



Perceptions of the existence of museums for vocational students in understanding history learning objectives

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ARTICLE INFO

Article History

Received 7 June, 2023;
Revised September 22,
2023;
Accepted September
25, 2023

Keywords

Learning history;
Museum;
Students

ABSTRACT

Museums have historical collections, so it is appropriate to use museums as a source of learning media in learning history. In the learning process, the purpose of learning history is to shape the character of the nation, where this character must grow at all levels of education, both elementary, junior high, high school, and vocational school, as a provision for students to make them the next generation of the nation with good character. This study aims to analyze the perceptions of SMK As-Salam students toward the existence of museums to understand the purpose of learning history. The research method used in this research is the descriptive qualitative research method. The data collection techniques used are observation, documentation, and interviews. The results showed that all students, especially vocational students, need to learn history through museums to understand historical learning by directly seeing the relics of history. Hopefully, this research can be useful for further literature on history lessons in vocational schools.

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INTRODUCTION

The development of the times significantly impacts aspects of life, both positive and negative changes. Information and communication flow develop and spread massively to fulfill human needs. Dependence on technology, information, and communication creates a moral and character crisis for generations and poses a serious threat to the sustainability of a country. Globalization, by definition, is the unification of the world community to facilitate interactions that are not limited by space and time. According to Waters in Nurhaidah and Musa (2015), globalization has made geographical and socio-cultural restrictions unimportant in individual consciousness.

Foreign influences that include culture, politics, and economics more easily enter the scope of Indonesian society. This is a fundamental and widespread symptom of globalisation's creating massive socio-cultural changes. There is a contact between new and old cultures that influence each other to dominate. Thus, cultural contact affects the surface structure, namely the attitudes and behavior of individuals in everyday life, and the deep structure that affects moral values and outlook on life (Suwardani, 2015). The existence of museums is vital for the current generation to learn the history of the past to be useful for present and future life. According to Ki Hajar Dewantara, learning does not only focus on the classroom. He emphasized that learning needs to collaborate with the outside world and become an attitude of universal unity (Prasetyo et al., 2021).

Current 21st-century skills that need to be emphasized for students include critical thinking, connecting knowledge with the real world, mastering technology and informatics, and developing a competitive character in a global society (Imam et al., 2023; Oluwagbohunmi & Alonge, 2023; Zhou, 2023). These skills are essential for students to thrive in a rapidly changing world and to prepare for

the workforce and lifelong learning (Özçelik & Uka, 2023). The Partnership for 21st Century Skills has identified cognitive, intrapersonal, and interpersonal competency domains that encompass these skills, including cognitive processes and strategies, creativity, teamwork and collaboration, and leadership (Herlina et al., 2023). The education system must evolve to incorporate these skills into the curriculum effectively. Teachers play an important role in developing these skills in students, but they may need additional training or workshops to understand and implement 21st-century skills in their teaching practices fully. By prioritizing these skills, students will be better equipped to navigate the complexities of the modern world and succeed academically and professionally.

Museums are non-profit institutions or places that are open to the public and function to preserve historical objects and serve the public to obtain information on cultural and historical heritage both for research and recreation. The main purpose of establishing a museum is to preserve cultural heritage that the community can utilize in various aspects. In other words, the museum was established to preserve the country's cultural products. Through museum collection objects, both physical and non-physical collections, the public can get to know the nation's historical journey so that the community sees and feels.

According to Yusuf et al. (2018), the existence of a museum can provide a direct experience effect on visitors regarding cultural and historical insights, be it local, national, or world history. The existence of museums in Indonesia must be connected to the Bataviasch Genootschap van Kusten de Wattenschappen on 24 April 1778 (Rakhim & Witasari, 2021). Bataviasch Genootschap van Kusten de Wattenschappen is an institution that is currently the forerunner of the national museum. Attention to the development of museums must be managed properly because Indonesia is a multicultural country, and the collective experience of society is so long that the existence of museums is closely related to collecting, which aims to reflect and know the collective memory of a nation (Asmara, 2019).

Museums are places expected to introduce the nation's identity; museums are places that can be utilized in the learning process, both learning history and other subjects. According to Jarolimek and Parker in Eviatari et al. (2021), museum utilization can be optimal if participants have previously explored ideas or ideas carried out in the classroom based on the material discussed. Museums are very useful in the field of education, especially those that are currently of concern.

Museums provide information by directly seeing relics to interpret the values contained in the collection objects (Oktaviani, 2020). Therefore, it is appropriate to use the museum as a source and learning media in the student learning process. In the learning process, the goal of learning history is to form a national character where this character must grow at all levels of education, both elementary, junior high, high school, and vocational school, as the nation's next generation. Educators in teaching history need to use learning resources based on the material and curriculum. Usually, education in teaching learning resources comes from books. The nature of learning resources is not only through books but also obtained from mock-ups, banks, museums, zoos, and others (Febrianti & Suryati, 2022).

Museum utilization in history learning is very important to shape the character of the nation's generation since the COVID-19 pandemic, which resulted in a loss of learning. According to Li et al. (2020), the result of this loss of learning phenomenon is that students cannot receive information and lose maximum skills and creativity. Steps to restore the memory of knowledge left behind during the COVID-19 pandemic: Museums are an effective alternative to returning to the House of History. Historical awareness for the nation's generation is very important if it can be implemented properly in life and is closely related to character building. According to Bryan and Krug in Amiruddin (2017), studying history has several benefits, including gaining knowledge of historical facts, understanding events and figures, being able to criticize historical works, understanding historical research techniques, and learning to write history. History lessons can influence the development of the nation's character perspective. Studying history means describing the collective mind of an event and society, which is one of the nation's personality-building processes (Boty et al., 2023).

SMK Assalam, a school in the Depok area, is a vocational school for Computer Network Engineering and Multimedia. However, overall, SMK Assalam, in shaping the character of students who love their nation and country, needs help in learning history in the learning process in all subjects integrating historical values. Some vocational assignments, such as photography, are carried out by

utilizing museums or historical places for taking photo objects. This is done so that students also understand the values contained in history in their vocational learning. This interests researchers to understand further how students understand the objectives in learning history contained in the museum as a place they use in several vocational subjects.

Previous research related to this study includes research conducted by [Yusuf et al. \(2018\)](#). The findings and results of this study are that teachers can utilize museums with historical collections as historical sources. The efforts of teachers who have visited the museum as a learning process. Learning that has been well-designed needs to be evaluated. Another study conducted by [Asmara \(2019\)](#) concluded that museums are needed in education, both for basic and higher education. Another study by [Evistasari et al. \(2021\)](#) stated that museums can motivate and facilitate students in learning history. This can be implemented by SMAN 5 Depok, which has used the museum as a learning resource.

This study analyses the perception of using museums to learn history among vocational students. History lessons only have a few hours, like in high school, so history lessons are only obtained in class X. Even so, history teachers in SMK are still expected to instill national values with the objectives of history learning to form the next generation ready to enter the world of work and still have a spirit of usefulness for the nation. This research is expected to change students' perspectives that history lessons are lessons that they memorize. Anyone should learn history lessons, no matter the student's major. For principals and teachers, this research can provide useful values for advancing education by creating programs that support success in history lessons and interesting methods in the school learning process.

Based on this background, researchers researched museum perspectives for vocational students. This is an element of novelty because, during the SMK period, more emphasis is placed on subjects based on majors that are prepared for the ability to work. This research aims to find out and analyze the perspectives of vocational students towards museums, which is useful for facilitating the history learning process. So, researchers are interested in researching related museum perspectives for vocational students.

METHOD

This type of research is descriptive qualitative research, aiming for researchers to get an in-depth description or picture. This qualitative approach is an inductive approach, a reasoning process that follows the opposite path, and observation becomes the basis for formulating theories, hypotheses, and interpretations. Qualitative researchers let the data speak for them and avoid studies of various preconceptions ([Putra, 2012](#)). This research was conducted previously by making observations first on 11 January 2023. After making observations as a first step, researchers collected data through interviews and filled out questionnaires to obtain data related to the museum's perspective. The research was conducted at SMK Assalam, Depok, West Java. The research subjects included the principal, history teacher, and class X students majoring in DKV and TKJ.

The qualitative research conducted in this research includes a type of phenomenology on the grounds that this qualitative research is by several characteristics. According to Bogdan & Biklen in [Sugiyono \(2016\)](#), phenomenological research includes (1) Not just examining visible social facts but intending to reveal the meaning behind these social facts, both in the form of interactions and certain situations; (2) emphasis on the subjective behavior of the subject under study; (3) there are several ways to interpret the experience of each individual as well as the experience of interactions between one person and another; and (4) reveal the meaning of the reality of people's experiences and their consequences in the social life scene. In this study, researchers closely investigated a program, event, process activity, or group of individuals. Cases are limited by time and activity, and researchers collect complete information using various data collection procedures based on a predetermined time ([Moleong, 2014](#)).

RESULTS AND DISCUSSION

Ontology of Museums

Museums are places that collect various relics that have historical and cultural value. The word museum comes from the word mission, which means Kui for nine muse goddesses, children of the god Zeus who have the task of entertaining. In Ancient Greece, several figures such as Plato and Pythagoras used the mission as a place of investigation and philosophy education, which at that time gave birth to several philosophical figures the mission at that time was a place to devote themselves to the nine Muse Goddesses. According to Government Regulation No.66 of 2015, a museum is an institution that serves and functions as a place to protect, utilize collections, and provide information to the public. The International Council of Museums (ICOM) states that the definition of a museum is a permanent institution, not-for-profit, that serves the community, is open to the public and cares for historical and cultural heritage for educational studies.

Museums are divided into several different types to categorize the museum's content. The Directorate of Museums classifies the types of museums based on their position, including national, regional, and local (Tjahjopurnomo, 2011). National museums contain objects and relics of human life from all regions. Regional museums consist of collections related to human material originating from the province. Local museums collect human life relics in the area or city where the collection is found.

The development of museums in Indonesia must be connected to the birth of the Bataviasch Genootschap van Kusten de Wattenschappen on April 17, 1778. This institution is the forerunner of the birth of the current national museum, located near the National Monument (MONAS) in Jakarta (Rakhim & Witasari, 2021). The development of museums in Indonesia is massive in several regions because Indonesia has such a large historical footprint, so it is necessary to establish a museum to store historical documents. According to Respondent I, as a history teacher at SMK As-Salam, the museum today is not only a building that is useful for recreation but as a learning resource, especially history in the current era of globalization, which requires moral values from past events, and is useful for present and future life.

Museums have a vital role in providing information and education to the general public about history and culture that cannot be separated in the lives of Indonesian people. Museums that collect historical objects can provide an understanding of the history of society (Okumuş, 2021). According to Kuntowijoyo (2013), history is the science of something that has social meaning. Historical events cannot happen again in the future. However, history can take values and experiences that can be used in current and future life. This is in line with Gottschalk, who stated that historical awareness is a process of understanding past events that aims to plan and determine the attitude of life in the historical circle.

The concept of historical awareness, as a process of understanding the past to shape future attitudes and actions, is explored in various contexts. Tashadi et al. (1986) investigated historical awareness among students and the general public, emphasizing the importance of understanding the past and its impact on the present and future. This is further supported by Cabu and Fika (2021), who highlights the role of education in promoting healthy behaviors and preventing the spread of diseases, such as COVID-19, by building awareness. Similarly, Yani et al. (2022) underlined the role of character education in shaping students' attitudes and behaviors, with a focus on mathematics subjects. Collectively, these studies underline the importance of historical awareness in shaping individual and collective actions.

The role of museums in preserving Indonesian culture is a challenge in itself to introduce and inform multiculturalism in Indonesia. For example, the Indonesian culture that reflects the nature of mutual cooperation has faded and been abandoned by the nation's generation due to the unavoidable development of the globalizatio, soo today's generation tends to have an individual attitude. Such a situation follows the views of a sociologist, Emile Durkheim, who stated that in society, there are two types of solidarity, namely mechanical solidarity, which means an attitude of togetherness based on kinship, and organic solidarity, which means an attitude of togetherness based on interests (Hanifah, 2019).

Implementation of History Learning at SMK As-Salam

Learning history is actually useful for all students at the education level, and there are no restrictions on learning history. Students should be obliged to study history because history is a fundamental thing in education and useful for emulating events and figures as role models in the present and future. Vocational secondary education is an education that emphasizes direct practice to hone students' skills. Other things such as attitude, spirituality, and knowledge are important to compete with the global community. History lessons play an important role in shaping the character of all students at every level of education. According to Hasan (2012), history is a bank of examples in which there are various events of the past, and this is a lesson for the present to solve a problem that is almost similar to past events. History teachers also have an important role for the current generation in conveying knowledge about history. More than that, teachers can help develop students' potential to be aware of their nation's and country's history (Miguel-Revilla et al., 2022).

The curriculum used at SMK As Salam currently uses the independent curriculum in class X and the 2013 curriculum in classes XI and XII. The implementation of the Independent Curriculum is an intracurricular curriculum that emphasizes student learning. The independent curriculum allows students to choose appropriate methods to support skills, creativity, and critical thinking. The independent curriculum is designed to have flexible characteristics, competency, and character development (Anggraeni & Soepriyanti, 2023). According to the history teacher of SMK As Salam, Mrs. I stated that learning history is currently important to reflect students to become an example of moral values from past historical events. During the history learning process at SMK As Salam, mind mapping and presentation methods that aim to develop creativity and cognition simultaneously following the guidelines of the independent curriculum were used.

Then, there is a new paradigm due to the transition of the independent curriculum in history learning. Namely, there are history lessons in classes X, XI, and XII, which previously, in the implementation of the 2013 curriculum, history lessons were only available in class X at SMK. So that history lessons in the independent curriculum are structured systematically and seem manageable like the previous 2013 curriculum. According to one of the students of class X DKV 2 RR, learning history at SMK As Salam applies fun learning methods such as video viewing, group division, presentations, and evaluation of assessments through LKS books. Then, according to ER, a student of class X TKJ 2 stated that learning history at SMK As-Salam is fun and student-centered, and there is a learning method for making historical vlogs.

Museum Utilisation Paradigm for History Learning at SMK As-Salam

A vocational high school is a school that focuses on certain skills that make graduates ready to work, especially in the industrial sector. Vocational high school is at an educational level equivalent to senior high school. The subjects taught by vocational high school students are more directed towards hands-on practice. Although the subjects taught lead to direct practice, lessons such as history should not simply be forgotten and abandoned. History lessons in vocational high schools, one of which is at SMK As Salam, could be more interesting, and there are also differences in class hours with high schools. This is a challenge for history teachers to conduct appropriate and effective methods to achieve history learning objectives at the vocational secondary level. According to Susilo and Isbandiyah (2019), the role of history teachers is very important for the success of a learning process that focuses on student progress. History teachers must be able to interpret long historical events into simple ones.

History learning can be packaged interestingly, such as assignments to visit museums or make museum vlog videos. Museums are currently less attractive to the current generation. This is due to the impact of globalization, resulting in the fading of the characteristics of the nation and state. The current generation only wants to visit the museum if it has photo spots that can be uploaded to their respective social media without focusing on the museum's contents, which have historical value and important information. According to Supradono (2018), there is currently a paradigm from collections to visitors, so museum managers must focus on visitors' needs and coordinate with each other to provide access and facilities needed by visitors. History teachers must be creative to explore and obtain historical sources structurally designed to be delivered in the classroom (Wasiso, 2021).

Museums are one of the sources of history it is fun to visit museums and obtain the information you want (Prasetyo et al., 2021).

Currently, many think museums are only used to store historical objects. Museums can be utilized as an effective source of learning history for students to find historical information, local history, national history, or world history (Yusuf et al., 2018). Based on an interview with the history teacher of SMK, As-Salam IS stated that the museum can be used as an effective and solutive history learning besides in the classroom. SMK As-Salam previously had a program to visit the museum before the COVID-19 pandemic. Museums have an important role in the era of globalization as monuments of the past that need to be understood and studied to maintain the nation's collective memory, aiming to emulate the moral values of events, figures, and others useful for present and future life. According to FR, students of class X TKJ 2 stated that the museum is currently important, especially for storing historical objects to be seen by current and future generations, and also, historical objects in the museum become a direct viewing experience that cannot be done in the classroom.

CONCLUSION

History is one of the fundamental lessons in education, especially in Indonesia, which has a long historical track record and needs to be understood and known by the generation to take moral values from history. Vocational secondary education focusing more on direct practice should stay in history lessons that can shape the character of the current generation that has begun to fade due to globalization. Museums are one of the sources of history that can be utilized as exciting and effective history learning by visiting and gaining valuable experiences that cannot be obtained in school classrooms. Vocational High School (SMK) students should not only focus on things that lead to practice but also strengthen the character of students; it is necessary to study the history of the nation, which can improve the morals and collective experience of a nation that can be implemented in present and future life. Based on the results of this study, it is hoped that further research can deepen research related to historical material taught in high schools and vocational schools.

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