

Museum Based Learning : Museum-Based History Learning (Study at Beleleng Museum, Singaraja, Bali)

Tuty Maryati¹, Luh Putu Sri Ariyani², Nengah Bawa Atmadja³

{tuty.maryati@undiksha.ac.id¹, putu.sri@undiksha.ac.id², nengah.bawa.atmadja@gmail.com³}

Universitas Pendidikan Ganesha^{1,2}
STAHN Mpu Kuturan³

Abstract. The research aims: (1) to analyze the background, objectives, and functions of the Buleleng Museum; (2) to identify collections of historical relics as learning resources; and (3) to design a museum-based learning model centered on the Buleleng Museum. Research using descriptive qualitative method. Observation, interviews, and document study carried out data collection. The research involved students and history teachers at SMAN 4 Singaraja. The results showed (1) Buleleng Museum was established as an effort to save heritage objects, especially those in North Bali, which have historical value, as a medium for education, research, and as a tourism object; (2) the collections contained in the Buleleng Museum, including historical relics from the pre-literate era and historical objects from the Buleleng Kingdom; (3) the design of the museum-based learning model, as practiced by teachers and students of SMAN4 Singaraja, is project-based learning (PjBL) with material in class X, namely: historical research and pre-literate life. The application of the PjBL model makes students very enthusiastic, fun, and at the same time, recreational.

Keywords: *Museum based learning*, history learning, museum buleleng.

1. Introduction

The museum is an institution that is a permanent legal entity, does not seek profit in its services to the community, is intended for the advancement of society and its environment, and is open to the public. The museum carries out the activities of procuring, preserving, researching, communicating, and exhibiting all kinds of objects of evidence regarding the existence of humankind and its environment for educational and leisure studies. In the context of these meanings, definitions, tasks, goals, and functions, museums are very relevant for history learning.

One of the museums in Bali Province, especially in Singaraja City, is the Buleleng Museum. This museum is located at Jalan Veteran Number 23, Singaraja, Bali. The Buleleng Museum holds various collections of historical relics, especially from the prehistoric and Hindu-Buddhist periods. The existence of the Buleleng Museum, until now, is significant as an institution, which is also a center for education, research, and information related to the history of Buleleng. In addition, the Buleleng Museum is also significant in serving as a source of learning history. This is evident from data on visits to the museum from 2017 to early 2022 (Buleleng Museum Visit Data, 2017-2022, where the museum was visited by many students and teachers, starting from the elementary, junior high, high school, and tertiary levels as well as individuals, who come for research purposes and historical studies. However, visits to the museum have stopped or only received a few visits, especially in 2020-2021. This is inseparable

from the condition of the Covid-19 pandemic, which has caused the museum to be closed, or only accept individual visits.

In addition, the visits of students and teachers to the Buleleng Museum, which was busy from around 2017 to 2019, were only regular visits for a short period, and there was no involvement of the museum as a basis for learning history, especially in high school, with an exceptional learning plan. Students and teachers just come, look at the collection, take notes, and take pictures. There is no learning interaction between students, teachers, and museum guides.

In line with that, referring [11], regarding the importance of the new face of history education and teaching, one alternative that can be offered is museum-based history learning or museum-based learning. For this reason, the Buleleng Museum is very relevant and essential to be used as an object for implementing this learning model. The subject of education is students and history teachers from SMAN4 Singaraja. The choice of students and history teachers at SMAN4 Singaraja cannot be separated from the data that SMAN4 Singaraja is one of the schools that has visited the Buleleng Museum in its history lessons. However, as the results of interviews with senior history teachers from SMAN4 Singaraja, namely Dra. Ni Kadek Nilawati, student and teacher visits museums have yet to be packaged in a more severe, constructivist-based learning model.

This idea is strengthened by several research results relating to museums as learning resources, which were conducted by Maulana Yusuf A, Nurzengky Ibrahim, and Kurniawati (2018), entitled *Utilization of Museums as Learning Resources in Learning History* (published in *Visipena Journal*, Volume 9, No. 2, December 2018); Dedi Asmara (2019), entitled *The Role of Museums in Learning History*, which was published in *Kaganga, Journal of History Education and Humanities Social Research*, Vol. 2, N. 1, June 2019. Next is research conducted by Aninda Dratiarawati (2014), *Utilization of the Isdiman Ambarawa Museum as a Learning Resource*, which was published in *Indonesian in the Journal of History Education* Volume 3, No. 2, Th. 2014, p. 17-21; Agung Nugroho and Lia Mareza (2016), entitled *Utilization of the BRI Museum and the Jenderal Sudirman Museum as Social Studies Learning Resources by Elementary School Students and Teachers in Purwokerto*, which was published in *KHAZANAH PENDIDIKAN Scientific Journal of Education*, Vol. IX, No. 2, March 2016. Another search about the museum was carried out by Anisah Khoirotun, Achmad Yanu Alif Fianto, and Abdullah Khoir Riqqoh (2014) in an article entitled *Design of the Sangiran Museum Pop-Up Book as Learning Media about Historical Heritage*, published in the *Journal of Visual Communication Design*, Vol. 2, No. 1, Th, 2014; and Imam Nurayo (2020), in their article entitled *Museum Communication Management and Its Influence on Visitor Satisfaction at the History Museum in Bandung* (*Journal of Communication Management*, Vol. 4, No. 2, April 2020, Hal. 19-41). Another study on museums was conducted by Anisya Setia Rizqi, Tuty Maryati, and Ketut Sedana Arta (2022) in an article entitled *The Cultural Heritage Preservation Center (BPCB) in Pejeng, Gianyar, Bali as a Source for Learning History* (*Widya Winayata: Journal of History Education*, Vol. 10, Number 2, August 2022).

A search of some of the studies above shows that museums as research and education centers are very relevant to be utilized as sources of learning history, including the Buleleng Museum, Bali.

2. Method

This research was conducted with a qualitative approach. Data was collected using observation techniques, interviews, and document studies. Data analysis was carried out using

a descriptive-qualitative analysis model, referring to the interactive analysis model of [2]. The research took place at the Buleleng Museum, Singaraja, Bali, which is located at Jalan Veteran No. 23 Singaraja and SMAN4 Singaraja. At the museum location, a study was conducted on the background, purpose, and function of the Buleleng Museum establishment and the identification of the museum's collections. An observational study was also carried out at this location on implementing the museum-based learning model in history learning. This study involved forty-two (42), students of class X-4 and one History teacher, Mrs. Ni Luh Asri Mailani, S.Pd. Whereas at the SMAN 4 Singaraja location, observation studies and interviews were carried out during the continuation stage of the student observation at the Buleleng Museum, namely discussions and presentations by students from the results of observations at the museum.

3. Discussion

3.1 Backgrounds, Purpose, and Functions of the Establishment of the Buleleng Museum

Based on document records kept at the Buleleng Museum, the History of the Establishment of the Buleleng Museum, and strengthened by the results of interviews with the museum guide, I Made Pawija, it was found that the Buleleng Museum was established on December 21, 2001, and at the time of its inauguration, it was attended by the Minister of Culture and Tourism at that time, namely Drs. I Gede Ardika. However, the initial idea of establishing this museum was initiated in 1971 by humanists and artists. Then in 1998, this idea was continued by the Cultural Office of Buleleng Regency, which was named the Kesari Warmadewa Museum. But this stub did not continue.

Then at the suggestion of the Regent of Buleleng at that time, namely Drs. Ketut Wirata Sindhu, this idea was continued and realized by establishing the Buleleng Museum. At the beginning of its establishment, the management of the Buleleng Museum was attached to the Kertya Building's Regional Technical Implementation Unit (UPTD) under the Culture and Tourism Office. Furthermore, the Buleleng Museum was officially opened on March 20, 2002. It coincided with the 398th anniversary of Singaraja City.

Furthermore, the Buleleng Museum continues to experience development and change, especially regarding management and institutional structure. In addition, developments are also seen in repositioning the vision and mission it carries. The description of the buildings and buildings of the Buleleng Museum can be seen in Figure 1.



Figure 1. Left: The main building of Buleleng Museum; Right: The second building of Buleleng Museum

Source: Document of Maryati, 2022.

The purpose of establishing the Buleleng Museum can be seen in the Repositioning Vision and Mission, which was made in 2010, namely "to make the Buleleng Museum better known to the public, both regionally, nationally and internationally, so that it can bring in donors or sponsors who have exceptional attention to culture to promote Buleleng Museum as well as Buleleng Regency (based on the 2010 Buleleng Museum Document, tt, anonymous).

While the functions of the Buleleng Museum are: first, as a rescue and storage of cultural heritage objects, especially those with historical value. Second, preserve these cultural objects so they are not lost or abandoned. Third, as an educational medium for students, university students, and researchers. And fourth, as a tourist attraction (based on the Historical Documents of the Establishment of the Buleleng Monument, tt, anonymous).

3.2 Collection of Historical Heritage Objects at the Buleleng Museum as a Source for Learning History

The Buleleng Museum has two collection storage buildings, namely the main building and a smaller one on the right side of the main building. Based on the layout and layout of the collection storage, the main building of the Buleleng Museum is divided into three layout structures or rooms, namely (1) a Photo Room, (2) an Ethnographic room, and (3) a Prehistoric or Prehistoric Room. Meanwhile, on the right wing of the building, several types of old technology objects are stored, such as an ancient typewriter and several photographs.

3.2.1. Collections in the Photo Room

In this room, various collections of photographs are stored, which reflect multiple events in Buleleng, especially in the past, especially the heyday of the Buleleng Kingdom and the period of the Dutch occupation of Buleleng. Based on an interview with Mr. I Made Parwija, a Buleleng Museum staff, these photos are a form of documentation of the original objects, namely wealth belonging to Buleleng, which the Dutch East Indies government brought to the Netherlands or also pictures of paintings of kings, the royal family from the Kingdom of Buleleng as well as figures from Buleleng. A professor in the Netherlands then immortalized or documented these objects through photographs. And these photos were submitted to Buleleng, which were then displayed at the Buleleng Museum. These photos can be observed in Figure 2 below.





Figure 2: Some Collections from Photo Room Painting of Patih Jelantik; the leader of the Buleleng Kingdom; and photographs of wayang world and other elements that depict life. (Source: Document of Maryati, 2022; taken from the Buleleng Museum Collection).

3.2.2. Collections in the Ethnographic Room

In the Ethnography Room, various collections of household objects are displayed, resulting from civilization or technology in both the pre-literary and ancient Balinese times. Based on Mr. Made Parwija's statement, many collection items were taken from ancient villages or *Baliaga* Village in Buleleng Regency, such as Pedawa and Sidatapa villages. The collection can be observed in Figure 3 below.





Figure 3 Ceramic objects in the Ethnography Room, Buleleng Museum
 (Source: Maryati's Document, 2022; taken from the Buleleng Museum Collection)

Based on the collection displays shown in Figure 3 above, it is known that the Baliaga villages at that time had produced household items, including objects that functioned as ritual tools.

3.2.3. Collections in Prehistoric Rooms

The prehistoric collection owned by the Buleleng Museum is not placed in the Main Building but in the courtyard. This collection of prehistoric relics is in the form of a Sarcophagus, a stone object that functions as a coffin from the *perundagian* period. The sarcophagus collection can be observed in the following figure 4.



Figure 4. Prehistoric heritage objects found in Buleleng Regency: Sarcophagi found in Selat Village, Sukasada and in Alas Angker Village (left); and a sarcophagus found in Gobleg Village, Banjar.
 (Source: Document Maryati, 2022, taken from the collection at the Buleleng Museum)

Based on the image description above, it can be concluded that the Buleleng Museum stores various collections of historical relics found in the Buleleng area. These various collections are very relevant as sources of historical learning, both directly related to the subject matter of historical learning, as well as media for education and introduction to various people's lives, both in terms of culture, social interaction, and the technology developed, especially in Buleleng Regency.

3.3 Application of the Museum-Based Learning Model: Museum-Based History Learning

Museum-based history learning is fundamental. One of the learning models that can be used is the project-based learning (PjBL) model. Waras Kamdi (in Santyasa (2012) reveals that this learning approach is inseparable from the concept of thinking of constructivism learning experts who argue that the learning environment is in a rich context. Strong and meaningful knowledge and skills (meaningful use) can be constructed through authentic assignments and work Authenticity of curricular activities is supported by an open-ended process of planning or investigation activities, with results or answers that are not predetermined by a particular perspective Learners can be encouraged in the process of building knowledge through experience the real-world and interpersonal cognitive negotiations that take place in collaborative work settings.

Referring to this concept, the results of research involving students and teachers of History Subject, learning history with the Museum Based Learning model, is applied to the project-based learning model (PjBL). Based on the History Curriculum and Syllabus, this model is appropriate for the subject matter: Historical Research, Historical Resources, and Life in the Age of Literacy. This material is given in class X, the first semester. Through the PjBL model, students are given group assignments in the form of making observations at the museum location, recording and identifying history, various collections, and other findings in the museum, guided by a museum guide. The following week, learning activities will continue at school by making reports, discussions, and presentations of observations. The learning stages are:

- (1) Providing information and initial orientation by the teacher regarding the material to be discussed and things to do at the museum.
- (2) Form groups and draft questions based on the distribution of the discussion material.
- (3) Visit the Buleleng Museum and make observations based on group assignments.
- (4) Making reports and presenting each group's work in class (school).

The various activities can be observed in Figure 5 below.





Figure 5. Various Student Activities in Making Observations at the Buleleng Museum
Source: Tuty Maryati Document, 2022.

Based on the picture above, students are diligently observing and recording in the museum; based on the group assignments, they get guided by the teacher and staff of the Buleleng Museum.

Referring to the application of the PjBL learning model, after the group is formed, the steps taken are:

- The group conducted an inquiry in the community context, in this case, conducted an inquiry at the Buleleng Museum, Bali. In conducting inquiries, the group works by paying attention to effective and efficient time management, learning thoroughly with self-control, and simulating work professionally based on group assignments.
- The group conducts investigative activities collaboratively based on their duties and responsibilities. At this stage, the group investigates for a certain period; performs the problem-solving that has been given; formulates relationships between original ideas to construct new skills; uses authentic technology in solving problems; and then provides feedback on the results of the group's investigation

Furthermore, the activities of making observation reports and preparing presentations of the results of observations can be seen in the following Figure 6.



Figure 6. Student Activities in Making Observation Reports at the Buleleng Museum
(Source: Documents by Ni Luh Asri Mailani, History Teacher at SMAN 4 Singaraja)

Based on the observations and interviews with students and teachers, it was found that history learning activities outside the classroom received very positive responses from both students and teachers. Learning with this method outside the classroom makes history learning more interesting, not dull, and provides a direct experience for students while applying contextual and constructivist methods.

4. Conclusion

The findings and discussion above concluded that museum-based history learning is very relevant to be applied in history learning. The use of museums as a source of learning history is not only relevant in the context of contextual learning in a constructivist learning framework but also instills the character of love for the motherland, culture, and the results of past legacies. Besides that, it is also a vehicle for tourism because one of the functions of learning history is a recreational function.

5. References

- [1] Asmara, D: Peran Museum dalam Pembelajaran Sejarah. *Kaganga, Jurnal Pendidikan Sejarah dan Riset Sosial Humaniora*, Vol. 2, N. 1, Juni 2019 (2019)
- [2] Dratiarawati, A: Pemanfaatan Museum Isdiman Ambarawa sebagai Sumber Belajar. *Indonesian dalam Jurnal of History Education Voume 3, No. 2, Th. 2014, Hal. 17-21*; (2014)
- [3] Khoirotun, A., Achmad, Y., Abdullah, K: Perancangan Buku Pop-Up Museum Sangiran sebagai Media Pembelajaran tentang Peninggalan Sejarah. *Jurnal Desain Komunikasi Visual, Vol. 2, No. 1, Th, 2014* (2014)
- [4] Miles, M.B dan Haberman, A.M.. *Analisis Data Kualitatif Buku Sumber tentang Metoda-Metoda Baru*. Jakarta: UI Press (1992)
- [5] Nugroho, A dan Lia, M: Pemanfaatan Museum BRI dan Museum Jenderal Sudirman sebagai Sumber Belajar IPS oleh Siswa dan Guru SD di Purwokerto. *KHAZANAH PENDIDIKAN Jurnal Ilmiah Kependidikan, Vol. IX, No. 2, Maret 2016*. (2016)
- [6] Nurayo, I: 2020, Manajemen Komunikasi Museum dan Pengaruhnya pada Kepuasan Pengunjung Museum Sejarah di Bandung. *Jurnal Manajemen Komunikasi, Vol. 4, No. 2, April 2020, Hal. 19-41*. (2020)
- [7] Rizqi, A., Tuty M., Sedana, A: Balai Pelestarian Cagar Budaya (BPCB) di Pejeng, Gianyar, Bali sebagai Sumber Belajar Sejarah. *Widya Winayata: Jurnal Pendidikan Sejarah, Vol. 10, Nomor 2, Agustus 2022*. (2022)
- [8] Widja, I G: *Pengantar Ilmu Sejarah: Sejarah dalam Perspektif Pendidikan*. Semarang: Satya Wacana. (1988)
- [9] Widja, I G.: *Sejarah Lokal Suatu Perspektif dalam Pengajaran Sejarah*. Bandung: Angkasa. (1991)
- [10] Widja, I G: *Menuju Wajah Baru Pendidikan Sejarah*. Yogyakarta: Lapera Pustaka Utama. (2002)
- [11] Widja, I G: *Pembelajaran Sejarah yang Menyenangkan*. Jakarta: Krishna Abadi Publishing. (2018)
- [12] Yusuf. M., A, Nurzengky, I dan Kurniawati: Pemanfaatan Museum sebagai Sumber Belajar dalam Pembelajaran Sejarah. *Jurnal Visipena, Volume 9, No. 2, Desember 2018*. (2018)