

Utilization of the Palagan Ambarawa Monument as a Historical Learning ResourceEko Sulistiyanto¹**Abstract**

This research is a quantitative experimental design. The population in this study were students of class XI SMA Sudirman Ambarawa Islam. The samples in this study used a simple random sampling design with a pretest - a posttest control group design. Samples were students of class XI IPS 2 as the control class and those of class XI IPS 1 as the experimental class. This research uses data collection methods, such as a questionnaire and documentation. The data analysis technique used in this research is descriptive statistics. From the results of the study, it can be seen there is a difference between interest in learning the history of experimental class learning treated using Ambarawa Theater Monument as a learning resource and control classes not given special treatment. A learning model with a visit to historical places should be implemented by teachers as an alternative to learning history so that students do not feel bored and are motivated to study history harder.

Keywords: *Interest in Learning, Utilization of Monuments, Learning Resources*

Introduction

One of the internal factors that influences learning outcomes is interest in learning. Interest significantly influences learning because if the learning material studied is not by students' interests, students will not learn as well as possible because there is no attraction for them. He is reluctant to learn; he needs to get satisfaction from the lessons. Learning materials that attract students' interest are more accessible to remember and store because interest increases learning activities (Slameto, 2003, p. 57).

Interest is a feeling of preference and interest in something or activity without anyone telling you to. Interest is the acceptance of a relationship between oneself and something outside oneself—the stronger or closer the relationship, the greater the interest. Students interested in a particular subject tend to pay greater attention to that subject (Slameto, 2003, p. 108). Nowadays, many high schools (SMA) still focus on conventional learning in delivering history lessons. Student activities in history learning still need to be improved. Apart from that, the learning orientation is still centered on the teacher, and learning is only one way, where the teacher is the central subject in the learning process. Historical material is considered less attractive because historical material is deemed to be in the past and has no meaning. Students feel bored because there is no innovation.

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In history learning. This causes a lack of student interest in studying history. According to information from the history teacher at SMA Islam Sudirman Ambarawa, students' interest in studying history still needs to be higher. Based on the author's observations at the same school, the decline in students' interest in learning is not caused by history as a field of study but rather by how a teacher delivers this lesson. The lack of variation in the learning process is suspected to be the main factor in the decline in students' interest in learning. Towards history lessons because teachers only use conventional verbal learning methods through lectures. Most students complain they are not enthusiastic about studying history because there is too much material, they only memorize it, etc. Therefore, teachers must be more creative in delivering history lessons in class so that students are more interested in learning history. To increase students' interest in learning and achieve learning achievement with a maximum average score, a teacher needs a strategy to encourage students to be more active and interested in history subjects. This uses verbal learning and methods that require students to be active and interact well with teachers and students.

To make history learning exciting and enjoyable, it can be carried out in various ways, including inviting students to historical events around them. Different historical events can help teachers develop students' understanding of the past in the environment around students. Generally, students will be more interested in history lessons if they relate to real situations around them so that students can describe past events as in history lessons. Teachers can use actual conditions around students to define and convey a historical event (Isjoni, 2007, p. 15). This research was conducted at Sudirman Ambarawa Islamic High School. The environment around students that can be used as a learning resource for Sudirman Ambarawa Islamic High School students is the Palagan Ambarawa Monument. The Palagan Ambarawa Monument is located in Ambarawa, Semarang Regency (Purnamasari, 2013, p. 2). This monument is a symbol to commemorate the history of the Palagan Ambarawa battle on 12 December - 15 December 1945. The Allied troops who were pressed from Magelang withdrew to Ambarawa, and the TKR troops led by Colonel Soedirman defeated the Allies on 15 December 1945, now commemorated as Infantry Day.

The Palagan Ambarawa Monument holds weapons, ancient tanks, and cannons, as well as a replica of the Dutch Mustang plane that was shot down into Rawa Pening. Inside this monument is also the Isdiman Museum, which contains the uniforms of Japanese, Dutch, and Indonesian soldiers, ancient rifles, and various other weapons.

The Palagan Ambarawa Monument is in the same sub-district as Sudirman Ambarawa Islamic High School. Sudirman Ambarawa Islamic High School, which is less than 10

minutes from the location of the Palagan Ambarawa Monument, has never made full use of this historical site. The learning process of inviting students to visit this site will further motivate students because, so far, they have only studied through library books and materials provided by the teacher.

Using the Palagan Ambarawa Monument as a learning resource, it is hoped that the learning process will be fun and exciting and influence students' interest in learning. This activity will foster students' activeness in studying and observing historical heritage directly, which impacts more impressive history learning. Students can easily understand historical events and see tangible evidence regarding the history learning material that the teacher has presented in class.

Based on the problems above, the issue that is tried to be addressed in this research is: Is there a difference in students' interest in learning between classes that use the Palagan Ambarawa Monument as a learning resource and classes that do not use the Palagan Ambarawa Monument as a learning resource? This research aims to determine the differences in students' interest in learning between classes that use the Palagan Ambarawa Monument as a learning resource and classes that do not use the Palagan Ambarawa Monument as a learning resource.

Method

This research uses quantitative experimental methods. Sugiyono (2010, p. 72) states that experimental research is a method used to find the effect of specific treatments on others under controlled conditions (Jaedun, 2011, p. 7). This experimental research uses a Pretest Posttest Control Group Design; in this design, two groups are selected at random, then given a pretest to determine whether the initial conditions are any differences between the experimental group and the control group (Sugiyono, 2009, p. 112). The data collection technique in this research uses a closed-form questionnaire. Judging from the answers, it is a direct questionnaire in the form of a checklist questionnaire. Data analysis techniques in experimental research use statistical data. The data from this research were analyzed descriptively. Descriptive statistics analyze data by describing or illustrating the collected data (Sugiyono, 2010, p. 207). The tests used are validity, reliability, homogeneity, normality, and t-tests.

Results and Discussion

Based on the calculation results with the t-test, it was found that $(t_{\text{calculated}} = 5.102 > t_{\text{table}} = 1.67)$. Therefore, it can be concluded that the experimental and control groups have different interest levels. The experimental group had a higher interest than the control group. This conclusion indicates a difference in learning interest between the control class, which used the lecture method, and the experimental class, which utilized the Ambarawa Monument as a learning resource.

The research results show that there is a difference in students' learning interest between the class given special treatment in the form of utilizing the Ambarawa Monument as a learning resource and the class that did not receive special treatment on the material about the Indonesian people's resistance in various regions to defend Indonesia's independence. The proposed hypothesis is accepted, as evidenced by the hypothesis testing through t-test statistical analysis. After receiving special treatment, the XI IPS 1 class, the experimental class, has a higher interest than the XI IPS 2 class, which is the control class.

The interest in learning history in the experimental class, using the Ambarawa Monument as a learning resource, is higher than in the control class, which uses the conventional lecture method. The learning process in the history subject, utilizing the Ambarawa Monument as a learning resource, is a process that can help students understand the history material delivered by the teacher during classroom instruction. The environment around the students, which includes evidence of historical events, allows the teacher to develop students' understanding of the past and makes them realize that history is not just a story but actual events that truly happened.

The difference in learning interest between this study's control and experimental classes is due to the different teaching methods used. The environmental factor distinguishes the control class from the experimental class. In the control class, learning did not utilize the surrounding environment as a learning resource. In contrast, in the experimental class, the surrounding environment, such as the Ambarawa Monument, was used as a learning resource.

Learning that utilizes the surrounding environment as a learning resource requires each student to actively participate in the teaching and learning activities (Khanifah et al., 2012, p. 12). Utilizing the students' environment, in this case, a monument, also makes the teaching and learning atmosphere more enjoyable due to the challenging learning environment where students can develop skills and learn effectively. Additionally, utilizing the surrounding

environment, such as the Ambarawa Monument, as a learning resource fosters good interaction between students and their environment.

Interest is not innate but is formed through the learning process that students engage in with their environment. Two factors influence interest: 1) internal factors, which are the intrinsic motivations within the students themselves, and 2) external factors, which are motivations from outside the students. There are three interrelated components outside the students: parents, teachers, and peers. If these three components synergize, the students' interest will be more stimulated.

a) Parents

Parents who constantly pressure students to excel in school can cause students to become apathetic towards school subjects. If parents continuously demand unceasing achievements, the child will feel targeted for learning. As a result, the student's learning interest will decrease due to parental demands for achievement.

b) Teachers

Teachers play a crucial role in school learning. A teacher must be an innovator and an inspirer for students in learning. The teaching methods used by teachers influence students' interests. Teachers must be able to present lessons engagingly and understandably so that learning does not become boring and students' interest in learning increases.

In this study, the researcher used the lecture method to deliver material in the control class. With the lecture method, it is difficult for the teacher to know how much the students have understood, and students often interpret things differently from what the teacher intended. The researcher used the history tour method in the experimental class by visiting the Ambarawa Monument. Utilizing historical learning resources around the students' environment provides benefits and meaning in the history learning process. The benefits of history learning will be meaningful because the teacher always connects the taught material with tangible evidence and the current situation in the students' environment.

c) Peers

Peers and the environment also determine students' learning interests. In the control class, learning was conducted indoors without utilizing the surrounding environment as a learning resource. In the experimental class, the researcher used the students' surrounding environment, such as the Ambarawa Monument, as a learning resource. Using the Ambarawa Monument as a learning resource made learning more enjoyable and less monotonous and influenced students' learning interests. This activity fostered student engagement in studying and observing historical relics directly, leading to a more memorable history learning

experience. Students found it easier to understand historical events and were shown concrete evidence related to the history material taught by the teacher in class. Therefore, learning felt exciting, and students' interest increased.

Learning theory states that the essential aspect of learning is obtaining the correct response to solve the problem at hand (Gestalt in Slameto, 2003, p. 9). This study used several learning theories to get the proper response to address the issue of low learning interest in history among XI-grade students of SMA Islam Ambarawa, namely behavioristic and cognitive theories.

1) Behavioristic

The teacher's effort is to shape desired behavior by providing an environment in which there is a relationship between the stimulus (environment) and the learner's behavior. In this study, the researcher utilized the surrounding environment, such as the Ambarawa Monument, as a learning resource, creating a relationship between the environment and the learner's behavior. This utilization was only done in the experimental class and not in the control class. This was to determine if there was a difference in learning interest between the class that used the surrounding environment and the class that did not.

2) Cognitive

The teacher's way of allowing students to think so they understand what they are learning. In this study, the surrounding environment immensely helped the teaching and learning process. Using the surrounding environment as a learning resource and conducting lessons outside the classroom, showing students historical artifacts allowed them to understand historical events. This aims to help teachers develop students' understanding of the past, making them realize that history is not just a story but actual events that happened. The goal is to increase students' interest in learning history based on real-world situations, encouraging them to connect their knowledge with its application in everyday life.

Teaching and learning as a process is a system that involves interacting components. One of the components of the teaching and learning process is learning resources (Sitepu, 2014, p. 10). Learning resources are all means that can be used to facilitate someone's learning (Abdullah, 2012, p. 12). In the control class, learning resources were developed by design, meaning resources deliberately created or used to assist teaching and learning, such as books and slides (Tejokusumo, 2014, p. 15). The experimental class used learning resources by utilization, meaning utilizing all kinds of learning resources around us. In this case, a monument, specifically the Ambarawa Monument, was used.

Various learning resources can be categorized as follows: (1) People who directly convey educational messages, such as teachers, counselors, and administrators, specifically intended for learning purposes. (2) Materials that contain educational messages, whether specifically intended, like educational films, maps, graphics, textbooks, etc., are called teaching media or general materials like documentary films. (3) Environment, spaces, and places where sources can interact with learners. (4) Tools and equipment, sources for producing and utilizing other sources. (5) Activities combining a technique with other sources to facilitate learning.

In the control class, the learning resources used were people and materials. People refer to the history subject teacher, and materials refer to textbooks and presentation slides. In the experimental class, the learning resources used were people, materials, and the environment. The learning resources in the experimental class were similar to those in the control class, with the addition of using the surrounding environment, such as the Ambarawa Monument, as a learning resource.

Teachers are one of the external factors that influence students' interests. Teachers play a crucial role in school learning. A teacher must be an innovator and inspirer for students in learning. The teaching methods used by teachers influence students' interests. Teachers must present lessons engagingly and understandably so that learning does not become boring and students' interest increases (Nugroho, 2007, p. 37).

Conclusion

History learning that utilizes the Ambarawa Monument as a learning resource at SMA Islam Sudirman Ambarawa has proven effective in increasing students' interest in studying history. This is evident from the interest levels of history learning taught without using supporting resources like the Ambarawa Monument in the XI IPS 2 class during the 2012/2013 academic year, with an average interest rate of 73%, categorized as high. In contrast, the history learning interest in the XI IPS 1 class, which used the Ambarawa Monument as a learning resource, averaged 81%, also categorized as high. This indicates a significant difference between the experimental class, which received special treatment using the Ambarawa Monument as a learning resource, and the control class, which relied on conventional lecture methods.

Teachers should consider visiting historical sites as an alternative method in history education. To implement this model effectively, the chosen sites must align with the relevant material, fit within the learning schedule, and employ the appropriate strategies. History

teachers should continuously seek innovative teaching methods and media tailored to the students' characteristics to enhance their interest and attention.

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