



## Utilization of the Song Terus Museum as a Learning Resource in Indonesia

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### ABSTRACT

This study aims to describe using the Song Terus Museum as a learning resource for history education students of STKIP PGRI Pacitan. This study is described using qualitative methods. The research location is at the Song Terus Pacitan Museum and STKIP PGRI Pacitan. The study subjects were lecturers of History Education, students of the History Education study program, and the person in charge of the Song Terus Pacitan Museum. Data sources come from primary data sources and secondary data sources. Data collection techniques and instruments used are observation, interviews, and documentation. In this study, researchers used modern data analysis techniques Miles and Huberman. The results of this study show that almost all collections of the Song Terus Museum can be used as learning resources. After all, the collections include cultural products from prehistoric to modern. In general, the use of the Song Terus Museum as a learning resource by conducting visits to make observations according to the tasks given, the effectiveness of learning before and after the use of the Song Terus Museum as a learning resource can be seen from the differences in the level of understanding, interest, and motivation of students towards history subject matter, and the obstacles faced by lecturers and students in utilizing the Song Terus Museum as a source of learning history is the place, because the distance between the campus and the museum is quite far.

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## INTRODUCTION

Education is an important thing in human life. Education acts as a driving force that advances a civilization. Mahbub (Havlicek, 2023) argues that education can make life better. There are many benefits of education for human life, especially for the younger generation today. The younger generation can improve and understand existing knowledge more deeply with education. Education can also create superior and quality successors to the nation's generation (Suriadi et al., 2021).

One of the factors that can support the quality of education is quality learning resources. Learning resources can be utilized to run learning activities as efficiently as possible. In the world of education, learning resources play a very important role. Learning resources can support students in understanding the material being studied, make students who initially did not know to know, and can help students distinguish between good and bad. (Muslimin et al., 2019) explains that in higher education, a lecturer's skills significantly influence learning outcomes, and this is the most influential factor in the learning process because it can overcome student boredom in learning so that a fun learning process is created.

One way is utilizing all learning resources, media, and appropriate learning strategies. Learning resources play an important role in supporting learning activities carried out in the classroom. Learning resources have several main functions, including increasing student productivity, helping lecturers utilise learning time, and reducing the burden on lecturers in explaining lessons. For learning objectives to be achieved as well as possible, lecturers must act creatively in implementing appropriate learning strategies so that students

will be more enthusiastic in participating in history learning activities (Fahmi et al., 2014; Joshi et al., 2025; Lau et al., 2018).

In this case, lecturers are important in creating innovative and enjoyable learning. One way that can be done is by utilizing museums as learning resources. Museums function as places to store historical objects and can be engaging and interactive learning resources. By visiting museums, students can learn directly from historical objects and experience more meaningful learning experiences.

However, the use of museums as learning resources is still not optimal. Many lecturers are still fixated on lecture methods and textbooks as the main learning resources (Brouhier et al., 2023; Fialkowski et al., 2020; Lau et al., 2018). This causes students to become passive and less enthusiastic about learning history. Therefore, there needs to be an effort to increase the use of museums as a source of learning. One strategy that can be done is to change the learning atmosphere and use interesting places to learn history.

The Song Terus Museum, located in Wareng Village, Punung District, and Pacitan Regency, is one of the learning facilities that can be used as a source of learning history. The Song Terus Museum has not been used optimally as a learning resource. Lecturers pay little attention to the potential of the Song Terus Museum as a source of learning history. Most history learning still uses textbooks, and the materials and learning tools offered are not yet relevant to students' learning environment (Marquez et al., 2023; Zhao et al., 2023). The lack of social and emotional relationships between students and the materials presented causes them to lack real learning experiences. In fact, in Pacitan Regency several historical sites can be used as sources of learning history. Especially the Song Terus Museum, because using the Song Terus Museum will facilitate the delivery of real information. So far, only the tourism industry has utilized the Song Terus Museum as a historical attraction in Pacitan Regency. Many people visit the Song Terus Museum area in Pacitan Regency to see relics from the prehistoric period.

## METHOD

The problems and focus of the research in this study are described using qualitative methods. Qualitative methods are a way to obtain descriptive data through words and images from social research. This is following what Lexy J. Moleong said about how qualitative research intends to understand the phenomenon of what is experienced by the research subject, for example behavior, perception, motivation, actions holistically and descriptively in the form of words and language, in a specific natural context and by utilizing various natural methods (Moleong, 2016). In this study, the data collection techniques and instruments used were observed to determine the conditions in the field regarding the Song Terus Museum collection. The author interviewed one of the Song Terus Museum officers.

## RESULT AND DISCUSSION

*Historical Collections at the Song Terus Pacitan Museum and the Relationship between the Collections at the Song Terus Museum and the Material in the History Education Course at STKIP PGRI Pacitan.*

Museums from an educational perspective can be said to be institutions that provide academic services to visitors to advance the nation's education and civilization. Law No. 20 of 2003 explains that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual, religious strength, self-control, personality, intelligence, noble morals and skills needed by themselves, society, nation and state. This is in line with what is contained in the literature review written by (Bernini & Galli, 2023; Huang et al., 2017; Zhang, 2023) that the existence of museums has several functions and benefits, namely as an educational medium, finding new ideas, and a place of recreation.

It is clear from the description of the National Education System Law that the museum is one of them, to develop the potential of students to broaden their horizons and knowledge independently and creatively. In today's development, the Song Terus Museum has begun to be visited by the public for educational purposes. This is evidenced by the increasing number of student visitors daily. Several schools have planned to make official visits to the Song Terus Museum, which are used as part of their curriculum. Therefore, with conditions like this, the management of the Song Terus Museum provides the best service for students, one of which is the availability of a special room for the formal learning process. So that students who visit are not only limited to enjoying the collection of objects but can also share, have class discussions, or engage in other learning activities in the room. Therefore, with conditions like this, the management of Murserurm Song Terrurs provides the best service for students, one of which is the availability of a course room for formal learning processes. So that students who are not limited to enjoying various collections can now share, discuss classes, and complete other learning activities in the room.

Therefore, the museum is currently managed by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia. Meanwhile, the official inauguration and opening were only carried out on October 12, 2022, which coincided with National Museum Day. The inauguration ceremony was held with the inauguration of two other national museums, the Indonesian Batik Museum and the Semedo Site Museum. The Song Terus Museum is a museum of a special type that stores, exhibits, and provides information on collections of prehistoric human culture in the Gunung Sewu area. So that this museum is equipped with various devices for places and collections of prehistoric objects. In addition, it is equipped with other facilities to support the museum, such as workshops, laboratories, and so on. This is in line with what is contained in the literature review written by (Sriwahyuni & Indraswara, 2022) that the National Museum is a museum that stores national collections from various regions in a country. The Provincial Museum is a museum that stores collections from the area where the museum is located. The local Museum is a museum that stores a limited collection of objects on cultural heritage in the area. This is a form of government in preserving historical relics that can be used as learning media learning media, and other media.

Like any other institution, this museum is also well-organized and structured in terms of management. In addition, it also provides services to the public who visit with friendly and professional facilitators in their fields. In contrast, the vision that the Song Terus Museum has formulated is to become a world-class postmodern museum that preserves tangible and intangible heritage from the remains of prehistoric human culture and its supporters for the present and the future.

The role of successful utilization of existing museums: if the utilization rate is still low, then museum managers must immediately take a strategy to improve or manage museum patterns. Conducting socialization marketing, especially in the world of education, must be improved again. This is in line with what is contained in the literature review written by (Dong et al., 2020) that historical learning resources are everything that can be used to obtain information and knowledge about the past. Historical learning resource materials are very diverse, depending on the period, topic, or theme being studied. This is a special note regarding how important the role of museums is for the progress of national civilization. This will certainly train students to be more creative, innovative, and independent in the learning process. In addition, history teachers will also get additional knowledge and the creation of varied and enjoyable learning situations. Especially for the empowerment of the Song Terus Museum for academic interests in Higher Education, its development has also begun to appear significant.

The increase in the number of student visitors from day to day, both formal and non-formal, and both from basic education, has been visited, and the existing collection of objects has been seen. This is one of the varied lectures that utilizes existing learning media, especially for local history studies and prehistoric courses. These are some very relevant courses for the learning process at the Song Terus Museum, in which lecturers advise them to research various topics from various scientific backgrounds. The existence of the Song Terus Museum has positively impacted students in research activities. This is in line with the literature review written by (Pulist, 2018) that historical learning resources can be used to teach history at various levels, from elementary to higher education.

This is what the community, especially academics, expects from the availability of learning facilities and media to advance education and the nation's cultural civilization in accordance with the mandate of the 1945 Constitution. This is an opportunity for practitioners in the world of education to read and utilize existing facilities optimally. Therefore, the large number of history and culture researchers who came to conduct this research is proof that the Song Terus Museum is used as a means of education, both formal and non-formal.

Many studies have been successfully published as final assignments/thesis, research journals or textbooks. This is authentic evidence that the Song Terus Museum, although relatively new, has been used in the world of education very rapidly. The existence of the Song Terus Museum, in addition to being a means of educational media, is expected to be able to be one of the objects of historical cultural tourism. With such management, the collection of historical relics is expected to be able to attract tourists who want to witness the cultural results of prehistoric societies in ancient times, both local and foreign tourists in accordance with the mission that has been formulated.

Museum collections are an important part of a museum's identity and serve as a source of information and learning for the public. These collections reflect the cultural history and heritage of a region or nation and can provide insight into human life in the past and present. Museum collections refer to historical objects, artifacts or other objects of cultural, scientific or artistic value that are collected, maintained and exhibited by the museum. These collections can be ancient objects, such as fossils, artifacts, prehistoric or ancient manuscripts, or more modern objects, such as paintings, sculptures or technological objects. This is in line with what is contained in the book *Museum: Theory of History and Its Development* by Supardi which explains that museum collections are important assets that must be managed properly for preservation and education purposes.

Song Terus Museum as one of the museums in Pacitan Regency, has a diverse and valuable collection, including prehistoric, Hindu-Buddhist, Islamic, and Dutch Colonial relics. This collection reflects the long history and cultural richness of the region. The collection at the Song Terus Museum includes stone tools, pottery, and other objects from prehistoric times. In addition, there are also collections of Hindu-Buddhist relics, Islamic relics, and Dutch Colonial relics. These collections provide a comprehensive picture of the development of history and culture in Indonesia.

The collections at the Song Terus Museum have a clear connection to history courses, such as Indonesian prehistory, the history of the development of religion in Indonesia. Students can learn directly the form and function of historical objects that they previously only saw in textbooks. The use of museum collections as learning resources can increase students' motivation and interest in learning. By seeing and observing historical objects directly, students can experience a more meaningful learning experience. This is in line with research conducted by (Adams & Millar, 1982) which states that museums can be excellent places for evidence-based learning (Duursma et al., 2023; Zou et al., 2023). Museums provide opportunities for students to learn actively and engage directly with the past. Thus, students can more easily understand historical material and develop critical thinking skills. states that museums can be excellent places for evidence-based learning. Museums provide opportunities for students to learn actively and engage directly with the past. Thus, students can more easily understand historical material and develop critical thinking skills.

#### *Utilization of the Museum and the Song Museum Collection Continues as a Learning Resource*

History learning by utilizing museums as learning resources raises students' enthusiasm. This was also conveyed by (Kochar, 2008) that learning resources are a very important learning tool to expand concepts and arouse interest. Museums are used as sources for learning history. The museum used as a source for learning history is the Song Terus Museum. Based on the results of the history learning plan, students will conduct simple historical research at the museum. This is part of the history learning of the interest group for historical research material. This is in line with what is contained in the literature review written by (Romdani et al., 2016) that by visiting museums, students will find it easier to understand historical events in accordance with the chronological order. (Randa et al., 2020) explain that visiting museums will provide a unique experience for students so that students are more motivated to take history lessons.

In addition to being a place to store historical objects, museums also function as a place and source of learning for students. Museums as a source of learning can function well if students take the time to visit the museum and enjoy the exhibition collection and try to understand the values contained in the exhibition objects. By inviting students to visit the museum, there will be a transformation of the value of the nation's cultural heritage from the previous generation to the present generation. Students will understand the process of a nation's journey, the value of its wisdom from a visit to the museum.

Therefore, in utilizing the Song Terus Museum collection as a source of learning history, it must be adjusted to the competencies that have been developed in the indicators and the determination of its main material. The museum as a source of learning history that is adjusted so that the achievement of the learning objectives that have been designed is successful. To be able to utilize the museum as one of the sources of learning history by visiting the Song Terus Museum.

Therefore, in the learning process, the Song Terus Museum is used as a source. Before making a visit to the museum, the lecturer explained the definition, role and function for learning. The lecturer also explained that the museum can be used as a source of learning history and can be a source of inspiration for students. This is in line with what is found in the literature review that the existence of the museum can also be used to develop imagination. Through museum visits, students can clarify their imagination related to the history lessons they are taking. This is because the direct experience that is felt is more helpful for students, the direct experience that is felt can be more helpful for students in understanding the sequence of time that is in accordance with the flow of events (Purnamasari & Suryana, 2019).

In utilizing museums as learning resources, consider supporting factors to be included in the learning plan. This is an important part of field activities or the learning process. In preparing a learning plan, history hopes that what has been considered in preparing a learning plan, the process and results can be maximized. Learning planning is an important factor. For this reason, learning activities begin with preparing a learning implementation plan, preparing learning materials. This is in line with what is found in the literature review that each subject has different learning resources according to the needs of the subject, such as history learning. History learning has a wide scope of material so that it requires appropriate learning resources so that a lot of historical material can be conveyed to students. Learning resources have an important meaning in history learning. The importance of learning resources in history learning includes providing new knowledge that has not been obtained by students before, helping students in understanding historical material, making history more real, interesting, clear and as if alive, mining students' pleasure and interest in history learning, and helping students in developing learning materials (Bušljeta, 2013).



According to (Davis et al., 2018) explains that considering learning materials, how to teach them, and ensuring that students learn what is taught. The implementation of learning that is carried out in a planned manner by considering important aspects in learning such as learning materials and resources, methods/strategies, then learning objectives can be achieved. The purpose of utilizing these learning resources is to be able to appreciate that their ancestors had high artistic abilities, so that they were able to apply them in everyday life. In the basic competency of analyzing the early life of Indonesian society with indicators explaining the discovery of the results of ancient human culture.

Learning history using the Song Terus Museum or historical sites is to increase historical understanding, skills in utilizing sources, and awareness of the social and cultural environment in every change of era. This is in line with what is found in the literature review that learning resources can be objects, messages, people, places, or anything around students that can help students understand the learning material. The variety of historical learning tools that can be used in learning will further enrich historical content, so that history is no longer seen as a boring topic because it requires students to memorize details of previous events that are far from everyday life (Safi & Bau, 2021).

According to (Isjoni et al., 2017), studying history means seeing a real picture of the journey of human life in showing changes because of social, political, and cultural activities. Each student expressed that learning directly by visiting museums and/or directly observing historical sites was more effective and enjoyable. The reconstructed past not only adds to historical knowledge but can also introspect as a generation of the nation to see a better future.

#### *Differences in Learning Effectiveness Before and After Utilizing the Song Terus Museum as a Learning Resource*

Utilizing museums as learning resources has high effectiveness in increasing students' interest and understanding of history learning materials. This is because museums provide real and interactive learning experiences, so that students can directly feel the historical context being studied. Concrete and multisensory learning experiences in museums can stimulate students' curiosity, encourage them to be more active in the learning process, and strengthen their memory of the subject matter. This is in line with research conducted by (Oktaviani & Umasih, 2020) which shows that utilizing museums as learning resources can increase students' motivation and interest in learning history. In addition, the effectiveness of utilizing museums as learning resources is also supported by the opinion of (Delale-O'Connor et al., 2017) who stated that museums offer interesting and interactive learning opportunities, so that students can experience real learning experiences.

The effectiveness of learning before and after utilizing the Song Terus Museum as a learning resource can be seen from the differences in students' levels of understanding, interest, and motivation towards history learning materials (Manca et al., 2023; Silva et al., 2023). Before the use of museums, history learning tended to be abstract and less interesting, so that students had difficulty understanding and remembering the lesson material. However, after utilizing the Song Terus Museum as a learning resource, students showed a significant increase in understanding, interest, and motivation. This is because the rest can learn directly from historical objects and experience a more meaningful learning experience.

The difference in learning effectiveness before and after utilizing the museum can also be seen from the level of student activity in the learning process. Before utilizing the museum, students tended to be passive and less enthusiastic in learning history. However, after utilizing the museum, students became more active and enthusiastic in participating in learning, because they could interact directly with learning resources and explore independently (Duursma et al., 2023; Malik et al., 2023). Utilizing the Song Terus Museum as a learning resource not only increases learning effectiveness but also provides a more enjoyable and memorable learning experience for students. This can be a motivation for students to love history more and appreciate the nation's cultural heritage.

#### *Obstacles Faced by Students and Lecturers in Utilizing the Song Terus Museum as a Learning Resource*

Museums are indeed not the only place of cultural identity, but through collections but through the collections presented are a very profitable source for the world of education. In the context of developing the Song Terus Museum, in addition to being a learning medium for students, it also supports the advancement of the tourism industry, especially through activities that allow individuals to visit galleries and can complete training in the protection of social heritage objects, especially the actual conservation and preservation of the significance contained in the Song Terus Museum collection which upholds training in teaching, presenting and fostering a sense of compassion for the noble values of social heritage, and providing data sources (Geria et al., 2023; Kolkailah, 2023).

The use of museums as a learning resource is one of the good sources in developing creativity and making it easier to understand historical sources obtained from textbooks or lecturers (Cohen & Bekerman, 2022; Nethers & Milstead, 2022). The use of this museum cannot simply be accepted or applied in history

learning. In using museums as learning resources, there are several obstacles that must still be faced by both students and lecturers based on several reasons. This is in line with the literature review that one of the main advantages of museums is their ability to provide research opportunities and enable students of all ages, abilities, and backgrounds to 'work as historians'. Visual evidence in museums can be approached at various levels, and although it has challenges of interpretation, it does not create gaps such as those related to students' literacy skills. Museums can be excellent places for evidence-based learning, engaging students of all ability levels, and providing opportunities for disadvantaged students to excel in situations they might not be able to do in the classroom (Haavisto et al., 2023; Kosel et al., 2023).

In history learning, lecturers are the main factor so that history learning does not seem boring. In addition, it must also be supported by historical sources so that the history learning process runs well. Initially, museums began as places to store collections, along with the development of science and humans increasingly need authentic evidence regarding historical records of culture (Hendawy Al-Mahdy & Mohamed Emam, 2023).

Therefore, with officers who are in accordance with the discipline, they can provide services to visitors appropriately, clearly and easily understood. In addition to the obstacles mentioned above, there is another obstacle, namely the absence of a program from the campus to make museums one of the sources of learning history. Through learning history, we can develop the competence to think chronologically and have knowledge about the past that can be used to understand and explain the process of development and change in the order of cultural and social diversity to find and grow the national identity during life.

## CONCLUSION

Almost all the Song Terus Museum collections can be used as learning resources because the collections include cultural products from prehistoric to modern. Historical traditions in Indonesian society from prehistoric and script periods, relics from prehistoric periods such as square axes and primitive statues, script periods such as *lontar* and *kurno* manuscripts, identifying early civilizations of people in the world that influenced Indonesian civilization. In general, the use of the Song Terus Museum as a learning resource is done by conducting visits to make observations according to the tasks given, but not all STKIP PGRI Pacitan students have used the museum as a learning resource, for various reasons such as limited time and costs.

The effectiveness of learning before and after the use of the Song Terus Museum as a learning resource can be seen from the differences in the level of understanding, interest, and motivation of students towards history learning materials. Before the use of the museum, history learning tended to be abstract and less interesting, so that students had difficulty understanding and remembering the learning materials. However, after the use of the museum, students became more active and enthusiastic in participating in learning, because they could interact directly with learning resources and explore independently. The obstacles faced by Lecturers and Students in utilizing the Song Terus Museum as a source of learning history are the place, because the distance between the campus and the museum is quite far. Limited visiting time and museum officers who are less knowledgeable about museums.

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