Widja, 1989, p. 61; Abdullah, 2012; Kuntowijoyo, 2013; Kartodirdjo, 2014).

Explained that once the historical event occurs, the event will disappear; all that is left are traces (traces) of the event, which are then used as a source in compiling history, often called historical relics. In history teaching, to help students better understand an event and be more interested, of course, the historical relics will help history teachers in their assignments which can be understood because, through those traces, students will easily visualize the event (Suryana, 2013; Prasetyo, 2014; Rahayu, 2015). To introduce and preserve events, historical relics, and museums commemorating historical events in Ambarawa, if a historical visit needs to be carried out besides that, it is also a history learning where students are invited directly to the field to be closer and directly in studying learning resources. In addition to fostering pride and concern for their area, it also increases students' interest in learning.

According to information provided by the history teacher of SMA N 1 Ambarawa on January 10, 2015, history learning also tends to involve less potential and role of students, so learning tends to be monotonous and unidirectional. At SMA N 1 Ambarawa, most students only rely on textbooks as a source of learning, so it will not be easy to find references from other sources. In addition, teachers tend only to use power points as a source for learning, so the source is limited to only the content of the PowerPoint. Based on some of the problems above, the learning that has been going on so far is still low in its success rate. Therefore, it is necessary to improve the teaching and learning process. Students' disinterest in history subjects may be more on national history themes that do not touch their sense of regionality, so their sense of involvement and emotion is not formed naturally (Putra, 2014, p. 67; Yusuf, 2014; Supardi, 2015; Suryadi, 2016; Wijaya, 2016). Therefore, one of the efforts to improve student learning outcomes for history lessons is to create a history learning pattern related to their environmental situation.

To overcome these problems, it is necessary to use the Isdiman Ambarawa Museum as a learning resource; it is hoped that the learning process will be fun, not dull, and will later affect students' interest in learning. This activity will help students learn and observe historical relics directly so that history learning becomes more memorable, students easily understand historical events, and students can see tangible evidence of historical relics obtained from classroom learning. This museum is very relevant as a source of historical learning because it relates to the struggle to defend independence, especially the battle of Isdiman Ambarawa. In addition, the students also have an emotional attachment because it is related to their neighborhood, namely the city of Ambarawa.

Method

This study uses a quantitative experimental method. Sugiyono (2008, p. 72) stated that experimental research is a method used to find the effect of specific treatments on others under controlled conditions. This experimental research uses a Pretest-Posttest Control Group Design; in this design, two groups are randomly selected and then given a pretest to find out the initial state of whether there is a difference between the experimental group and the control group (Sugiyono, 2008, p. 112). The data collection technique in this study uses a closed-form questionnaire/questionnaire, judging from the answers given as direct questionnaires, and it has a checklist questionnaire form. Data analysis techniques in experimental research use statistical data. The data from this study was analyzed descriptively. Descriptive statistics are used to analyze data by describing or describing the collected data (Arikunto, 2010, p. 201; Sugiyono, 2016; Sudjana, 2005; Winarno, 2011). The tests used were validity, reliability, homogeneity, normality, and t-tests.

Results and Discussion

This study uses a quantitative experimental method. Sugiyono (2008, p. 72) stated that experimental research is a method used to find the effect of specific treatments on others under controlled conditions. Interest is a sense of preference and interest in something or activity without anyone telling it (Yayat, 2009; Slameto, 2010, p. 180). Interest is accepting a relationship between oneself and is a state in which a person is interested in something and is accompanied by a desire to know and learn or prove more (Bimo, 1981, p. 38). In learning, attention is needed to understand what is learned. So that students can do something that previously could not be done. Although interest is not a definite indication of whether a child will succeed in his or her future education or office, interest is a significant consideration when

linked to other data (Sumartana, 1986, p. 231). There are many studies on improving learning outcomes, but research on increasing learning interest has not developed much. Meanwhile, one of the most important ways to improve learning outcomes is first to grow or increase interest in learning (Slameto, 2010; Hamalik, 2009; Sardiman, 2011).

The learning carried out by utilizing the Isdiman Museum collection as a learning resource can be used as a way to increase students' interest in learning because, in these learning activities, students can see firsthand various historical relics, which are almost all objects used or obtained in the battle of Palagan Ambarawa. The objects in the collection of the Isdiman Museum can describe in detail the heroic growth of Palagan Ambarawa so that students can be interested in observing it. The observations made by students will improve their critical thinking and increase their curiosity because they have an emotional connection with the objects of the Isdiman Museum collection. This emotional connection is because most of the students are natives of Ambarawa so that they can understand the course of the battle depicted on the walls of the Isdiman Museum.

The Isdiman Museum in Ambarawa should be used optimally by all schools in Ambarawa because learning does not always have to be sourced from teachers or textbooks with learning activities in the classroom. Such learning can cause boredom in students, so the sense of interest in learning decreases. To overcome this saturation, an alternative that can be used is by visiting students at the Museum. The museum is one of the places to get historical information (Tsabit, 2010), so using the Isdiman Museum for the learning process will get many benefits. One advantage is that students can know in absolute terms and see the objective evidence of various battles to defend independence, especially those in their area, namely the battle of Palagan Ambarawa.

Indonesia has many museums, and there are collections from time to time. With the completeness of collections from various existing museums, we can learn about the history of Indonesia. Therefore, when there is a museum in a city, it should be appropriately used by teachers and students to support learning. The learning in this study is not focused on taking students' grades but on increasing students' interest in learning while increasing students' insight into history lessons, especially local history. In the experimental class, the way to utilize the learning resources is to bring the class to the field where the learning resources are located. Where in the Palagan Ambarawa Monument complex, there is also the Isdiman Museum, which stores various historical items such as Japanese and Dutch army uniforms, war weapons, Indonesian army uniforms, photos of heroes, and other historical items (Prasetyo, 2013; Hadi, 2015, p.p. 45-58; Wulandari, 2016). Inside this monument complex are also stored several

ancient tanks, personnel carriers, and cannons used in the battle of Palagan Ambarawa. In addition, a replica of the Dutch Mustang aircraft that was successfully shot down into Rawa Pening was also kept.

Excellent and ideal teaching and learning activities are if the teaching and learning activities utilize learning resources (Arikunto, 2010; Purwanto, 2011; Sanjaya, 2013). For history subjects, you are aware that the learning resources in the environment around students are diverse, such as monuments, museums, regional libraries, archival bodies, historical buildings, and others. Suppose learning using learning resources involving the surrounding environment is used. In that case, learning will be more effective because using the surrounding environment as a learning resource, learning that is carried out outside the classroom, and showing students historical relics can provide opportunities for students to understand what happened (Sudjana, 2011; Sardiman, 2012; Hamalik, 2010). This is intended to help teachers develop students' understanding of the past and make students understand that history is not just a story but an event that happened in its time. The goal is to increase students' interest in learning history based on real-world situations, encouraging students to connect their knowledge with their application in daily life.

The number of students in the experimental class interested in learning history with a high category in the initial interest test was 27 (96%), and students with a low interest in learning history were as many as 1 student (4%). Meanwhile, in the final interest test of the experimental class, there were 6 (21%) students interested in learning history with a high category and 22 students (79%) with a very high interest in learning with a very high category. In the initial interest test of the control class, students who had an interest in learning history had a high category of 27 students (96%), and students who had a low interest in learning history were 1 student (4%). In the final interest test, there were 1 student (4%) who had an interest in learning history in the low category, 8 students (29%) who were very high, and 19 students (68%) who had history learning outcomes in the very high category.

Based on the calculation results with the t-test, $t_{count} = 5.153 > t_{table} = 1.67$, one conclusion can be obtained that the experimental and control groups have different interests. The experimental group had a higher interest compared to the control group. This concludes that there is a difference in learning interest between the control class that uses the lecture method and the experimental class that uses the Isdiman Ambarawa Museum as a learning resource.

Based on the results of the study, it was shown that there was a difference in students' learning interests between classes that were given special treatment in the form of using the Isdiman Ambarawa Museum as a learning resource and classes that did not receive special treatment,

on the material of Indonesian People's Resistance in various regions to defend Indonesian independence. The hypothesis proposed was accepted by showing proof through statistical analysis of the t-test. After being given special treatment, class XI IIS 3, an experimental class, has a higher interest than class XI IIS 1, a control class.

Conclusion

It can be concluded that there is a difference between the interest in learning the history of the experimental class that is given learning treatment by using the Isdiman Ambarawa Museum as a learning resource and the control class that is not given special treatment but uses conventional learning methods in the form of lectures. History learning using the Isdiman Ambarawa Museum as a resource at SMA N 1 Ambarawa effectively increases students' interest in learning. This can be seen from the interest in learning history that is taught without using the use of historical learning support resources in the form of the use of the Isdiman Ambarawa Museum as a learning resource for students of grade XI IIS 1 in the 2014/2015 academic year, with an average of 77% included in the high category. Interest in learning history by use of historical learning support sources in the form of the Isdiman Ambarawa Museum in grade XI IIS 3 students of the 2014/2015 academic year, with an average of 85% and included in the high category.

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