



Use of the National Museum as a Learning Resource for Social Science Subjects

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ABSTRACT

Social studies subjects are one of the subjects that must be passed by students from elementary to high school levels. History subjects at the high school level are about building students' awareness of the importance of time and place which is a process from the past, present and future, training students' critical power to understand facts, concepts and generalizations correctly based on a scientific and methodological approach. However, what happens in the learning process in schools does not pay attention to these goals so that students do not understand social studies. This study aims to provide a theoretical basis that in the learning process can use various sources in social studies subjects, namely museums. Museums are places where valuable items from the past are exhibited that can support the learning process. The national museum is one of the museum facilities that can be used. From various learning theories and the cone of Dale's experience, it shows that there are good results if learning is based on learning by doing.

INTRODUCTION

Indonesia is one of the countries located in the Southeast Asia region, Indonesia has ± 17,000 islands with a land area of 1,922,570 km² and a water area of 3,257,483 km². Seeing the number of islands and land area, Indonesia certainly has a lot of potential in natural resources. Utilization of natural resources will function perfectly if the human resources are qualified and capable in managing Indonesia's natural wealth. Therefore, one of the factors in managing natural resources is education. Education is important because it determines the victory of a competition in the global world. Ojong (2019:140) The European War is more interesting than the Pacific War... because those who are fighting are enemies with the same high level of progress in the field of science and technology, with equal experts, with the same scientific tradition, and with the same fully equipped laboratory. This is empirical evidence why Europe can become advanced because of its good educational tradition. This certainly became the inspiration of the founding fathers in making the basis of the state, which indeed lived in the era of the World War and the ideological war that was so strong.

In the 1945 Constitution there is a message conveyed to the Indonesian people that Indonesian leaders must "educate the life of the nation" which has the intention that education must be the main, so it is not wrong when Bung Karno gave the idea of a budget of 20% of the APBN to the world of education.

According to Law No. 10 concerning the 2013 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 religious spiritual strength, self-control, personality, intelligence, noble character, and skills that needed by himself, society, nation and state. More simply, education is a process that refers to the word learning, which has the aim that humans who learn have wise and wise thoughts and actions. That's where we can understand the role of education to be a vital thing in the Indonesian state.

Education is a system. Banathy (1968:1) System is defined in the dictionary as an assemblage of objects united by some form of regular interaction or interdependence; an organic or organized whole; as, the solar system; or new telegraph system. In simple terms, education is a link between one component and other components that are interconnected. In an education system, we must look comprehensively. government policies, curriculum, teachers, students, learning facilities, learning resources, etc. are sub-systems in education. So the conclusion must be seen as a whole.

As explained above, there is a curriculum in education. Hamalik (2013: 5) The curriculum is a program of planned activities that has a wide enough range, to form a comprehensive view. The word comprehensive view means that the curriculum plays a more vital role than other components (such as teachers, students, learning resources, etc.). This is why the curriculum is in the spotlight for the community if there is a discrepancy in the community.

The curriculum regulates educational activities, one of which is subjects. In Law no. 20 concerning the 2003 National Education System, it is stated that the educational strata are divided into three namely Basic Education, Secondary Education and Higher Education. In the 2013 curriculum there are History subjects. If examined from the approach, then in basic education, the concept of history is included in social studies, and secondary education is included in integrated social studies (for junior high schools) and high school education has independent history subjects.

Haryono (1995:17) is a collection of material that contains meaning about events related to humans and actually happened in the past that form a picture of a particular society so that people understand the past of that society and understand its present. So if we look at this understanding, the goal is to make students understand the history of their nation, to foster a sense of nationalism and love for the homeland as mandated by the 1945 Constitution Article 27 paragraph (3) of the 45 Constitution, Article 30 paragraphs (1) and (2). UUD 45. Thus, the important role of history subjects becomes increasingly visible.

In the process of learning history subjects there are various learning resources. This is categorized as multi-source-based learning, which is a learning strategy that provides students with acquiring and building their knowledge through the interaction of several sources. One example is the use of museums as a place for teaching materials. The table below shows the number of visitors coming to the national museum. The simple reason why the national museum is being used as an example is because according to data from the Central Statistics Agency (BPS) (taken in 2017), the national museum occupies the fourth most favorite place to visit in Jakarta, with the number one being occupied by Taman Impian Jaya Ancol.

Table. 1 Number of visitors to the National Museum

No	Year	Number of visitors
1	2011	193864
2	2012	148118
3	2013	169527
4	2014	245848
5	2015	266359

Data taken from BPS with 2017 update

If we look at the data above, there is fluctuating data on national museum visitors, even from 2011 to 2012 there was a reduction of 45,736 visitors. So there is a hypothesis that the use of museums as learning resources has not been maximized, so there may be a correlation with the ignorance of the

younger generation of the history of their own nation, and according to research by Nugroho and Mareza in 2016 said museums have functions and roles to be utilized in life. The function of the museum is able to provide encouragement to develop ideas. So that the use of museums is an urgency for teachers to invite students to be more enthusiastic in developing their ideas to learn from the past for a better future.

METHOD

The writing method uses scientific writing, namely using empirical data, corroborating theories to solve problems and conclusions. Before we talk about the subject of history, it would be nice if we look at the positional system approach where the subject of history is. So that we can see holistically what this discussion is about. There are two different words and have different meanings, namely social science and social studies. In the 1970s the presence of Social Sciences was greatly influenced by the reform movement in the United States. There is a distinct dichotomy between Social Science and social studies. Social science was born in England, and produced pragmatic science during the colonial period. Such as anthropology and sociology.

Social science intended to add information to the parent colony to make a policy in a colony, or prepare for expansion (as happened in Indonesia, the Dutch studied the kingdom of Aceh). At present, social science forms a person to become a researcher. Meanwhile, Social Studies is a field of study on social phenomena and problems. Then where is Indonesia's position? In this case, education in Indonesia uses the concept of social studies rather than social science. This is theoretically written by Wahab (2008:1.4) that social studies is not a scientific field or academic discipline, but rather a field of study on social phenomena and problems. Then students are asked to examine the symptoms and social problems in the community, both those that have occurred,

Within the framework of the study of social studies, scientific fields including the social sciences are used, such as history, civic education, anthropology, sociology, law, economics, etc. In the perspective of systems approach, Social Studies is a system, and scientific fields such as history, civic education, anthropology, etc. are sub-systems. There is a correlation between the system and sub-systems. History as part of the sub-system has several concepts that must be understood so as not to be confused with anthropology, sociology, and others.

RESULTS AND DISCUSSION

HISTORY

"Never forget history", is a quote from Bung Karno's speech before he stepped down from power. Is it history? Etymologically it is said by Kuntowijoyo (2013: 1) *syajarah* means "tree", *syajarah an-nasab* means "lineage tree"; English history; Latin and Greek history; the Greek *histori* or *istor* means a clever person. History is the study of events in the past related to humans. National Standards Agency (2006:523) History is a branch of science that examines the origins and developments as well as the role of society in the past based on certain methods and methodologies. history teachers, history officials, historical recorders, historical actors and witnesses,

TEACHER

By looking at the expectations or goals of students, after studying history subjects, good resources are needed in transforming knowledge both cognitive, affective and psychomotor. Teachers as distributors of the mandate of the curriculum, are required to be able to adapt quickly, with changing the curriculum from KTSP to Curriculum 2013.

The teacher will think about what is needed by students to be able to convey the core of the language clearly and attract interest, creativity and critical power from students to achieve learning objectives. There are many ways that teachers will do, such as looking for suitable learning approaches, learning models, learning methods, and using various learning resources.

Zubaeidi (2013:185) The learning model is the basis of learning practice as a result of the decline in educational psychology theory and learning theory which is designed based on an analysis of curriculum implementation and its implications at the operational level in the classroom. The learning approach is a basic concept that accommodates, inspires, strengthens and underlies learning methods with a certain theoretical scope. The learning methods are procedures, sequences, steps and methods used by teachers in achieving learning objectives. While learning resources are things that are used to support and facilitate the learning process.

Learning objectives are the main thing in the learning process. Association for educational communication and technology, (AECT) describes various or all sources in the form of data, people and certain forms that can be used by students in learning, either separately or in combination to make it easier for students to achieve learning goals.

LEARNING RESOURCES

Sardjiyo (2009: 6.14) To achieve these learning objectives, learning resources are needed. Learning resources are all forms of presentation of materials or materials that can be used as sources for learning. Learning resources can be distinguished from various points of view. Judging from how to obtain information on learning resources, it can be divided into visual, audio, and audiovisual types. In addition, judging from the purpose of their manufacture, learning resources can be divided into groups of learning resources that are intentionally designed and made/produced specifically for learning purposes. In addition, there are also groups of learning resources that are not designed, made/produced specifically for learning purposes, but can be used for learning purposes.

In simple terms, the above understanding is a learning resource that is designed (learning resources by design) which has examples of textbooks, modules, laboratories/practice places, learning videos, and libraries. learning resources that are already available and just used (learning resources by utilization). Examples are museums to study culture, anthropology, history. Or the market, which can be used to study buying and selling transactions or social communication. Another example is a house of worship, to see the characteristics and procedures for behavior in it. So in the subject of history, one of the sources of learning that is already available and can only be used is the museum.

MUSEUM

Etymologically, the museum comes from the classical Greek, namely Muze which means a collection of 9 goddesses as a symbol of science and art. Based on this meaning, the museum can be interpreted as a place that is used to store ancient (historic) objects so that they can be seen and studied again to add insight and become a place for recreation. Terminologically, the definition of a museum is a place or institution that collects, stores and exhibits objects that can be a source of knowledge such as history, art, natural science and others. In the Big Indonesian Dictionary, Museum/mu se um/ /muséum/ n a building used as a place for permanent exhibitions of objects that deserve public attention, such as historical heritage, art, and science; a place to store antiquities; Meanwhile, in the 11th General Assembly (11th General Assembly) of the International Council of Museums (ICOM) in 1974 in Denmark, it was stated that museums have the following functions: (1) Collection and safeguarding of natural and cultural heritage, (2) Documentation and research. scientific knowledge, (3) conservation and preservation, (4) dissemination and distribution of knowledge to the public, (5) introduction and appreciation of art, (6) introduction of interregional and international culture, (7) visualization of natural and cultural heritage, (8) mirror of growth human civilization, and (9) Generating a sense of piety and gratitude to God Almighty. After seeing the definition and function of the museum above, we can conclude that the museum can be used as a relevant learning resource for historical subjects, as a physical form of a past journey.

Table 2. Number of museums in Indonesia

No	Year	Amount
1	2009	269
2	2010	275
3	2011	428

Source: <https://tirto.id/darurat-museum-di-indonesia->

With a population of around 250 million people (in 2016), Indonesia should have more museums. Currently, Indonesia only has 428 museums. When compared to the United States, which has a population of 320 million people, it has 35,000 museums. The number of Indonesian museums may still be minimal.

However, this minimal amount must be utilized as a learning resource. (Tirto, 2016) If you look at the collection, the distribution of museums in Indonesia is quite diverse. There are museums related to science, technology, economy, military, struggle and even museums related to natural disasters. There are 14 museums related to animals. Its contents are preserved skeletons or animals. Then 42 museums related to technological developments in Indonesia, such as the railway and mining museums. Usually related to colonial times. Associated with natural disasters that have occurred, there are at least 6 museums. For example the Tsunami Museum in Aceh and several museums related to the Merapi eruption.

Of the total 428 museums, 68 museums are located in Jakarta. Tirto (2016) Jakarta Province has the most museums up to 68 museums, two of which are located in the Thousand Islands area. The next provinces that have museums are East Java (51 museums), Central Java (50 museums), West Java (38 museums), Yogyakarta (37 museums), and Banten (6 museums). Outside Java, West Sumatra has 20 museums, followed by North Sumatra (18 museums) and South Sulawesi (16 museums). The museums are usually in the provincial capital.

The National Museum is a museum located in Jakarta. The history of the national museum begins in the Dutch East Indies period. National Museum (2019) Towards the end of the 18th century, in Europe there was an intellectual revolution (the age of enlightenment) where scientific ideas and science began to develop. In 1752 in Harlem, the Dutch scientific association De Hollandsche Maatschappij der Wetenschappen was founded. This prompted the Dutch government in Batavia to establish a similar organization called Bataviaasch Genootschap van Kunsten en Wetenschappen (BG) on April 24, 1778. From time to time, the number of collections belonging to BG continued to increase until finally the museum on Jalan Majapahit could no longer accommodate its collections. In 1862, the Dutch East Indies government decided to build a new museum building at its current location, namely Jalan Medan Merdeka Barat No. 12 (formerly called Koningsplein West). The land covers the area on which the Rechst Hogeschool building or "Law College" was built. (once used for the Kenpetai headquarters during the Japanese occupation, and now the Ministry of Defense and Security).

This museum building was only opened to the public in 1868. This museum is very well known among the Indonesian people, especially residents of Jakarta. They call it the "Elephant Building" or "Elephant Museum" because in the front yard of the museum there is a bronze elephant statue as a gift from King Chulalongkorn (Rama V) of Thailand who visited the museum in 1871. Sometimes it is also called the "Arca Building" because it is in Inside the building, there are many types and forms of statues that come from various periods. In 1923 this association was awarded the title "Koninklijk" because of its services in the scientific field and government projects so that the full name became Koninklijk Bataviaasch Genootschap van Kunsten en Wetenschappen. On January 26, 1950, Koninklijk Bataviaasch Genootschap van Kunsten en Wetenschappen was renamed the Indonesian Cultural Institute. This change was adapted to the conditions at that time, as reflected in its new motto: "to promote cultural sciences that are useful for increasing knowledge about the Indonesian archipelago and the surrounding countries".

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Given the importance of this museum for the Indonesian people, on September 17, 1962 the Indonesian Cultural Institute handed over the management of the museum to the Indonesian government, which later became the Central Museum. Finally, based on the Decree of the Minister of Education and Culture, No.092/ 0/1979 dated May 28, 1979, the Central Museum was upgraded to a National Museum. The number of collections in the national museum is 140,000 which can be used as a source of learning history. Seeing the potential of the national museum, it should be used properly by academics from teachers, lecturers, students and students.

LEARNING THEORY

In learning, learning theory is needed. There are four learning theories that become the grand design for the development of learning theories in the world. Behavior theory, constructivism theory, humanism theory, and cybernetic theory. The use of learning theory will affect the learning process. When using behavior theory, the learning will be behavioral. A learning will be seen from the objectives, process and assessment. Learning resources such as museums will help students in cognitive, psychomotor and affective abilities. There is the term learning by doing which was popularized by John Dewey. Wikipedia, (2019) Learning by doing refers to a theory of education expounded by American philosopher John Dewey. He theorized that learning should be relevant and practical, not just passive and theoretical. He implemented this idea by setting up the University of Chicago Laboratory School. In simple terms, John Dewey's definition refers to an active learning process, and is relevant in today's practice. The use of museums as a learning resource is a good medium in providing experiences to students.

The National Museum as a museum located in Jakarta, is very helpful in providing empirical activities in education. The 2013 curriculum for high school level said that the expected basic competence is the ability to analyze the influence of the development of Hindu-Buddhist and Islamic religion and culture on people in various regions in Indonesia.

Basic competencies are abilities that are expected to be mastered by students. In high school level competitions, learning activities must be based on the syllabus and the Learning Program Design (RPP). In the learning process of class X, students are asked to be able to analyze the influence of the development of Hindu-Buddhist religion in Indonesia, if based on the traditional learning process, the teacher usually uses textbooks and student worksheets in providing material and transforming knowledge. This is supported by the use of the lecture method, question and answer and discussion.

It is indeed suitable to be classified as cooperative learning. However, the reality in the field is that many students only focus on what will be their theme in the group. So if we divide 5 groups into one class, it is most likely that those who understand the whole theme will not reach half the class, this is because learning is only textual. In the cone of Edgar Dale's experience, it is said that learning by doing is one of the best methods in obtaining learning outcomes.

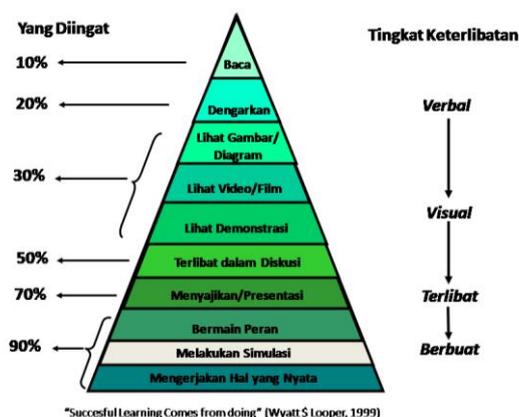


Figure 1. Cone of Experience

Looking at Dale's research, there is data that 90% of students are more motivated and understand if they carry out learning activities with their experiences. In the 90% data, they will be good in learning outcomes if they use the role-playing method, do simulations and do real things.

Looking at the basic competencies of SMA, namely the analysis of the influence of Hindu-Buddhist and Islam. Learning can be done by giving assignments to visit national museums. Because it has a fairly complete collection. Especially the statue part. If you look at the reality on the ground, the majority of students in history subjects only consider memorization lessons, so that the subjects as a comprehensive part of character education are not successful. If we bring students into the national museum, and tell at length historical events in the national museum, it is hoped that there will be a good stimulus response between teachers and students. Meanwhile, introducing museums to students is a good thing and can increase creativity and ideas for a sense of nationalism.

CONCLUSIONS

In the process of learning history subjects there are various learning resources. This is categorized as learning based on various sources, learning resources that are designed (learning resources by design) such as textbooks, modules, laboratories/practice places, learning videos, and libraries. Learning resources that are already available and just used (learning resources by utilization). One of them is a museum, a museum is a building that is used as a place for permanent exhibitions of objects that deserve public attention, such as historical heritage, art, and science; a place to store old things. In John Dewey's educational theory of learning by doing, and Dale's cone of experience, learning must be through empirical activities.

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