

## Utilization of the Rumah Budaya Museum as a Source for Learning History in Banda Naira

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### ABSTRACT

this study aims to determine the use of the Rumah Budaya Museum in Banda Naira as a source of learning about history. The research method used is qualitative, with a case study approach. The data collection techniques used are observation, interviews, and documentation. The research subjects included history teachers, students, and Rumah Budaya Museum managers. The results of the study show that: (1) the role of the history teacher in utilizing the Rumah Budaya Museum as a source of history learning is to plan, implement, and evaluate history lessons by referring to competency standards and essential competencies that are appropriate to regional history material; (2) students' learning motivation when visiting the Rumah Budaya Museum is high because they can directly see, touch, and study historical objects in the museum; (3) the obstacles faced by history teachers and students in utilizing the Rumah Budaya Museum as a source of history learning are time, cost, and licensing limitations. This study provides suggestions so related parties can work together to overcome these obstacles and develop a history-learning design that utilizes the Rumah Budaya Museum as a source of history learning.

**Keywords:** Museum, Learning History, Banda Naira

### INTRODUCTION

Historical studies provide insight into human history, life after death, and life on Earth. The ancients' stories can be learned from the religions passed down. Humans can learn from these stories to distinguish between good and bad behavior and actions, especially when making decisions. One can avoid repeating the mistakes of the past by learning from history. Winebrug (2006) states that history can help people understand the past, present, and future. History allows humans to connect present events with the past, interpret historical events morally, contemplate certain historical situations and events, and interpret the future based on today's life (Hastuti et al., 2021).

History learning is part of the educational process that aims to explore the potential of each student (Rulianto & Hartono, 2018). The definition of learning history is a combination of teaching and learning activities to find out about past events that are closely related to the present (Eryuliana et al., 2019). Historical learning ideally utilizes relevant learning resources and media to make it easier for students to understand the material (Astuti & Suryadi, 2020). Using relevant learning resources can improve the quality, activeness, and achievement of history learning. Learning resources can provide information, generate curiosity, provide stimulation, and accelerate understanding and mastery of the scientific field of history. Optimal learning media can improve the quality of the learning history process and results (Sukraningsih, 2021).

However, learning history in schools usually only focuses on cognitive aspects, so students develop a narrow perspective on the advantages of learning history as a whole and feel as if the affective domain, which is the most important goal of learning history, is being ignored (Absor, 2020). Although the formation of character and personality following the nation's noble values is an essential goal of history education, it is often considered part of the rote category. According to Alfian (2011), the field of history studies in Indonesia is often considered dull and unattractive to students (Kurniawati et al., 2021). That is caused by the notion that history only teaches memorization of various historical events, including the names of events, actors, time, place, and chronology of events (Pahlevi & Hudaidah, 2020).

In fact, according to Aman (2011), one of the goals of learning history is to foster a sense of love for the motherland and nationality. In high school, the history subject has two primary missions: intellectual education and values education. Values education includes humanity education, moral education, identity education, nationalism, and national identity. Besides that, according to Sayono (2006), history education in high school also prioritizes a critical-logical perspective using a historical-sociological approach (Septianingrum et al., 2019). That means that students are asked not only to read existing history books but also to criticize these historical sources by questioning their truthfulness, accuracy, and objectivity. That is following an independent learning curriculum in which students have control over their learning while still being guided by their teacher toward achieving their learning objectives (Abnisa, 2020).

Leo Agung & Wahyuni (2013) state that learning history has unique characteristics that distinguish it from other subjects, including dealing with the past, being chronological, involving human elements, space and time, using causal principles, and requiring a multidimensional approach. In addition, Kochhar (2008) also mentions that learning history in high school has a focus and goals related to the stages of the birth of human civilization, the evolution of social systems, the development of culture and science, and appreciation for the achievements of human civilization. By understanding these characteristics and goals,

students can gain a deeper appreciation for the value of studying history and its relevance to their lives.

History teachers play an essential role in the entire history learning process. According to Kochhar (2008), in addition to instilling a sense of nation and homeland in students, history teachers must be able to make learning history lively and exciting (Waedoloh et al., 2022). History teachers must offer innovative, creative, and exciting learning by utilizing or creating learning media that aligns with the needs and developments of the times (Susilo & Sofiarini, 2020). Innovative history learning can increase students' comfort, insight, and interest in learning history. In addition, teachers should utilize the surrounding environment as a source of learning in history. One example of using the surrounding environment is a museum (Yusuf A et al., 2018). Learning history through museum media can deepen students' creative and critical thinking skills through interactions with objects or objects in museums (Santosa et al., 2021).

Museums can be interpreted by their activities. The museum's role constantly changes according to the situation and conditions, but the essence of the meaning of the museum remains the same. Scientific and artistic foundations still support the meaning of museums to this day. According to ICOM, a museum is a permanent, non-profit institution that serves society and its development, open to the public, acquiring, maintaining, connecting, and exhibiting human and environmental evidence for the purposes of study, education, and enjoyment (Asmara, 2019). In essence, a museum is an institution whose function is to collect, maintain, secure, and utilize collections as a source of information and preserve cultural heritage essential for human history, education, religion, culture, science, technology, and tourism. The museum was initially seen as a place to store artifacts that were monotonous, gloomy, unkempt, and had a mystical atmosphere. However, in the 1984-2000 decade, museums began to be developed not only as a place to store historical and archaeological heritage objects but also as a place for research, cultural education, and a means to show national identity, especially for the younger generation (Maslahah & Rahmawati, 2019).

Rumah Budaya is a place to learn, foster and develop culture. Culture results from human work developed, owned, and passed on through a group of people from generation to generation. There are three types of culture: the ideal form of culture, which is abstract; the complex activities and behavior patterned by society; and culture as artificial objects. Based on Law Number 5 of 2017 concerning the Advancement of Culture, every community can participate in moving culture. The meaning of Rumah Budaya is a place to get to know, foster and develop a culture with a friendly image of Indonesian culture.

A historical site is a place or location that has the potential to store relics such as archaeological remains or prehistoric remains (Wiradnyana, 2011). Cultural heritage is

often used to describe historical sites. There are two types of cultural heritage: ancient sites and building sites. Many historical relics left by the long history of the struggle of the Indonesian nation have been protected and recognized by the government. The Rumah Budaya Museum, located in the Banda Naira sub-district in Maluku province, is one such site. This museum must be cared for and utilized for education as a historical site by the local community. Students can be encouraged to preserve this priceless national heritage through these sites while inheriting national values.

Banda Naira is an archipelago with an area of 172 km<sup>2</sup> and a population of around 21,000 people. It is part of the Central Maluku district in Maluku province and has six high schools in the Banda sub-district<sup>1</sup>. Banda Naira is also an area of historical sites related to the spice trade, colonialism, nationalism, and culture. However, many of these historical sites are not well maintained, which is unfortunate because they could be helpful for students as historical tourism and learning resources.

Banda Naira was once a center for the production of nutmeg and mace, commodities of global maritime trade that were unavailable in other regions. Many sea explorers from all over the world visited the spice market in Banda Naira. Traces of Chinese, Arab, and local kingdoms such as Makassar, Buton, and Ternate remain in Banda Naira. That can be seen in the heterogeneous population of Banda. The buildings of the Old Chinese Temple, the Old Selamon Mosque, and the Old Church show how the Banda spice route represents religious symbols in Banda. Fort Nassau, Fort Belgica, and other European forts are still silent witnesses to the history of spices and colonialism.

One of the historical sites that shows the Dutch atrocities under Governor-General Coen is the Parigi Rante Monument. In this place, as many as 40 rich innocent Bandanese were beheaded by Japanese Samurai troops on May 8, 1621, specially hired by the Dutch to slaughter Bandanese on charges of rebellion against the VOC. The spirit of nationalism is always present in the soul and body of the younger generation of Banda. Evidence of this can be seen in the historical traces of movement figures in Banda Naira, including the houses of Cipto Mangunkusumo, Iwa Kusumasumantri, Mohammad Hatta, and Sutan Sjahrir, which were former homes of national movement figures in exile. The existence of these houses must be taught in schools as a reinforcement of the history of the national movement.

The Land of Banda still holds remains from the Japanese occupation and monuments to their struggle and loyalty to the Republic of Indonesia. Most historical relics have been converted into tourist attractions and historical studies. The Rumah Budaya Museum, managed by the Banda Cultural and Heritage Foundation, was established to protect scattered historical artifacts. This museum has many items showing local history, global maritime trade, colonialism, nationalism, patriotism, and the cultural heritage of the Bandanese people. However, according to the author, teachers in schools still need to fully

utilize the existence of museums as a source of learning history. The Rumah Budaya Museum is the most complete historical site in Banda Naira because it has a large collection of objects neatly arranged according to room. Using the Rumah Budaya Museum as a source for learning history in Banda Naira would be more interesting and meaningful for students.

Several studies have been conducted on using museums to learn history. For example, Serviana Mintartik, Muhammad Hanif, and Novi Triana Habsari (2022) researched using the Mahameru Museum's function as a source for learning local history at Cepu High School in Blora district. They found that several schools in Blora Regency have used the relics of historical objects in the museum as a supporting source for learning local history (Mintartik et al., 2022). Zulkifli Randa, Ari Sapto, and Blasius Suprpta (2020) researched using the Sambaliung Palace Museum to increase students' understanding of history. They showed that the museum has sufficient potential as a source of history learning and that utilizing the museum can increase students' understanding of history with a probability of 0.000 (Randa et al., 2020). Ira Miyarni Sustianingsih (2020) examined the use of the SUBKOSS Museum as a source for learning history in Lubuklinggau. She pointed out that the SUBKOSS Museum was founded because it was a place of Dutch authority which later turned into a residence for Japanese officials, and that the SUBKOSS Museum could be an option for learning outside the classroom which could foster a sense of love for the motherland and a spirit of nationalism (Sustianingsih, 2020).

Museums and their collections (conservations) are an interesting and meaningful source of learning history. Students can have a fun and applicable learning experience by visiting museums directly because they do not just focus on theoretical things. Therefore, using museums as a source of history learning for students is worth trying as an innovation in learning history so that learning is more varied (Sinaga et al., 2021). Using verifiable heritage as a medium and asset in thriving experiences can lead to imaginative, inventive, and valuable discoveries for thriving experiences.

This research focuses on using the Rumah Budaya Museum in Banda Naira as a source of history learning, with research subjects being students and teachers. The purpose of this study is to explain the role of history teachers in utilizing the Rumah Budaya Museum as a source of history learning in Banda Naira, explain students' learning motivation when visiting the Rumah Budaya Museum directly, and explain the obstacles faced by history teachers and students in utilizing the Rumah Budaya Museum as a source of historical learning.

The novelty of this research lies in the need for more research related to the use of museums in Banda Naira, particularly the use of the Rumah Budaya Museum as a source of history learning in Banda Naira. A review of scientific articles relevant to this topic from various accredited journals can be done to determine the state-of-the-art of this research.

## **METHOD**

This study uses a qualitative and case study approach to describe informants' opinions, namely history teachers, students, and managers of the Rumah Budaya Museum in Banda Naira. The procedures included selecting research titles, collecting data at the Rumah Budaya Museum, observing, interviewing to seek oral information, conducting descriptive analysis to test the collected data, and verifying the credibility of the data. Primary data was obtained through direct meetings with resource persons, and secondary data through documents, books, and statistical data. The research instrument is used as a tool to collect data.

Data collection techniques and procedures included observation at the Rumah Budaya Museum to determine the physical condition of the museum and to obtain direct information from museum managers regarding its use as a source of historical learning. Interviews were conducted with subjects consisting of history teachers, students, and Rumah Budaya Museum guards to obtain information about how the Rumah Budaya Museum is used for history lessons. Documentation is a data collection method by collecting data obtained through documents. Data analysis is the process of searching and systematically compiling data obtained through various methods of data collection. Qualitative analysis techniques have four stages: data collection, data reduction, data presentation, and drawing conclusions and verification as the last step (Sugiyono, 2016).

## **RESULTS AND DISCUSSION**

### **Result**

This research reveals that MAN 4 Central Maluku is an optimal school in utilizing the Rumah Budaya Museum as a source of learning history by involving students' active participation. Teachers at this school can adjust the competency standards and essential competencies with relevant instructions and topics to maximize the use of the museum. One example is the activity of students making reports on the results of observations and presenting them in front of the class. This activity allows students to get peer input, collaborate, and think critically, which contributes to developing their historical knowledge and thinking skills.

Mr. SDRB is one of the teachers who use museums as a source of learning history in an effective way. He integrated competency standards and essential competencies with writing an essay on historical heritage in museums related to Hindu and Buddhist life in Indonesia. Before taking students to the museum, he gave directions and reported assignments to students. He explained historical research, sources, evidence, and historical facts in class. Students participate actively by taking notes, asking questions, and discussing



material. He also gave group assignments to make historical research articles based on museum collections.

When students do writing assignments about regional historical heritage, they make visits to museums and conduct interviews with museum keepers. Students observe, document, and ask questions about museum collections. Students compile, collect, and present their research reports. Students also discuss and conclude the results of their research.

According to Mr. DSLD, a history teacher at MAN 4 Central Maluku, he stated that only by making the Rumah Budaya Museum a source of history learning and integrating it into a well-organized learning design can students learn about history again in their own environment. He added that it is essential for history teachers to plan lessons using historical sites as learning tools.

Based on data obtained from observations, interviews, and field notes at MAN 4 Central Maluku, history teachers often take students to historical locations in Banda Naira as a source of learning history. Mr. DSLD mentioned that one of the locations visited was the Rumah Budaya Museum which deals with colonialism and imperialism. There, students are divided into several groups and given the task of exploring the museum's buildings and collections. They found various historical documents and artifacts relating to Dutch colonialism and rule, such as text and pictures, VOC documents and objects, cannons, pottery, currency, and household utensils used by VOC soldiers in Banda Naira. ROM, a student at MAN 4 Central Maluku, revealed that a visit to the Rumah Budaya Museum provided new knowledge about history, saw relics of the colonial era, and read explanations about the history of the Banda Naira. The visit also helped to understand the material taught in schools, especially those related to colonialism and imperialism.

However, not all schools use the Rumah Budaya Museum as a history learning resource. The results of observations, field notes, and interviews conducted at the Rumah Budaya Museum showed that the list of visitors for students and teachers could have been more extensive. The caretaker of the Rumah Budaya Museum said that many people came from far and wide to see historical relics, but rarely did Banda's children come here to study. Those who came to visit were usually from schools; even then, it was rare, and only a few schools came. If it is from the general public, it is rare. That shows that history teachers have yet to use the Rumah Budaya Museum in Banda Naira best.

Students often perceive history subjects as tiring and boring, so interest in learning history is meager. One way to increase interest in learning history is to visit museums. Visiting museums is one way to use historical learning resources that can positively affect students. Learning in this way makes students feel energized and is very interesting. That

was felt by SRB, a student of MAN 4 Central Maluku, who said that using the Rumah Budaya Museum as a source of learning was very interesting and fun, so learning history felt exciting.

According to several MAN 4 Central Maluku students, IL, SW, SP, and ED, the Rumah Budaya Museum is good, and the way things are arranged looks neat and attractive. By visiting the Rumah Budaya Museum, they can gain new insights and see firsthand the relics without having to imagine when the teacher explains them in class. The collections owned by the Rumah Budaya Museum include Pieter Both paintings, coins, and paintings of 40 Banda Rich People who were slaughtered.

From the elaboration of the research findings above, using the Rumah Budaya Museum as a source of learning history can increase students' motivation to study history. Only the students themselves can give rise to their motivation. Teachers must also motivate students to achieve the formulated learning objectives optimally. Teachers must utilize historical learning resources effectively and creatively to increase students' learning motivation, including by visiting museums.

Using museums as a source of historical learning is suitable for developing students' creativity and facilitating understanding of historical sources from textbooks. However, there are several obstacles experienced by students and teachers in using the museum as a learning resource for various reasons. According to SD, a MAN 4 Central Maluku student, there are several obstacles, including the teacher only explaining in class.

Another obstacle that was also felt in utilizing the museum as a source of learning history was also felt by SPM, a student of MAN 4 Central Maluku. Students experience several difficulties, especially the distance, which is quite far and requires money. In addition, there needs to be more systematic guidance explained by the teacher in utilizing the museum as a source of history learning, as well as a lack of explanation from the museum guard regarding some of the functions of the collections in the Rumah Budaya Museum.

For teachers' history, one obstacle experienced is the achievement of learning targets. Teachers must pay attention to essential competencies, and the results of learning targets can be seen from the teacher's knowledge of using existing historical learning resources and applying them to students. One way is to use the museum as a source of learning history.

The preparation of a history learning device plan by the teacher by using the museum as a source of history learning must be applied promptly. In its implementation, there were obstacles that the teacher saw, as revealed by Mr. SDRB, a teacher at MAN 4 Central Maluku. The use of the museum experienced several obstacles, namely the location was far from the Central Maluku MAN 4 school, so when they arrived at the museum, the students were tired because walking and visiting the museum was not enough within 1-2 hours, so it was difficult to arrange a time that would not interfere with other subject hours. Apart from being constrained by the rather far distance from the school, sometimes the Rumah Budaya



Museum is often closed. To overcome these things, the teacher coordinates in advance with the museum guards so that the Rumah Budaya Museum can be opened.

## **Discussion**

A study of the teacher's role in utilizing the Rumah Budaya Museum as a source of history learning revealed that teachers need to be more optimal in utilizing the surrounding environment as a rich and meaningful learning resource. That can be seen from the fact that out of the six high schools in Banda Naira, only one school actively uses the Rumah Budaya Museum as a historical resource and only integrates teaching materials relevant to local sources. Therefore, there needs to be an effort to increase teacher awareness and skills in utilizing the environment as a source of learning history. The teacher not only acts as the primary source of information in the educational process but also as a facilitator in achieving the goals of the national curriculum by planning and designing learning that utilizes existing resources in the surrounding environment.

This effort must be carried out by considering the suitability of the curriculum used by each school. That is because the 2013 curriculum (K-13) or the independent learning curriculum currently provides flexibility, especially for teachers in developing a curriculum that utilizes the environment as a source of learning. After all, books and classes are not the only source and place to learn. The use of the Rumah Budaya Museum in Banda Naira as a learning resource should not be underestimated by the use of modern media. In fact, in areas where learning facilities and modern infrastructure are still limited, such as Banda Naira, this can be an alternative to overcome these limitations. There are no obstacles in the development of learning resources. The solution is to use the environment as a learning medium.

Using the Rumah Budaya Museum as a source of history learning increases students' motivation to study local history and supports continuous inquiry-based learning. That means that history teachers at MAN 4 Central Maluku can design learning activities that not only depend on textbooks but integrate various sources, making environmental phenomena or surrounding communities a source of knowledge and values.

Thus, students are still in their regional history learning resources, so research and utilization of regional (environmental) learning resources potential need to be considered and developed by curriculum developers, namely teachers in Banda Naira. In planning learning, the teacher can plan systematically related to each historical source, such as a visit to the Rumah Budaya Museum. Lesson planning can be adjusted to the activities prepared by the school in annual activities, semester activities, or courses related to the curriculum used.

The museum can be used by paying attention to the activities carried out by students with ideas from the teacher to go to the museum. This movement can be used as the development of innovative thoughts and thoughts that can move students to use their ability to think critically ideally. Therefore it is essential to increase student motivation in learning itself and avoid boredom while participating in learning.

The realization of using the Rumah Budaya Museum as a source of history learning is by visiting the museum. The reason for this visit is so that students can see firsthand the collections in the museum. AZ, a student of MAN 4 Central Maluku, said that the visit to the Rumah Budaya Museum was fun, especially when interviewing the museum guard to find out about historical relics they had never seen before. That is in line with what has been explained by Fadilah regarding fun learning, which is aimed at creating an environment that frees students to try, act, get clarifications about some pressing issues, and offer points of view so that students' attention can be entirely focused on learning.

Visits to museums when assigned by teachers can increase interest in learning for most students at MAN 4 Central Maluku. That is, the museum serves as a place to collect data and verify verifiable data. After they visited the Rumah Budaya Museum and discussed it with friends, the next thing students did was write a paper, meaning that students had carried out the historical analysis process because, in it, they were able to test the truth of hypotheses obtained from historical reading materials and data from the teacher at school.

Visits to museums can encourage students to start learning how to make small observations and explorations that uphold inductive reasoning. The formation of small groups will allow students to adjust to each other and foster collaboration between students flexibly and dynamically. Apart from the activities mentioned above, there should ideally be four stages for visiting a museum: asking questions about the subject given by the teacher, gathering information, analyzing data, and synthesizing data.

The influence of learning history by using the Rumah Budaya Museum as a learning resource can be proven felt by Mr. SDRB, a teacher at MAN 4 Central Maluku, who said that learning that takes place outside the classroom, specifically at the Rumah Budaya Museum, makes students more enthusiastic about receiving historical material while seeing heritage directly. In addition, this utilization provides an adjustment to the attitude of students, which can be seen in some students who are used to talking to themselves and are lethargic in class; when learning occurs, they are more focused by asking questions related to this matter.

The Rumah Budaya Museum is a source of history learning that can be proven applied to finding ways to make students passionate about history. Students feel energized and energized with history subjects because they are not monotonous. HW, a MAN 4 Central Maluku student, said that history is a subject related to memorization and reading. In addition, the learning process in the classroom that the teacher uses is the lecture method,

so we feel bored in class. However, since our teacher made use of the historical sites in Banda Naira, it has motivated and motivated us to seek historical information related to history lessons at school. In addition, we also gain new knowledge.

Using the Rumah Budaya Museum as a source of historical learning cannot be carried out smoothly; various obstacles must be faced. These constraints include time, funds, distance, and museum managers. Most students visit museums only when given assignments from school or are on a study trip together. The walking distance to the museum takes approximately 15 minutes. That is another obstacle experienced by teachers and students when using the Rumah Budaya Museum as a source of history learning.

Another obstacle that teachers and students also feel is the need for guard services for the Rumah Budaya museum, especially when answering questions about museum collections. Indirectly, the knowledge of museum guards still needs to be improved. Mr. DSLD, a history teacher at MAN 4 Central Maluku, said that the biggest obstacle was the museum keepers, who were not scientific people, even though by placing museum guards following scientific disciplines, the information obtained from museum keepers was precise, clear, and understandable. In addition to museum guards, a small and less well-organized place makes the museum less attractive.

Using the Rumah Budaya Museum as a source of history learning comes with obstacles; various challenges must be overcome. These challenges include time, funds, distance, and museum management. Most students visit museums only when given assignments from school or are on a study trip together. The walking distance to the museum takes approximately 15 minutes. That is another challenge teachers, and students experience when using the Rumah Budaya Museum as a source of history learning.

## **CONCLUSION**

This study aims to determine the use of the Rumah Budaya Museum as a source of history learning in Banda Naira. The method used is observation, interviews, and field notes. The results showed that only MAN 4 Central Maluku made optimal use of the Rumah Budaya museum by involving students in the history learning process. Learning history at the Rumah Budaya Museum can improve students' understanding, analysis, and critical thinking skills about the history of their region. Students are also motivated and interested in learning history that uses historical sources in the surrounding environment. The constraints of utilizing the Rumah Budaya Museum are time, costs, and permits. Therefore, related parties can work together to overcome these obstacles and develop a history-learning design that utilizes the Rumah Budaya Museum as a source of history learning.

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