



## Use of Belitung Regency Government Museum as a Source of Learning History at Tanjungpandan 3 State Vocational School, Belitung District

Widi Wantoro<sup>1</sup>; Miftahuddin<sup>2</sup>

<sup>1</sup> Head of the Master of History Education Study Program, Yogyakarta State University (UNY), Indonesia

<sup>2</sup> Jl. Colombo Yogyakarta No.1, Karang Malang, Caturtunggal, Kec. Depok, Sleman Regency, Special Region of Yogyakarta 55281, Indonesia

E-mail: [setunggalari@gmail.com](mailto:setunggalari@gmail.com)

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### **Abstract**

Government Museum; (2) The relevance of the collection stored in the Belitung Regency Government Museum with historical subject matter; (3) Utilization of museums and their collections as sources and media for learning history; (4) Obstacles faced in the use of the Belitung Regency Government Museum. This research is a descriptive qualitative research. This research was conducted at the Belitung Regency Government Museum and SMK Negeri 3 Tanjungpandan. Data collection techniques were through observation, interviews with school principals, curricula deputy heads, teachers, students, heads of museums, museum employees, and collection of relevant documents. The selection of the sample is determined by snowball sampling. The data analysis technique used is the Miles and Huberman model in the following order: data collection, data reduction, data presentation, and conclusions. The results of the study show that: (1) The Government Museum of Belitung Regency has selected collections which are divided into collections of geology, biology, ethnography, foreign ceramics, numismatics, and heraldic collections as well as historical relics. Each collection is stored in 7 exhibition rooms in the Belitung Regency Government Museum. The collections of the Belitung Regency Government Museum that have relevance to history subject matter are found in collections related to the material scope of the spice route in Indonesia and the Islamic kingdoms in Indonesia which are maritime and agrarian; (2) In accordance with Learning Outcomes (CP), teachers in Utilizing the Belitung Regency Government Museum as a source and learning media is through field trips. The teacher utilizes the Belitung Regency Government Museum as a source and media for learning history within the scope of material on the spice route in Indonesia and the Islamic kingdoms in Indonesia which have a maritime and agricultural pattern and their legacies. Learning planning begins by looking at the suitability of the material in the Learning Objectives Flow (ATP), determining methods, creating Teaching Modules, compiling materials, giving introductory materials using media, bringing students to museums, giving assignments, and evaluating.

**Keywords:** *Museum; Collection; Resources and Media; History Learning*

## **Introduction**

History supplies “a very valuable mental ability called ability evaluate”. role \_ history as tool to change people's way of thinking, increase knowledge, not to remember names and dates, but to understand, judge and take a stand carefully. Apart from theology, history is the best way to teach ethics because it creates humility and a sense of wonder at the breadth of human history. History concerns the issue of continuity and change from humans to be able to learn. The current generation certainly does not want to repeat the mistakes that have been made in the past. While success is exemplary and improved Again.

Regulation of the Minister of National Education number 22 of 2006 concerning content standards for primary and secondary education units, history is a branch of science that examines the origins and developments as well as the role of society in the past based on analytical methods and methodologies. Past knowledge It contains wisdom values that can be used to train intelligence, shape attitudes, character and personality of students. Furthermore, it was explained that the subject of history has a strategic meaning in the formation of dignified national character and civilization in the formation of Indonesian people who have a sense of nationality and love for the motherland. This can be realized by visiting museums, because in museums there are historical relics that can be used as knowledge.

Moment This Still Lots public, including circles education, which views the museum only as a place to store and maintain historical heritage objects as well as a monument to decorate the city. As a result, many people who No time For to spare time visit to museum with reason ancient and not prestige. If all people are willing to take the time to come to enjoy and try to understand the meaning contained in every object exhibited by the museum, then there will be a transfer of the value of the nation's cultural heritage from the previous generation to the next generation. Now.

The museum does not only function as an institution that collects and exhibits objects related to the history of the development of human life and the environment, but is an institution that has the task of fostering and developing the nation's cultural values in order to strengthen personality. And teak self nation, thicken faith And piety to Lord, and increase the sense of self-esteem and national pride. Therefore, museums can be useful as historical sources used in education, both in primary, secondary, or higher education, and history has certain functions.

Permendiknas number 22 of 2006, history subjects aim to make students have the ability in the form of (1) Building students' awareness of the importance of time and place which is a process of the past, present, and future; (2) To train students' critical power to understand historical facts correctly based on a scientific approach and scientific methodology; (3) Growing students' appreciation and respect for historical heritage as evidence of the civilization of the Indonesian Nation in the past; (4) Growing students' understanding of the process of forming the Indonesian Nation through a long history and still in process until now and in the future, and (5) Growing awareness in students as part of the Indonesian Nation who has a sense of pride and love for the homeland can be implemented in various fields of life both nationally and internationally.

For the various reasons stated, history must be taught considering the principle of the benefits that can be obtained from history. In Indonesia, history lessons have started to be taught to students from elementary schools and junior high schools which are integrated with Social Sciences (IPS) lessons until they enter high school. At this time, students' enthusiasm for studying history is still low, especially since history is no longer used as a criterion for continuing to a higher level of education. In addition, there is a lack of teacher skills in developing learning approaches, methods and models, so that the focus of learning is only teacher centered *and* there is a lack of student participation in the teaching and learning process. These factors are the cause of the decline in the quality of learning history.

Schools as a center of education must play a role in developing all the potential of students. The development of all these potentials is carried out by supporting the learning process through various facilities such as the use of resources and media in the learning process inside the classroom and outside the classroom. Through the use of sources and media in the learning process history is the most appropriate way for teachers to introduce various kinds of events that occurred in the past. History has a strategic meaning from past events that have wisdom values that can be used as knowledge to increase intelligence and shape the character of students to form Indonesian people who are dignified, have a sense of nationality and love for the Indonesian homeland (Mursidi, 2010).

Study Which done by Ba'in (2003) about the use of various learning resources in teaching and learning activities history generates data Which almost The same. Found in study That that Teacher-Teacher history reluctant utilise various source history for turn on lesson history. More from that history teachers' knowledge of historical sources and ways its use Also show mark Which not enough satisfying, and they average Never utilise sources history, like files, document, museum, heritage building history, perpetrator history, witness history And etc as media study history. By therefore, naturally If lesson history the longer the more shunned student. For answer problem in on, needed something effort for overcome the limitations of learning history that has happened so far is wrong only one by using museum as source Study. Museum as source Study is an innovation learning Which designed for help student understand theory in depth through the use of audio-visual media. In implementation can take advantage of a media in the form of objects of historical relics, archives or in the form of an audio-visual show about historical events such as historical documentaries.

Museums as a source of learning can be educational programs that encourage competence, learn to judge, think critically and further encourage students to have the courage to provide responses and comments on an incident history Which has happen so that process learning centralized on student (*student centere d*).

The use of museums as a source and media for learning history is expected to help overcome problems that generally occur in schools. The problems include the following; (1) history learning that occurs in class only focuses on memorization. Students are not given the freedom to get used to dialogue with the environment; the teacher uses too many conventional paradigms where in this case the teacher explains too much and the students only become listeners ; teachers make textbooks as the only reference used in the learning process .

The value of the historical heritage contained in the museum can be a reference for awareness for the Indonesian people, especially students as the next generation to build a better future life, not only in the order of economic prosperity, but also have a civilized national identity. The process of *national building for national identity* carried out by this republic demands a historical reconstruction as a national history which will manifest the crystallization of the Indonesian nation's identity (Katodirdjo, 1990). Reconstruction history only will capable understood by citizens in Indonesia as a whole, if through the world of education, especially learning history in schools. This can be done by visiting museums and introducing history from an early age student.

Regarding the not yet utilized the museum as a learning resource, it is not entirely the fault of the students but there are obstacles that cause it. According to Kartodirdjo (1995) there are three causes, namely: (1) Knowledge of museums Teacher history Which Not yet adequate; (2) Not yet all school programming visits to museums, and (3) Limited time and funds. In addition, the services of museum institutions are unsatisfactory either due to a lack of funds for maintenance, a lack of number of employees or museum staff, the low quality of their knowledge and a lack of published information regarding the collection of historical objects by the institution. museum.

From the description above, two interesting things can be identified, namely the role and utilization of the Belitung Regency Government Museum collection as a source of learning. Besides that will be studied, how students of SMK Negeri 3 Tanjung Pandan utilize the Belitung Regency Government Museum as a source of learning and the obstacles encountered in utilizing the Belitung Regency Government Museum as a source study history.

## ***Method Research***

This type of research used by researchers is a qualitative descriptive research. Descriptive research method is a research method that describes or describes the current state of the research object based on visible facts or as they are (Nawawi, 2005). Data collection techniques using observation, interviews, and observation of documents. The data that has been collected is then analyzed in several stages, namely data collection, data reduction, data presentation, and verification and drawing conclusions.

## ***Results and Discussion***

### **A. History of the Establishment of the Museum**

The Belitung Regency Government Museum is located at Jalan Melati No. 41A Tanjung Pandan, Belitung Regency. This museum is still located in Tanjungpandan City and only approximately 300 M from the center of Tanjungpandan City. The Belitung Regency Government Museum is a public museum that collects various historical heritage objects, most of which are found in Belitung Regency and originate from prehistoric times to the present. Several historical relics become excellent collections. Collections are the "spirit" of a museum.

The Belitung Regency Government Museum, also known as the Tanjungpandan Museum, was established based on an Order from the Minister of Mining of the Republic of Indonesia in 1959, which at that time was held by Dr. Chaerul Saleh. The warrants were addressed to tin mining companies in Belitung, Bangka and Singkep which required the establishment of a museum for each of these tin mining companies.

After being established in 1962, the museum has experienced quite good development. However, along with the development of PT Timah in Belitung, this geology museum was then granted to the Level II Regional Government of Belitung Regency. On Wednesday, June 15 1994, the official report number: 013/BA-0000/94-B1 was signed, regarding the donation of the Geological Museum owned by PT Tambang Timah to the District Government of Belitung Regency. The grantors at that time were Erry Riyana Hardjapamekas (Principal Director of PT Tambang Timah) and H. Oerip TP. Alam (Regent Head of Level II Region of Belitung Regency). Then the District Head of the Belitung Level II Region in a decree number: 00237/SK/XI/1994, appointed the Tourism Office of the Belitung Regency Level II Region as the person in charge of managing the Belitung Level II Regional Government Museum (Ex PT Timah Belitung Geological Museum). A year after the grant, the Regent Head of the Belitung Level II Region issued a decree number: 0995/SK/DINPAR/1995 which changed the name of the Geological Museum of PT Timah Belitung to the Museum of the Belitung Regency Level II Regional Government and designated the museum as a tourist and recreational object in Level II Region of Belitung (Belitung Regency Government Museum Collection Book, 2009).

The Belitung Regency Government Museum has a vision and mission. The vision and mission are as follows:

1. Vision: To make the Belitung Regency Government Museum an information center for civilization, science, recreation, and the preservation of Belitung's cultural values in the past until now as the nation's glue.
2. Mission:
  - a. Improving human resources for museum management.
  - b. Fostering public appreciation of museums and local cultural treasures.
  - c. Making the Belitung Regency Government Museum an educational and recreational tourist destination.

## **B. Collections at the Belitung Regency Government Museum**

The collections at the Belitung Regency Government Museum consist of various collections based on their categories, including collections of geology, collections of biology, ethnography, foreign ceramics, numismatics, and heraldry as well as historical relics. Most of these collections come from discoveries on the island of Belitung and grants from PT Timah Belitung and the community, which are then exhibited in each collection room at the museum. The number of collections owned by the Belitung Regency Government Museum amounts to approximately 3,000 collections. This collection consists of collections exhibited in rooms A1, A2, A3, A4, A5, A6, and A7 in the museum. All collections in this museum have not been fully recorded and there are still many collections that have not been exhibited and are still stored in the collection warehouse.

Each collection contained in the Belitung Regency Government Museum has historical values and each of these collections is related to historical subject matter including prehistoric material, the spice route in Indonesia, the Islamic period in Indonesia, the colonialism period until the independence period in Indonesia, especially in Belitung. All of these collections are related to local history in Belitung, so that these collections can be studied as history subject matter, which is adapted to the Learning Objectives Flow (Syllabus) in the Merdeka Curriculum.

"In the 2022/2023 academic year, we at SMK Negeri 3 Tanjungpandan, especially Class X, have implemented the Merdeka Curriculum. Whereas Classes XI and XII still use the 2013 Curriculum. Teachers and students are given more space to be creative, innovate, and decide on learning priorities (essential material). Education units and teachers are given the authority to develop the Independent Curriculum according to the needs of each school. For our school, the results of this curriculum development can be seen in the Operational Curriculum of SMK Negeri 3 Tanjungpandan which is contained in Document One." (Interview with Ms. Hermila, S. Pd, December 19, 2022).

## **C. Relevance Museum and Material Learning**

Subjects in the Merdeka Curriculum have also experienced development from the previous 2013 Curriculum. For example, the term Syllabus has now changed to Learning Objective Flow (ATP). Whereas the term Basic Competence has now changed to Learning Outcomes, where for the SMA/SMK level it consists of two phases, namely Phase E and Phase F, each of which phase has two elements in the form of Understanding Historical Concepts and Historical Process Skills (Ayundasari, 2022). In class X Phase E, students are required to understand the introductory concept of history, analyze and evaluate historical events from the ancestral period and the spice route to the Islamic period, and be able to use primary and secondary sources in conducting historical research, one of which can be done by utilizing museums in learning history.

Through the Independent Curriculum, history learning can be developed towards local historical content which aims to provide student learning experiences. This of course greatly supports the process of utilizing historical objects in the surrounding environment as a learning resource. The importance of

studying local history around schools as an innovation in learning history. There are several positive aspects that are owned by learning local history, both educational, psychological, and historical in nature. The special advantage of studying local history compared to conventional history is the ability to bring students to real situations in their environment. So, learning through local history seems to be able to break through the boundaries between the school world and the real world. Students can observe directly the objects they study.

"We have never limited that learning must always be in the classroom, especially with the implementation of the Independent Curriculum. We have a library for study, besides that if the material is in accordance with the Belitung Regency Government Museum, students may also go there. Learning doesn't have to be in the classroom. Precisely by directly visiting the museum it will be easier for them to understand the material, not just making assumptions from books. (Interview with Mr. Abdul Albar, S.Pd, December 19, 2022).

The scope of material from history subjects based on the Learning Objectives Flow (Syllabus) in Learning Outcomes at the end of Phase E in the Independent Curriculum when adjusted to the collections contained in the Belitung Regency Government Museum is as follows:

## 1. Spice Route in Indonesia

The Bangka Belitung spice route is a historical legacy of Indonesia as part of the archipelago's maritime vortex in the past. The Bangka Belitung Islands are one of the links between various islands in the western hemisphere of the archipelago for Indonesian traders and traders from other nations in trading spices and other commodities in the archipelago. Since the beginning of our era, perhaps even long before, the archipelago with its natural wealth has attracted the attention of other nations. Other nations that came to the archipelago included Arabs, Persians, Indians, Chinese and Europeans. They come to look for commodities that are popular and can be found in the archipelago, namely spices (Muhammad Fauzi, 2021).

These traders from other nations also came to the archipelago with ships full of products from their countries of origin to trade with spices. They not only traded with the people of the Archipelago but also traded with other nations, so that the Archipelago region became a bustling trading area. During their voyages in Indonesian waters, merchant ships often face the danger of running aground on rocks, and sometimes being hit by tropical storms. As a busy water area, of course many ships have sunk with their cargo in the waters of Belitung Island.

The strategic geographical location of Belitung Island has made this island a busy shipping route passed by traders from other nations in ancient times. This can be seen from the underwater archaeological data in the waters of Belitung Island, in the form of a shipwreck on the seabed of Belitung Island. Several shipwrecks in the waters of Belitung Island include the Belitung Wreck from the 8th-9th Century at the Batu Itam Site, the Tek Sing Ship Site from the 18th Century, and the Karang Kijang Site from the 18th-19th Century. At this site there are scattered ceramics but the ship was not found intact (Sofian, 2011).

The existence of evidence of the shipwreck confirms that the waters of Belitung Island have been busy as a trade route since the 8th century. Commodity items found in underwater archaeological sites in Belitung Island waters fall into the category of international commodities, finds in the form of ceramics as an example. From archaeological analysis, ceramics are artifacts that have characteristics of the origin of manufacture. Identification of ceramics correlates with other findings such as shipwrecks transporting these commodities, which are contemporaneous collections and contain very high data value information (Harkatiningsih, 2010).

Not all shipwrecks and objects in them can be lifted. Several objects originating from sunken ships or better known as BMKT (Sinking Ship Loading Objects) in the waters of Belitung Island, are stored in the Belitung Regency Government Museum. The collections of objects from the cargo of the sunken ship include peeing tools and ancient ceramics from China with various shapes, sizes and ornaments. Some date from the Tang Dynasty (618-907), Sung Dynasty (960-1279), Ming Dynasty (1368-1644), and Yuan Dynasty (1279-1368).

The collection of ancient ceramics from China stored in the Belitung Government Museum are: Tang Dynasty Porcelain Bowls, Sung Dynasty Clay Bowls, Tang Dynasty Clay Bowls, Ming Dynasty Clay Bowls, Tek Sing Cargo Porcelain Bowls, Tek Sing Cargo Clay Bowls Tek Sing Cargo Porcelain Saucer, Tek Sing Cargo Porcelain Saucer, Tek Sing Cargo Porcelain Dish, Tek Sing Cargo Clay Jar, Medium Jar, Small Jug, Clay Jar, Clay Furnace, Yuan Dynasty Clay Jar, and Vases Small Clay.

This collection, if related to the Learning Objective Flow (ATP), is found in the history subject matter for Class X, in the Learning Outcomes at the end of Phase E: "Through literacy, discussion, direct visits to historic sites, and collaborative project-based research students are able to analyze and evaluate various historical events that occurred in Indonesia include the concept of the spice route in Indonesia.

Collections at this time which are stored in the Belitung Regency Government Museum in the form of peeing tools and ancient ceramics from China, are indirectly proof that the waters of Belitung Island are part of the spice route in Indonesia.

## 2. Islamic Empire in Indonesia with a Maritime and Agrarian Pattern

At the time of the Islamic empire in Indonesia, which had a maritime and agricultural pattern, there were collections related to local history on the island of Belitung. Collections at this time were found in the two kingdoms that once existed on the island of Belitung, namely the Balok kingdom and the Belantu kingdom.

The first Islamic kingdom that ever stood on Belitung Island was the Balok Kingdom. The first king of the Balok kingdom was Kiai Agus Mas'ud/Kiai Agus Gedeh Ja'kub who had the title Depati Cakraningrat I (1618-1661). The name of the Balok kingdom is so legendary among the people of Belitung Island. The Balok Kingdom has existed on the island of Belitung since the 17th century. The initial period refers to the period 1618-1661. The location of his kingdom was around the Balok river, which is now included in the administrative area of Balok Village, Dendang District, East Belitung Regency. The determination of the Balok river as the center of the kingdom was not without a strong rationale. Because the location provides a number of advantages for the kingdom. The location of the Balok river which is in a bay makes activities to the royal port protected from the effects of the fierce west monsoon. This location also made the Balok Kingdom appear to be facing directly with the island of Java, especially the city of Batavia. The Balok River is also on the center line of Belitung Island, making it easier for the process of collecting products from various places on Belitung Island.

The second Islamic kingdom that once stood on the island of Belitung was the Belantu kingdom. The Belantu kingdom was founded by Datuk Ahmad with the title Datuk Mempawah, and ruled the Belantu kingdom from 1705 to 1741. When it was first established, the center of the Belantu kingdom was at the foot of Mount Luday with its territory which was then called Beluntu. In its development, the Belantu kingdom later became the Ngabehi region of the Balok kingdom where its descendants received the title Kiai Agus (KA). During the reign of KA Deraip (1851-1870), the center of government for the Belantu kingdom was moved from the foot of Mount Luday to the Panggang area, Belitung Regency (Syahbuddin Salim, 1983: 17).

From these two kingdoms there are some relics stored in the Government Museum of Belitung Regency. As for the relics from the two kingdoms, for the relics from the Balok kingdom in the form of: Javanese Keris Luk 5th Century 19th; 19th Century Malay Sword; 19th Century Saber Sword; 19th Century Kampilan Sword; 19th Century Malacca Stick; Stamp Depati Cakradiningrat; 19th Century Wooden Stick; 19th Century Shillelagh Stick; and Batu Bata from the Balok site. As for the relics of Ngabehi Belantu consists of: Keris Malay Luk 7 19th Century; Keris Sepukal Malay 19th Century; Malay Keris Luk 9 19th Century; Keris Jalak Tilam Sari 19th Century; Parang Kuting 19th Century; Badik Siwar Palembang 16th Century; 19th Century Podang; 19th Century Maritime Dagger; 19th Century Cannon Miniatures; and a summary copy of the origin and descendants of the kings of the Kingdom of Belantu.

This collection, if related to the Learning Objective Flow (ATP), is found in the history subject matter for Class X, in the Learning Outcomes at the end of Phase E: "Through literacy, discussion, direct visits to historic sites, and collaborative project-based research students are able to analyze and evaluate various historical events that occurred in Indonesia including the Islamic empire in Indonesia.

## **Conclusion**

Based on the results of the research related to the title that the researchers took, namely the Utilization of the Belitung Regency Government Museum as a Source and Media for Learning History at SMK Negeri 3 Tanjungpandan, Belitung Regency, the conclusions were obtained that The collections in the Belitung Regency Government Museum are related to historical subject matter, including material from the prehistoric period, the spice route in Indonesia, the Islamic period, the Colonialism period until the Independence period. Every collection at this time can be used as a source and learning media, but must be adapted to the History Learning Objectives Flow (ATP). The use of museums as sources and media for learning history has been carried out by SMK Negeri 3 Tanjungpandan. In utilizing the Belitung Regency Government Museum, the teacher first looks at the Learning Outcomes (CP) which are adapted to the learning material contained in the Learning Objectives Flow (ATP), creates Teaching Modules, determines the methods used, gives introductory material, assigns assignments, brings students visit the museum, and do an evaluation.

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Regulation of the Minister of National Education Number 22 of 2006 concerning Content Standards for Elementary and Secondary Education Units.

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