

Use Of The Patiayam Museum As A Source For Learning History At Mejobo 1st State High School In The Principal Period Of History Main Material

Santiko Utomo¹

Abstract

Learning activities are a complex process that involves making learning activities active, innovative, and practical and creating a pleasant learning atmosphere. The limited source of learning history makes the teacher use the Patiayam museum as a source of learning history. The objectives of this study are (1) to find out the extent to which the Patiayam Museum is a source of historical learning, (2) to know the readiness of the Patiayam Museum to use the museum as a source of historical learning, (3) to find out what constraints faced by Mejobo 1 High School Patiayam Museum in utilizing the Patiayam museum as a source of learning history. This research method uses historical qualitative research, where the data sources used are objective, systematic, accurate, and authentic, which can be justified. The results of the study: (1) historical learning, especially in the subject matter of the pre-trial history at Mejobo 1 High School, was carried out by utilizing the Patiayam Museum as a learning resource. (2) Patiayam Museum provides learning facilities through fossils, artifacts, touch screens, and museum officers who explain collections; (3) constraints faced by students, teachers, and museums related to Patiayam museum utilization activities.

Keywords: *History learning, learning resources, museum*

Introduction

Based on National Education System Law no. 20 of 2003 Chapter I Concerning the National Education System, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have strength, religious spirituality, self-control, personality, intelligence, noble morals and skills that needed by himself, society, nation, and state. Education is a conscious effort to develop students' personalities and abilities inside and outside school and lasts a lifetime. The main activities in the educational process are teaching and learning activities, in which the learning process occurs between teachers and students. Learning is a complex process of making learning activities active, innovative, and practical and creating a pleasant learning atmosphere (Majid & Mukhlis, 2009; Uno, 2016).

History education provides the public with an understanding of the meaning of past events. So, history education is based on understanding and wisdom, and it can help create a generation that is aware of history and wise in responding to the past to organize the future better.

1 History of Teacher, SMA N 1 Mejobo, Santikoutomo@gmail.com

Therefore, history education has a vital role in shaping the personality of the nation, the quality of humans, and Indonesian society. History learning is often considered useless and tends to be boring (Kasmadi, 1996; Sayono, 2013b, 2013a; Setianto, 2012). Learning history is often considered useless and boring; this opinion is supported by class X students at SMA Negeri 1 Mejobo. This happens because history subjects, which have a lot of material explanations, are not balanced with the teacher's ability to create exciting learning.

When met in the field, one of the students at SMA Negeri 1 Mejobo stated that the lessons given by their history teacher only explained the material using the lecture method. This will make students feel bored and sleepy. Apart from teachers' unattractive learning methods, another problem in history learning activities is the lack of learning resources. When conducting observations, researchers obtained data from interviews with teachers and students, namely, that teachers and students only used textbooks provided by the government and worksheets purchased by schools from private publishers. Indeed, some teachers occasionally use audio-visual learning media in the form of museum videos. However, students still feel that this media is lacking because they do not have direct experience.

One learning method that is not varied certainly causes students to feel bored with the learning carried out, especially in history subjects. Several things cause history learning to be uninteresting and boring, including government policy factors that tend to marginalize history education, much material and some of it is controversial, teacher competence and perceptions of students and society's prestige and prospects for studying history (Suryadi, 2012).

Excellent and ideal learning if it utilizes relevant sources and media and can make it easier for students to understand the material in learning (Arsyad, 2011; Atno, 2010; Sanjaya, 2012). Learning resources are all sources (data, people, or objects) that can be used in a small scope or combination of learning. Learning sources include messages, people, materials, tools, techniques, and the environment. The benefit from each learning resource depends on the willingness and ability of teachers and students to communicate and interact with the messages contained in the learning resources they use (Hafid, 2011; Mulyasa, 2013; Musfiquon, 2012).

Learning resources are an essential means of learning and teaching. It has become necessary for a teacher to explore various sources to get the right tools to teach and complement what is provided in printed books, add information, expand concepts, and arouse students' interest (Kochhar, 2008).

Learning resources are an effort to make learning more accessible for students. There are two types of development of learning resources: (1) learning resources that are designed or deliberately created to help teach and learn, for example, books, brochures, films, videos, types,

and slides; all of these devices are created for learning purposes (2) resources learning that is used to make learning easier for someone in the form of learning resources around us, for example monuments, museums, community figures and others in the surrounding environment such as parks, institutional buildings and so on (Huda, 2015).

In a complete learning process, a teacher is required not only to use learning resources available at school but is required to use learning resources available outside the school. Based on various learning resources, school learning resources include libraries, mass media, subject matter experts, and community sources. Several learning resources, such as libraries, are always available everywhere, as are museums, although their number is limited (Mulyasa, 2013).

Based on the opinions expressed by experts, it can be concluded that learning resources are essential, especially in learning history. History learning involves learning a lot about past events through relics. Therefore, if learning is only done using the lecture method and only using learning resources in the form of books, students will tend to be bored and disinterested. The teacher should be a facilitator for students to gain real experience and at least be able to have a direct picture of the historical objects they are studying.

The preliterate or prehistoric era was when humans did not know writing. The earth's condition in prehistoric times was characterized by the Neozoic or Cainozoic period, which is estimated to have occurred up to about a million years ago. The Neozoic is divided into the Tertiary era and the Quaternary era. Signs of ancient human life emerged during the Quaternary era. Meanwhile, the Quaternary period is divided into the Pleistocene and the Holocene. Preliterate history material is the primary material in class X to early XI. In this material, students learn about how life began and the initial conditions on earth. Students can study this material using relics, fossils, or artifacts from that era.

The Patiayam Museum is part of Mount Muria. The area is 2,902.2 hectares, covering the Kudus area and several sub-districts in Pati. On this mountain are the tomb and Sunan Muria Mosque, waterfalls, motels, inns, several villas, and food stalls. The distance is only 18 kilometers from Kudus city. A series of research studies have been conducted at this site, starting in 1931 when Dutch researcher Van Es discovered nine types of vertebrate animal fossils. Next, until 2007, various studies were carried out, and 17 species of vertebrate animals and bones of ancient animals were found, including *Stegodon trigonocephalus* (ancient elephant), *Elephas sp* (a type of elephant), *Rhinoceros sondaicus* (rhino), *Bosbull* (a type of bull), *Crocodylus, sp* (crocodiles), *Cervus zwaani* and *Cervus or Ydekkeri martim* (a type of deer) *Corvidae* (Deer), *Chelonidae* (Turtles), *Suidae* (Wild Boars), *Tridacna* (Sea shells),

Hipopotamidae (Poars). The fossil findings in Patiayam are unique compared to fossils found in other areas because some of the sites found are intact.

First, Widiyati and Wasino researched this site related to the issue of empowering the Patiayam site. According to the researcher, the Patiayam site has not been well maintained. Currently, 1,500 fossils found in Patiayam are stored in people's homes carelessly. Fossils excavated from the ground should receive proper care or special treatment so that they do not become brittle, thereby reducing the volume of the fossil. The public's lack of understanding about fossils is exploited by "fossil hunters"/"fossil mafia" to carry out transactions with local communities (Widiyati & Wasino, 2011). This research aims to describe the social groups that carry out community empowerment on the Patiayam site. Then, describe the forms of empowerment carried out by social groups at the Patiayam site, describe community participation that occurs at the Patiayam site in Terban village, describe the impact of empowerment and community participation on the sustainability of the Patiayam site in Terban village, Jekulo sub-district, Kudus district.

Second, research was conducted by Tsabit Azinar Ahmad entitled Teacher Obstacles in Learning Controversial History in Semarang City Public High Schools. According to researchers, controversial history learning has been implemented in schools. However, the implementation of controversial history learning has not been optimal. The materials presented are still limited to materials taught that do not directly influence society, such as historical materials that occurred far from the present. In its implementation in the classroom, something contrary to the spirit of reform in controversial history learning happened. In learning, there is a mismatch between the spirit of reform, upholding the spirit of openness and freedom to express opinions, and the reality of history education at this time, namely the existence of a maximum set of government policies for developing critical thinking processes. (Tsabit Azinar Ahmad, 2014).

Third, research by Tsabit Azinar Ahmad entitled Strategy for Using Museums as Learning Media on Prehistoric Period Material. In this research, the researchers revealed that efforts to understand prehistoric material experienced a significant obstacle, namely the long period between prehistoric times and the present. Therefore, it is necessary to determine how to increase students' understanding of prehistoric material (Ahmad, 2010). This research aims to reveal how museums can be used as a learning medium for prehistoric times, so it is hoped that they will increase students' understanding of the prehistoric era. One way to increase students' understanding of prehistoric material is by using museums as a learning medium. This is because museums offer media complexity that helps students obtain historical information. The

use of museums as a medium for learning history, besides providing a recreational aspect for students, can also provide visualization, interpretation, and generalization about a historical event.

Fourth, it comes from international research by Haydn entitled *History in School and the Problem of "The Nation"* relating to research in terms of the history curriculum implemented in schools. In his research, Haydn expressed history as the transmission of positive stories about the past that can instill in young people a sense of loyalty to the country, a positive sense of identity and belonging, and a sense of solidarity with fellow citizens. Likewise, in Indonesia, history education needs to be given to students so that in the future, they will be aware of solidarity with the nation and respect for previous people. One way to do this is to safeguard the remains of our ancestors with full awareness. An example is caring for and maintaining collections of ancestral relics in museums (Haydn, 2012). Fifth, research by Dias and Margaida, *Museum as Spaces and Times for Learning and Social Participations*. This research explains that the National Museum of Natural History and Science at the University of Lisbon offers a weekly holiday program for children and teenagers to develop scientific literacy. The connection with this research is using museums for learning (Dias & César, 2014).

The collections presented by the Patiayam Museum relate to the history of the preliterate period. Therefore, these collections should be used as a source of historical learning, especially regarding the primary material. This can solve the problem of learning history, namely the limited resources. History teachers can plan learning activities outside the classroom at the Patiayam Museum. This activity can give students direct experience because they can see and even feel the fossil objects they are studying. Students also do not feel bored because they can study in a different place with a new atmosphere. The aims of this research are (1) to find out to what extent the Patiayam museum is used as a source of historical learning, (2) to find out the readiness of the Patiayam museum in efforts to use the museum as a source of historical learning, (3) to find out what obstacles are faced by SMA Negeri 1 Mejobo and the Patiayam museum in using the museum as a source of historical learning.

Method

Researchers used a qualitative historical approach in this research entitled *Utilization of the Patiayam Museum as a Historical Learning Resource for Students of SMA Negeri 1 Mejobo*. The reason the researcher used a historical qualitative approach was that the researcher wanted to see the use of the Patiayam Museum as a teaching and learning resource for students at SMA Negeri 1 Mejobo Kudus (Miles & Huberman, 2007; Sugiyono, 2013).

Moleong stated that qualitative research intends to holistically understand phenomena about what is experienced by research subjects, for example, behavior, perceptions, motivations, and actions, and using descriptions in words and language in a unique natural and natural context by utilizing various scientific methods (Moleong, 2013).

The data sources obtained in this research consisted of (1) informants. Researchers chose informants: history teachers at SMA Negeri 1 Mejobo Kudus, Mrs. Ifada Rashida, and Mr. Eko Nur Rohmad. Apart from teachers, researchers also used student informants consisting of 10 students who were chosen randomly. The following informant is a Patiayam museum officer named Mrs. Siti Asmah, who has (2) learning activities and (3) documents (Cresswell, 2015; Creswell, 2015).

Results and Discussion

The results of the research that the researcher will present in this results and discussion chapter include (1) a general description of the research location, (2) history learning, especially material on the history of literacy at SMA Negeri 1 Mejobo, (3) the use of the Patiayam museum as a source of learning history at SMA Negeri 1 Mejobo, (4) obstacles experienced by teachers and students in carrying out history learning by using the Patiayam museum as a learning resource, and (5) obstacles experienced by the Patiayam museum.

The research was carried out in two places, the Patiayam Museum and SMA Negeri 1 Mejobo. The first location, namely the Patiayam Museum, is an Antiquities museum in the Kudus district in Kancilan hamlet, Terban village, Jekulo subdistrict. This museum was founded in 2005, but the museum building is still located in the Terban Village Hall. It was only in 2015 that the Kudus district government built the Patiayam Museum, which is managed by officers in collaboration with the Kudus District Tourism and Culture Office.

There are also Patiayam museum collections in the form of original fossils and replicas of fossils such as ancient animal fossils including *Stegodon Trigonocephalus* (ancient elephant), *Elephas*, sp (a type of elephant), *Rhinoceros sondaicus* (rhino), *Bosbull* (bull), *Crocodylus*, sp (crocodile), *Cervus zwaani* and *cervus* or *Ydekkeri martin* (a type of deer), *Corvidae* (deer), *Chelonidae* (turtles), *Suidae* (wild boars), *Tridacna* (sea shells), *Hipopotamidae* (hippos). Apart from animal fossils, ancient human *homo sapien* fossils were also found.

Apart from that, the Patiayam Museum is also supported by several supporting facilities, which are an attraction for schools that will use the museum as a learning resource, including museum staff who are skilled in explaining the Patiayam Museum collections to visitors and experts in

the field of museums, digital media such as touch screens, and artifacts. The Patiayam Museum also provides additional facilities like toilets and a large parking area.

The second research location is at SMA Negeri 1 Mejobo. The school is one of the state educational institutions in Kudus district. This school is the youngest high school in Kudus district. Founded in 1994 and established by a Decree of the Minister of Education and Culture in 1995. This school is in Jalan Pasar Doro, a Japanese village in the Mejobo sub-district, Kudus district. This school, located in a village area and close to rice fields, is a school that already has superior quality and is registered by the accreditation body as an A-accredited school. The Principal, Nur Afifuddin, leads SMA Negeri 1 Mejobo. The school has a total of 1064 students. The number of teachers at the school is 57 teachers. The curriculum used at this school is KTSP. The curriculum used by SMA Negeri 1 Mejobo is the 2013 Curriculum. One of this curriculum's primary materials is the history of the preliterate period. The primary material of the preliterate period is material that discusses types of historical sources (artifacts, fossils, textual, non-textual, material, visual, audiovisual, and oral traditions).

The preliterate or prehistoric era was when humans did not know writing. The earth's condition in prehistoric times was characterized by the Neozoic or Cainozoic period, which is estimated to have occurred up to about a million years ago. The Neozoic is divided into the Tertiary era and the Quaternary era. Signs of ancient human life emerged during the Quaternary era. Meanwhile, the Quaternary period is divided into the Pleistocene and the Holocene. The researcher will explain, based on this theory, the state of nature during the Pleistocene.

The history of the universe is much longer compared to the history of humanity (Poesponegoro and Notosusanto, 1993: 1). In the entire history of the earth, the Pleistocene is the youngest and shortest part of the geological period, but for some human beings it is the oldest part. The Pleistocene occurred approximately between 3,000,000 and approximately 10,000 years ago. During the glacial period, the temperature in the earth's polar regions and the peaks of volcanoes and high mountains expanded so that ice plains were covered in areas adjacent to these places and certain other places, for example, in the northern part of the continents. The American, European, and Asian continents, as well as in the high mountains. From these places, the ice continued to spread to the surrounding areas.

During the ice age, tropical areas unaffected by ice spread were humid. They experienced a pluvial period (rainy period), during which the plural and interpluvial took place in Asia, and the Indonesian archipelago is unknown. Not much investigation has been done into the Pleistocene deposits in this area. The Pleistocene was marked by several events that greatly influenced human life. These events include the expansion of ice over parts of the earth's

surface, climate change, the rise and fall of sea levels, the emergence of new landmasses from beneath the sea surface, volcanic eruptions, the rise and fall of rivers and lakes, all of which are directly has influenced the way of human life.

The expansion of the ice surface during the Pleistocene was one of the causes of changes in the pattern of life. Besides the extent of ice, high mountains, light intensity, ocean depth, water vapor content, and wind direction also determine human life.

Another consequence of the expansion of the ice cover during the Pleistocene was the decline in sea level. This sea reduction was caused by the fact that during the discovery period, the most significant part of the world's water froze, which caused the sea level to drop between 100-150 m from its original level so that the shallow sea turned into land. These new lands then become land bridges for humans and animals to move from place to place to find food or avoid natural disasters.

During the Pleistocene, the western part of the Indonesian archipelago was connected to mainland Southeast Asia due to lower sea levels. Meanwhile, the eastern Indonesian archipelago is connected to the Australian mainland. The land connecting western Indonesia with Southeast Asia is called the Sunda Shelf, and the land connecting the Irian with Australia is called the Sahul Shelf. Before the Pleistocene, namely during the Tertiary era, the earth was still entirely dominated by giant mammalian animals, which reached the peak of their development in this era. Only since the Early Quaternary era did the first humans appear on earth, who, because of their superiority in using reason, were gradually able to dominate all of nature, as was later seen from the stages of cultural development.

Mejobo 1 Public High School has three majors in its educational program: Science, Language, and Social Sciences. History learning includes the three definitions of science, language, and social studies learning; this is proven by the existence of a government program to improve the quality of Indonesian education by making specialization in history and history mandatory. History lessons are a scientific study of human successes and failures, society's evolution, political, economic, social, cultural aspects, religious arts, etc. Mrs. Ifada, a history teacher at SMA Negeri 1 Mejobo, revealed that the learning method used in learning activities on the main subject of preliterate history at SMA Negeri 1 Mejobo uses discussion and experimentation methods with a scientific approach and a learning model, namely discovery learning.

Utilization of the Patiayam Museum as a Historical Learning Resource in Preliterate History Material

Learning methods will work well if they are supported by learning media. Found in the field, in learning activities at SMA Negeri 1 Mejobo, history teachers usually use learning media in the form of worksheets or student worksheets, assessment sheets, and the school library. Learning activities based on the 2013 curriculum must be supported by exciting learning media so that students have a good interest or enthusiasm for learning. Based on research conducted by looking at the Learning Implementation Plan (RPP) given by the history subject teacher to the author, the teacher uses learning media in the form of worksheets or student worksheets, assessment sheets, and the school library.

The history material in class Here, the expertise of history teachers is needed to deliver the material. At first, the history teacher at SMA Negeri 1 Mejobo only conveyed the material in the textbook, student learning only focused on the textbook, and the teacher only used the conventional method of lecturing; this created new problems for history teachers; students could quickly become bored with the material being taught. The teacher delivered them. This can be seen from students' enthusiasm for learning, which is still low; students are less enthusiastic when learning, and students become passive, and their motivation to study automatically decreases. Various developments or innovations can be used in learning strategies so that the learning process is not monotonous. To achieve quality learning, innovative strategies need to be designed.

Just like in other learning subjects, history learning activities at SMA Negeri 1 Mejobo are also equipped with teaching materials as a reference for the learning activities that will be carried out. In this case, the teaching materials provided by the history teacher are, namely, the Learning Implementation Plan and Syllabus. To support learning, history teachers also collaborate with the Patiayam Museum. This collaboration is devoted to studying ancient animal fossils. SMA Negeri 1 Mejobo uses the Patiayam Museum to learn history. Learning resources are an essential means of learning and teaching. It has become mandatory for teachers to explore various learning resources to find the right tools to teach and arouse students' interest. During learning activities, the history teacher revealed that students tend to be active by asking the teacher questions. Then, when carrying out learning activities using the discussion method, students also actively answer and ask questions or present the discussion results.

The Patiayam Museum is an object used as a student learning resource. The history teacher emphasizes that students should use the collection provided by museum staff as a resource.

Apart from this form of collaboration, the teacher also has a clear goal so that students can absorb the material being taught, especially in preliterate history material, and students can directly see the form of ancient fossils. So far, students only look when the teacher explains, or sources come from books. For this reason, the teacher invites students to the Patiayam Museum to learn outside of school. Matters related to the use of the Patiayam Museum as a source of historical learning, especially in the primary material of preliterate history, include (1) the use of the museum by SMA Negeri 1 Mejobo, (2) the readiness of the Patiayam Museum, (3) the readiness of SMA Negeri 1 Mejobo, and (4) students' responses to learning by using the museum as a source of historical learning.

Learning history, especially the primary material of pre-literate history; of course, teachers and students need learning resources that can meet material needs related to the history of the pre-literate period. In this case, the history teacher has used learning resources like worksheets and textbooks from the Ministry of Education and Culture. However, in reality, these learning resources still do not meet students' needs for material. The material presented in the book is still incomplete. Besides learning resources in the form of books, teachers also provide audio-visual media in the form of documentary videos of humans in the preliterate era. However, due to students' high curiosity, this media is still not provided enough as a student learning resource. In overcoming this problem, the teacher took the initiative to provide other exciting methods so that students' curiosity could also be fulfilled. The learning method that the teacher applies is inviting students to visit the Patiayam Museum. Regarding the subject matter discussed in the lesson, the Patiayam Museum is a suitable place to learn about the history of the preliterate period. The primary purpose of visiting museums is so that students have the experience of directly seeing objects from the preliterate era.

Readiness of the Patiayam Museum in Efforts to Utilize the Patiayam Museum as a Historical Learning Resource

The Patiayam Museum is the only museum that stores fossils from the pre-literate era in Kudus district. It has become a destination for several schools in Kudus to serve as a historical learning resource, such as SMA Negeri 1 Mejobo. To provide services to visitors, especially school students, the Patiayam Museum provides services in the form of the availability of museum staff whose function is to explain the collections in the museum. However, in terms of staff, the Patiayam Museum does not yet have staff with expertise in history or archaeology. The Patiayam Museum officers are not historians or archaeologists but ordinary citizens who serve

at the Patiayam Museum. Aside from being a museum officer, Officer Siti Asmah is also a museum pioneer. Then, the other officers are only residents who work at the museum.

The Patiayam Museum uses it as a learning resource; apart from providing staff, the museum also pays attention to the condition of the museum, such as cleanliness, condition of fossils, and visitor comfort. For this, museum staff always conduct museum maintenance activities such as cleaning the museum daily and maintaining the collections.

Another museum readiness regarding efforts to use museums as a source of historical learning is providing supporting facilities and infrastructure. One of the facilities and infrastructure that supports learning activities is educational media in the form of a touchpad. The touchpad is a medium used to obtain information in the form of digital images, and when touched, it will display image descriptions. This object will provide information about the history of ancient humans and give an idea of what life was like in the preliterate era.

The Patiayam Museum collection is maintained by museum staff, who receive assistance from the government and the Sangiran Museum. The government and the Sangiran Museum assist the museum in maintaining museum collections. For example, the assistance provided by the Sangiran Museum is the provision of chemicals to preserve fossils. The assistance provided has enabled the Patiayam Museum to develop very rapidly. Another museum readiness regarding efforts to use museums as a source of historical learning is providing supporting facilities and infrastructure. One of the facilities and infrastructure that supports learning activities is educational media.

Apart from museums, in using museums as a source of historical learning, SMA Negeri 1 Mejobo also has to prepare various things for these learning activities. Learning activities outside the classroom, such as in museums, must be well prepared so that learning activities will run well and achieve the expected goals. As discussed in this research, things must be prepared before learning outside the classroom at the Patiayam Museum; the teacher prepares learning tools in general, namely the Learning Implementation Plan (RPP) and worksheets. Preparation is no less critical in learning activities outside the classroom, especially in places far from the school, where students must be prepared carefully, such as vehicles and costs.

Teachers carry out readiness, and students must pay attention to it. The preparations made are coordinating students and preparing transportation facilities and costs. The purpose of coordinating students is to prepare them to take part in learning activities. Teachers use to coordinate students by registering students and then giving directions for the learning that will be carried out there. Then, the following preparation is the problem of transportation used to

visit the Patiayam Museum and the costs. Usually, students are asked to divide the money into one class. These fees are used to pay for transportation.

Before the students depart for the Patiayam Museum, the history teacher coordinates with the students to prepare 10,000 rupiahs for adequate transportation costs, such as city transportation. Apart from that, they also prepare assignments in the form of papers for students to work on in groups and are given time discipline to prevent students from just playing around. Apart from that, the teachers accompanying the students also coordinate with museum officials to anticipate security at the museum against the mischievous hands that students usually do to them—Patiayam museum collection.

Learning history, especially the primary material of preliterate history, which was carried out using the Patiayam Museum as a learning resource, got a good response from students. The teacher believes that from this learning, the teacher can more easily explain the material to students because it can directly stimulate students; for example, students can see the fossils that the teacher explains directly. Then, students feel happy because apart from being able to see fossils directly, they also understand more about the primary material of preliterate history, which can increase their motivation to learn.

Based on the results of the presentation regarding the use of museums as a source for learning history, it can be concluded that the Patiayam museum has been well utilized by SMA Negeri 1 Mejobo in history learning activities, especially in the primary material of the preliterate period.

Obstacles Faced by SMA Negeri 1 Mejobo and the Patiayam Museum in Efforts to Use the Museum as a Resource for Learning History

Learning carried out outside the classroom, especially at a considerable distance from school, does have many obstacles. As faced by SMA Negeri 1 Mejobo. The obstacles faced usually consist of distances that are too far. Understandably, the distance covered is almost 10 kilometers from Mejobo sub-district to Terban village, Jekulo sub-district, Kudus Regency.

Good access and the role of the government in providing adequate road facilities are the solutions to the problem of distance so that the use of the Patiayam Museum can run well. However, because the Patiayam museum is located on the Kudus-Pati Pantura route, this becomes a worry for teachers regarding undesirable things, such as accidents, due to the busyness of the Pantura road. To get around this, the SMA Negeri 1 Mejobo teacher planned to rent a vehicle in the form of city transportation to transport students for mobilization to the Patiayam Museum. Apart from that, the price was cheap and affordable for the students.

Apart from that, the obstacle that must be faced by teachers at SMA Negeri 1 Mejobo in using museums as a learning resource is controlling students in the field. Students become unfocused on the material explained by the officers because they have many activities or are just playing around. To get around this, teachers must plan learning through assignments, write papers that students must do in groups, and use the best possible materials.

Based on the explanation above, it can be concluded that in using the Patiayam Museum, history teachers at SMA Negeri 1 Mejobo also experience problems in carrying out learning in the form of distances that are too far and also controlling students, which must be taken into account. To overcome this, the teacher also provides appropriate solutions for appropriate transportation. Adequate for students and also gives assignments to students with time discipline responsibilities.

The Patiayam Museum, which is used to use the museum as a source of historical learning, especially during the Praaksara period, also has several obstacles that must be faced by museum staff, including when there are very many student visits. The many student visits will undoubtedly drain the officers' energy because they have to control the students. For this reason, the Patiayam museum officers work with the students' accompanying teachers to control the students. For the museum itself to overcome obstacles, the museum also deploys officers and collaborates with teachers accompanying students to supervise and condition students or visitors. The museum is also collaborating with the Kudus district government, especially the Department of Tourism and Culture, regarding supporting facilities to support educational progress in the area. Apart from that, the obstacles that must be faced by museum staff regarding student visits are also the Patiayam museum building, which is relatively narrow. This affects the temperature inside the museum, making it hot and stuffy; plus, the hot air temperature in Kudus district can reach 32 degrees, apart from affecting the students. Visitors who feel hot due to hot air temperatures also affect the museum's collections.

Apart from that, the supervision of visitors must also be taken into account; what is more, the curiosity of students who want to touch the fossils from the Patiayam Museum collection means that the museum provides vitrines to protect the fossils so that visitors do not touch them.

Based on the explanation above, it can be concluded that the Patiayam Museum also has several obstacles to being used as a student learning resource. In particular, too many student visits can affect the performance of museum staff. Also, relatively small museum buildings can affect student learning, especially subjects from the Praaksara period. To overcome this, museum staff work with teachers to control students and add museum staff to supervise many student visits.

Conclusion

Based on the research results, the researcher can conclude that using the Patiayam Museum as a source for learning history obtained responses from students divided into two groups of thirty-two. The two groups are divided into active and passive students. Active students are characterized by, among others, (1) students asking many questions to museum officials, (2) students taking notes on what the officers explain, (3) trying to find data themselves at the Patiayam Museum, and (4) students also actively documenting. Then, students who are classified as passive students can be seen from the characteristics, among others: (1) students only go to the Patiayam museum, (2) students only rely on their friends, and (3) students only document but do not actively ask questions. As for the history teachers' response, they considered the Patiayam Museum suitable as an additional learning resource for students, especially for preliterate history material.

The Patiayam Museum itself, in preparing the museum as a learning resource for schools, includes (1) preparing competent staff, (2) conditions, such as the cleanliness of the museum, condition of fossils, condition of the halls, and (3) facilities and infrastructure to support learning. Then, in the activities of using the museum, we also encountered obstacles, including obstacles originating from the school, including the problem of the distance between the school and the museum being quite far and passing through quite dangerous routes. This is related to student safety when going to the museum. Another obstacle comes from the museum itself. One of the problems museums face is the limited space, which makes visitors uncomfortable, coupled with the hot weather. Apart from making visitors uncomfortable, hot temperatures will affect the collection. Therefore, museum managers must take extra care of museum collections. From the description and results of interviews with teachers and students, the answer can be obtained that using the Patiayam Museum as a learning resource can increase student activity, and students are more motivated to study history, especially preliterate history subjects. So, it can be concluded that using the Patiayam Museum is effective as an additional learning resource.

Reference

- Ahmad, T. Azinar. (2014). Kendala Guru Dalam Internalisasi Nilai Karakter Pada Pembelajaran Sejarah. *Khazanah Pendidikan*, Vii(1).
- Ahmad, Tzabit Azinar. (2010). Strategi Pemanfaatan Museum Sebagai Media Pembelajaran Pada Materi Zaman Prasejarah. *Paramita: Historical Studies Journal*, 20(1), 105–115.
- Arsyad, A. (2011). *Media Pembelajaran*, Cet. 14. Jakarta: Pt. Raja Grafindo Persada.

- Atno. (2010). Meningkatkan Hasil Belajar Sejarah Siswa Melalui Pendekatan Pembelajaran Kontekstual Dengan Media Vcd Pembelajaran. *Paramita: Historical Studies Journal*, 20(1), 92–104.
- Cresswell, J. W. (2015). *Penelitian Kualitatif & Desain Riset: Memilih Diantara Lima Pendekatan*. Yogyakarta: Pustaka Pelajar.
- Creswell, J. W. (2015). *Riset Pendidikan: Perencanaan, Pelaksanaan, Dan Evaluasi Riset Kualitatif Dan Kuantitatif (Edisi Kelima)*. Yogyakarta: Pustaka Pelajar.
- Dias, A., & César, M. (2014). Museums As Spaces And Times For Learning And Social Participation. *Psychology In Russia: State Of The Art*, 7(4), 20–34. <https://doi.org/10.11621/Pir.2014.0402>
- Hafid, A. (2011). Sumber Dan Media Pembelajaran. *Sulesana: Jurnal Wawasan Keislaman*, 6(2). <https://doi.org/10.24252/V6i2.1403>
- Haydn, T. (2012). History In Schools And The Problem Of “The Nation.” *Education Sciences*, 2(4), 276–289. <https://doi.org/10.3390/Educsci2040276>
- Huda, T. F. (2015). Pemanfaatan Petilasan Macan Putih Sebagai Sumber Belajar Sejarah Lokal Bagi Generasi Muda. *Historia*, 4(1), 55. <https://doi.org/10.24127/Hj.V4i1.482>
- Kasmadi, H. (1996). *Model-Model Pembelajaran Sejarah*. Semarang: Ikip Semarang Press.
- Kochhar. (2008). *Teaching Of History*. Jakarta: Grasindo.
- Majid, A., & Mukhlis. (2009). *Perencanaan Pembelajaran: Mengembangkan Standar Kompetensi Guru*. Bandung: Remaja Rosdakarya.
- Miles, M. B., & Huberman, A. M. (2007). *Analisis Data Kualitatif: Buku Sumber Tentang Metode-Metode Baru*. Jakarta: Ui Press.
- Moleong, L. J. (2013). *Metodologi Penelitian Kualitatif*. Bandung: Pt Remaja Rosdakarya.
- Mulyasa. (2013). *Menjadi Guru Profesional Menciptakan Pembelajaran Kreatif Dan Menyenangkan*. Bandung: Pt Remaja Rosdakarya.
- Musfiquon. (2012). *Pengembangan Media Dan Sumber Pembelajaran*. Jakarta: Prestasi Pustaka Raya.
- Sanjaya, W. (2012). *Perencanaan Dan Desain Sistem Pembelajaran Edisi Pertama*. Prenada Media Group.
- Sayono, J. (2013a). Pembelajaran Sejarah Di Sekolah: Dari Pragmaris Ke Idelis. *Jurnal Sejarah Dan Budaya*, 7(1), 9–17.
- Sayono, J. (2013b). Pembelajaran Sejarah Di Sekolah: Dari Pragmatis Ke Idealis. *Jurnal Sejarah Dan Budaya: Jurnal Sejarah, Budaya, Dan Pengajarannya*, 7(1). <https://doi.org/10.17977/Sb.V7i1.4733>

- Setianto, Y. (2012). Dikotomi Bebas Nilai Dan Nilai Pendidikan Dalam Pembelajaran Sejarah. *Jurnal Pendidikan Dan Kebudayaan*, 18(4), 477–488.
<https://doi.org/10.24832/jpnk.V18i4.103>
- Sugiyono. (2013). Metode Penelitian Kuantitatif, Kualitatif, Dan R&D. In Alfabeta, Cv.
- Suryadi, A. (2012). Pembelajaran Sejarah Dan Problematikanya. *Historia Pedagogia*, 1(1), 74–84.
- Uno, H. B. (2016). Perencanaan Pembelajaran. Jakarta: Bumi Aksara.
- Widiyati, & Wasino. (2011). Pemberdayaan Masyarakat Untuk Berpartisipasi Dalam Pelestarian Situs Patiayam Di Kabupaten Kudus. *Paramita: Historical Studies Journal*, 21(1).