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Museum-Based History Learning Innovation With *Outing Class* Model

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ABSTRACT

The historical learning approach is strengthened by students seeking, discovering, observing and developing historical events as a dynamic science through a methodological approach, bringing objects closer, or student learning spaces in the learning process, so it is necessary to study with historical object approaches such as museums so that students are able to find creativity and their innovation is even wider. Strengthening Indonesian history learning materials, apart from teachers, teaching materials in the form of books, articles or modules with museum objects by developing the *Outing Class* model, where museums are the main attraction opening space and horizons for students' thinking and creativity by not only showing historical objects which are displayed in museums, but are able to think critically, observe, study and find the origins of these historical sources. Museums as learning resources are able to increase understanding, study facts, concepts, principles, laws, theories and ideas, ideas and innovations at the memory level, students are able to apply them effectively in solving them so as to acquire creative and innovative historical thinking skills and foster historical awareness for students .

Keywords: Innovation, Learning History, Museum, Outing Class Model

1. INTRUCTION

Etymologically, education or pedagogy comes from the Greek word "paedogogie", consisting of the words *paes* which means child and *agogos* which means to guide. So *paedogogie* is interpreted as assistance to children. According to the Ministry of Education and Culture, education is a human right for every Indonesian citizen and is entitled to quality and quality education

based on their interests and talents regardless of social, economic, ethnic, religious, ethnic and gender status [1]. Indonesia will have life skills if there is equal access and improvement in the quality of education which will encourage complete human development as well as civil and modern society with the spirit of Pancasila, as mandated by Law no. 20 of 2003 concerning the Indonesian National Education system. Education

is guiding the development of children to reach maturity so that children are ready to carry out their duties and obligations independently.

The purpose of education is to serve as a medium for increasing and developing potential as well as educating people to be ready to face life in the future. The importance of education in a country is always considered as the progress of the nation and must be developed [2]. If the education system is well managed, a country will become advanced and as a measure of the success of educational progress by looking at the development of its human resources.

Education can be seen from the wider environment where education is a process of acquiring knowledge, skills, in this case skills that are the benchmark for being passed on from one generation to the next. The education process starts from teaching, training to research. According to Nurhasana that education is a place of learning, namely school, where it becomes a place for carrying out the learning process. Sharpening basic competencies in the educational process by looking at learning outcomes based on the natural, physical, social and cultural environment [3].

Learning is an activity of

educators to hone their abilities, understanding and skills so that they grow mature. Important learning resources such as teachers, media, places of objects and the environment are all good learning resources if they can be prepared properly if they are supported by the material to be presented. Everything can be formulated that is ready to use and supports and facilitates the course of the learning process, this is what is referred to as a learning resource. According to Yusuf that learning resources are all types of media, objects, data, ideas, facts and people that can facilitate the learning process for students [4]

Formal education activities have a curriculum as a guide and direction in the success of the educational process so that later educational goals can be achieved. In this case the Government of Indonesia implements the independent learning curriculum as a guide and direction of education. the independent learning curriculum is a curriculum that focuses on building the character of students and teaching students to think critically. a curriculum that encourages students to observe, ask questions, reason, and communicate (present) and expects students to have competency attitudes, knowledge, and

skills. and Strengthening Character Education (PPK) with a Pancasila learning profile. The Independent Learning curriculum is structured to strengthen the competence of attitudes, knowledge and skills of students in harmony with Pancasila. The Ministry of Education and Culture of the Republic of Indonesia explained that Era 4.0 learning emphasizes students to find out from various sources, formulate problems, think analytically, and collaborate and think critically. [5]

2. DISCUSSION

The critical thinking skills described above are mental processes for evaluating or analyzing information obtained from various sources, be it through experience, observation, common sense and communication. In learning history, the ability to think critically is very important where the process of learning history requires an analysis of past events that have occurred by analyzing the values contained in the process of these events. This allows students to explore historical events that can be meaningful in everyday life as a learning process. [6]

1. Museums As Innovative Learning Media

Nowadays learning history is

sometimes considered boring learning, because it is limited to memorizing by rote and even considered as a series of memorizing year numbers with the sequence of events, and this is what makes students in schools feel that learning history is boring and monotonous. [7]

Historical material is seen by students as too theoretical, because they do not utilize learning resources as teaching media, it is considered that students have not learned at the level of understanding, learn facts, concepts, principles, laws, theories and ideas, ideas and are innovative at the level of memory, students have not been able to apply them properly. effective in solving them. Even though the material given aims to acquire historical thinking skills and foster historical awareness for students. [8]

The importance of a historical learning approach reinforced by students seeking, discovering, observing and developing historical events as a dynamic science through a methodological approach, if we are able to bring objects or student learning spaces closer in the learning process, this becomes the basis for why it is necessary to study with historical object approaches such as museum to

students or students to be able to find their creativity and innovation more broadly. [9]

Indonesian history learning materials, apart from teachers, teaching materials in the form of books, articles or modules can be objects in this case museums, where museums are the main attraction opening space and horizons for students' thinking and creativity by showing historical objects on display in museums. Makassar City itself has many museums that can be used as historical learning media. For example, the Makassar Museum in Makassar, one of which is the museum, holds many relics of historical objects.

In the city of Makassar as the capital of South Sulawesi, there are many old buildings which are historical icons apart from museums, this is regulated in the regulation of the Minister of Culture and Tourism Number:PM.59/PW.007/MKP/2010, that there are nineteen historical buildings in the city of Makassar which are designated as cultural heritage buildings, one of which is the I Lalagigo Museum in Fort Rotterdam Fort. The use of this museum as an attraction for students and tourists is not only a historical source but can become a tourist destination for the cultural heritage of the city of

Makassar. [10]

The continuity of the educational process on the quality of history learning in schools, museums is important in instilling a good understanding of students and the general public about the various collections or historical relics in the museum on display. The museum is a place to preserve memories of a series of past events [11]. So if we visit the museum as if we were in space and the past. This is what must be envisioned to develop museums so that visitors are increasingly interested in museums and even have to become idols for teachers and students as a learning tool. The museum should not only be a mere collection of ancient objects, but the museum should be imaged as an educational institution for the public, teachers and students in various purposes of service, research and entertainment.

From the ICOM definition, the definition and function of a museum are the collection and safeguarding of natural and cultural heritage, scientific documentation and research, conservation and preservation [10]. Conservation and preservation are collection maintenance activities carried out by museums, namely maintenance, maintenance,

preservation and cleaning of natural, bacterial and human damage factors. In the sense that the function of the museum is undergoing a process of change, where its initial function is as a warehouse for goods, storage of objects of cultural heritage. Then it extends its function to maintenance, preservation, presentation and exhibition. Then the function of the museum becomes very important in the function of education in the framework of public interest. Changes in the function of this Museum do not add to or change the meaning of the museum in general [12]

2. Museums and *Out Class* Models in Teaching History in Schools

The use of the lecture method by some history teachers and teaching material conventionally makes students bored, bored and even unable to understand the subject matter properly. This requires a teacher who has creativity and innovation in the learning model approach in the classroom in order to be able to foster the ability of students to think critically and be able to develop their historical knowledge and understanding.

Based on the author's observations there are still many schools and teachers delivering material using conventional models and lecture methods. Learning that takes

place in the teacher's classroom tends to give training to students who are lacking. Teachers still do not use historical objects such as museums as innovative historical learning media, there is still a lack of teachers providing space for students to study in museums, so that students are more independent in finding good learning resources, and fostering creative ideas by presenting museums as a means and media of the history learning process. either in person or with a virtual museum.

Answering these problems requires real efforts to attend museums as learning media as learning resources both directly and virtually. The existence of museums as learning media can become a government program, in this case the Education Office in collaboration with the Tourism Office and the schools themselves as the smallest part in the success of the learning process that is able to encourage competence, learn to assess, think critically and then encourage students to have more knowledge by providing feedback - responses from the process of visiting historical objects and being able to be bold and critical in providing comments and answers in parsing problems in the learning process in class, this is in line

with the curriculum of independent learning by giving students the freedom to analyze a problem or historical event where the learning process is centered on students and this can be in line with government policies with the implementation of the Sovereign curriculum.

The museum is a vehicle for educating together in discovering the criticality of students towards a historical event that has occurred, on the other hand the teacher is able to use other methods such as the outing class model. The outing class method for learning models is a form or way of teaching teachers and researchers by guiding students in the field using learning resources around tools in the museum and providing an understanding of learning for students to experience for themselves and transfer knowledge based on the results of student observations [13]. Using the outing class learning model is motivated by the need for dynamics in the learning process, so that it can produce meaningful learning, seek, find, and solve problems in learning for students, especially in teaching historical events such as Indonesian History subjects with material on National Hero Figures of a region such

as in South Sulawesi, educators, in this case teachers, really need to innovate in teaching history by using the outing class model by introducing museums as a medium for learning history.

On the basis of the foregoing, the existence of museums has become increasingly important in the course of the nation's education, especially history education. Therefore, this writer will examine the use of museums as a source of learning history for students in developing students' critical thinking skills, besides that to achieve all of this, the teacher must prepare learning traps where learning devices are tools or equipment used by teachers as guidelines in the process of teaching and learning activities both in class and outside the classroom in a lesson in the form of Learning Implementation Plans (RPP), Student Worksheets (LKPD), Evaluation Sheets, and Reflection Sheets [14]. The main purpose of learning planning is to show the planning, development, assessment and management processes of classroom learning. Where it becomes important the process of learning history if you have prepared careful planning for the process in the classroom. [15].

Educators or teachers as the main component, where the teacher is

the center of learning by designing lesson plans (RPP) and carrying out learning activities in class. The learning process requires good and appropriate learning methods and resources, besides that it needs indicators of the subject matter and experiences of students in the field, in this case museums [16].

The need for learning resources from teachers, books, articles and objects around students to become learning media. Like the museum which has a collection of historical objects that are able to tell events in the past so that it can function as a good source of student learning [17].

3. AUTHOR'S CONTRIBUTION

The contributions of those of us involved in the process of making this scientific article are as follows.

1. Amirullah: make preliminary observations of research objects with the aim of obtaining basic information about the problems to be studied in research objects in museums
2. Patahuddin: make initial observations of research objects with the aim of obtaining basic information about the problems to be studied at the museum with the

outing class model. Furthermore, the authors conducted preliminary research by collecting research-related references. And conduct preliminary observations of research objects with the aim of obtaining basic information regarding the issues to be studied within the scope of the methodology and models. Furthermore, the authors conducted preliminary research by gathering references related to the research. then, do an in-depth analysis by making observations on learning resources and students

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Utilization of the museum as a source of learning history can be done by using the outing class model. Providing guided assignments by the teacher to students by making direct visits to museums and virtual museum tours on a regular basis by mapping the number of collections by adjusting historical material or history lessons in class. Where objects or collections in the museum can become learning media both directly and virtually. Student visits to museums can increase creativity and critical thinking to be more advanced. The author emphasizes objects and facts in museum collections as good historical learning media. Teachers or educators

can use a case study strategy by detailing the implementation of learning in school units or institutions,

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