



Utilization of the Mpu Purwa Museum as a source of social studies learning based on local wisdom

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ABSTRACT

Contextual learning is a focus for improving learning quality. The quality of social studies learning in junior high schools needs to be encouraged to enhance students' learning interests and learning experiences. Social studies learning can be directed by utilizing the potential of the surrounding environment. The Mpu Purwa Museum, a local wisdom in Malang, can serve as a supporting learning resource. The context of learning at the Mpu Purwa Museum focuses on local history and Hindu-Buddhist cultural heritage. Classroom learning, which is theoretical and less engaging, must be integrated with students' learning experiences. This research employed a descriptive qualitative method. Data collection was conducted through direct observation and in-depth interviews during museum visits, supplemented by documentation. The subjects were eighth-grade students of SMP 20 Malang, as it was relevant to the material taught in school. Furthermore, as a bridge between theory and classroom learning, the Mpu Purwa Museum is an appropriate choice for students to implement their knowledge. The results indicate that a visit to the Mpu Purwa Museum as a primary learning resource creates a contextual and meaningful learning experience.

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INTRODUCTION

Education is a tool to improve the quality of human resources. Education plays a strategic role in shaping generations with strong character, cultural awareness, and historical consciousness. To create a good education, quality learning activities are necessary. Quality learning can be achieved through a variety of subjects. In this context, Social Studies (IPS) serves as an essential medium for instilling social, cultural, and historical values in students. IPS not only functions as a means of transferring knowledge but also builds a sense of national identity through understanding cultural heritage and local history. However, Social Studies learning practices in schools are still often textual and teacher-centered, which limits opportunities for students to construct knowledge based on real-life experiences (Rezki & Tarwiyani, 2022) (Herdin et al., 2022).

Malang as a multicultural area can be used relevant learning resource for student. This condition indicates that teachers need to implement contextual learning that connects lesson materials with students' daily lives. One effective approach is learning based on local wisdom. The multiculturalism

of Malang city can be seen from the fact that the people of Malang city come from various regions, such as Java, Madura, and immigrant students from various regions in Indonesia. Local wisdom encompasses values, norms, traditions, and cultural artifacts that exist within a community and are passed down through generations (Wulandari & Riyadi, 2022). Integrating local wisdom into Social Studies learning helps students understand social and historical concepts contextually while fostering pride and responsibility toward national culture (Maysuri & Harnisa, 2025) (Junaedy et al., 2022).

Museums are among the most valuable sources of local wisdom with high educational potential. As institutions that collect, preserve, and exhibit historical objects, museums hold great potential as learning resources for Social Studies (Ibrahim, 2018). Museums in Malang can be used as learning resources and are contextual. Through direct interaction with artifacts, students not only gain cognitive knowledge but also develop critical thinking skills, observational abilities, and sensitivity to cultural values. Research (Santosa et al., 2021) shows that history learning utilizing museums can strengthen students' understanding of historical sources and increase learning motivation.

The Mpu Purwa Museum in Malang can be used as a learning destination for students, with a predominance of historical material. In line with this, the Mpu Purwa Museum in Malang represents one of the regional museums with great potential to serve as a source for Social Studies learning based on local wisdom. The museum preserves more than 1,300 artifacts from the Hindu-Buddhist to early Islamic periods, including statues, inscriptions, and ritual tools (Mintartik et al., 2022). These collections not only represent the history of the Malang region but also reflect the cultural values of East Java, which can be contextualized in Social Studies learning. Inviting students to a museum is not just a tour of the past, but also a learning medium by showing and explaining museum collections according to the learning material. However, the use of this museum in schools remains limited. Many teachers treat museum visits merely as educational tourism rather than as an integral part of learning strategies (Lestari & Susanti, 2023).

In addition to cognitive contributions, museum-based learning also influences students' character formation and cultural literacy. (Purwanto & Jauhari, 2023) stated that direct observation activities in museums foster responsibility, discipline, and social awareness. This aligns with (Maysuri & Harnisa, 2025), who found that local culture-based learning strengthens cooperative character and pride in regional identity. Therefore, museums function not only as repositories of historical artifacts but also as educational spaces that cultivate national awareness among students. From a theoretical perspective, utilizing museums in learning aligns with the Contextual Teaching and Learning (CTL) approach, which emphasizes connecting learning materials with real-world situations. Through CTL, museums can become learning spaces that allow students to construct understanding through direct experiences (Wulandari & Riyadi, 2022). Moreover, constructivist theory by Piaget and Vygotsky emphasizes that knowledge is built through interaction with the environment and social collaboration (Purwanto & Jauhari, 2023). Museums serve as ideal media for implementing constructivist learning since they allow for direct exploration and collective reflection.

Previous studies support the use of museums as media for history and Social Studies learning. (Astuti & Suryadi, 2020) found that the Ranggawarsita Museum in Semarang enhanced student engagement and strengthened understanding of historical concepts. Meanwhile, (Lestari & Susanti, 2023) demonstrated that the A.K. Gani National Hero Museum played an important role in developing students' local historical awareness. (Junaedy et al., 2022) also confirmed that the Makassar City Museum effectively introduced local wisdom values to students. Similar findings were reported by (Oktaviani et al., 2020), who highlighted that the Indonesian Military Museum improved students' appreciation of the nation's struggles.

At the same time, research on virtual museum-based learning has also begun to develop. (Herdin et al., 2022) demonstrated that virtual museum tours could enhance historical literacy in the digital era. However, such an approach cannot entirely replace the empirical experience obtained through direct interaction in physical museums. Studies by (Darliana et al., 2025), (Ahnaf et al., 2021) showed that direct museum visits were more effective in improving cultural literacy and a sense of belonging toward historical heritage. These findings reinforce the importance of utilizing physical museums such as the Mpu Purwa Museum in contextual learning.

Nevertheless, most previous studies have focused on major or national museums, such as the Ranggawarsita Museum, the Military Museum, and the A.K. Gani Museum. Research on local

museums such as Mpu Purwa remains limited, even though regional museums play a strategic role in connecting students directly with their local history and culture (Wulandari & Riyadi, 2022). Therefore, this study aims to describe in depth how the Mpu Purwa Museum is utilized as a Social Studies learning resource based on local wisdom. The focus lies on teachers' strategies for integrating the museum into learning, students' participation during the process, and the cultural values internalized through these activities. This study is expected to contribute to enriching theories of contextual learning based on local culture and provide practical guidance for teachers in developing meaningful Social Studies learning. Thus, the Mpu Purwa Museum can serve not only as a place for preserving historical heritage but also as a learning laboratory that fosters cultural awareness, national character, and patriotism among students.

RESEARCH METHOD

This study employed a descriptive qualitative approach aimed at providing an in-depth description of the utilization of the Mpu Purwa Museum in Malang as a Social Studies learning resource based on local wisdom. This approach was selected because it enables the researcher to understand the meanings, behaviors, and experiences of participants within their natural context without manipulating variables (Moleong, 2017). In qualitative research, the researcher acts as the main instrument who directly participates in the process of data collection and interpretation. The subjects of this study were eighth-grade students at junior high school 20 Malang. The class involved was invited to visit the Mpu Purwa Museum in the Singosari area. The research subjects included Social Studies teachers, eighth-grade students, and museum administrators. The selection of 12th-grade students as research subjects was based on their relevance to the material being taught. Contextual learning can enhance students' understanding by providing them with audio-visual learning experiences, such as seeing and hearing directly. Participants were selected using purposive sampling, which determines subjects based on their relevance to the focus of the research (Sugiyono, 2021). This selection aimed to obtain rich and contextual data regarding the practice of learning based on local wisdom. Data were collected using three main techniques: observation, in-depth interviews, and documentation. Observation was used to examine learning activities in the museum and students' interactions with the artifact collections. Interviews were conducted with teachers, students, and museum administrators to explore their perspectives on the integration of local cultural values in Social Studies learning. Documentation included activity records, photographs, and supporting learning materials. These three techniques were applied triangulatively to ensure that the collected data were valid and complementary (Miles & Huberman, 1994). Data were analyzed interactively using the model proposed by (Miles & Huberman, 1994), consisting of three stages: data reduction, data display, and conclusion drawing/verification. Data reduction involved selecting and focusing on significant information obtained from interviews and observations. Data display was presented in descriptive narratives illustrating museum-based learning patterns. Conclusions were then drawn through the interpretation of meanings based on cultural and social contexts. This analytical principle aligns with the interpretive approach in modern educational research, which emphasizes reflection, validity, and transferability (Yasin et al., 2023). Data validity was examined through source and technique triangulation, member checking, and peer debriefing to ensure data credibility and consistency (Trianto, 2013). Additionally, validation was conducted through discussions with Social Studies education experts and museum administrators to confirm that data interpretation aligned with field conditions. This study also adhered to educational research ethics in accordance with international standards for social research (Rusman, 2015). The research procedure aligned with the principles of contextual and constructivist learning (Sanjaya, 2013), where students construct understanding through direct experiences and reflection on local cultural phenomena. Teachers acted as facilitators who connected Social Studies content with the local wisdom values found in the Mpu Purwa Museum, making the learning process meaningful and oriented toward character development.

RESULT AND DISCUSSION

Utilization of the Museum as a Learning Resource

The findings revealed that the Social Studies learning activities at SMP Negeri 20 Malang that utilized the Mpu Purwa Museum created a contextual and meaningful learning experience. The Social Studies teacher integrated museum collections to explain the topic of Hindu–Buddhist civilization in Indonesia through direct observation, note-taking, and group discussions. The teacher explained that the museum provided students with a concrete learning experience:

“Students understand social and cultural concepts of the Hindu–Buddhist era more clearly when they see the artifacts directly. From that experience, they can analyze the values of cooperation and religiosity that are still relevant today.” (Social Studies Teacher, Interview, 2024)

One of the students stated that learning at the museum made the lesson more interesting and easier to comprehend:

“Learning at the museum is fun, Mr. I just realized that statues are not just sculptures—they have stories behind them. It feels like watching history come alive.” (Grade VIII Student, Interview, 2024)

These findings support the view that museum-based learning enhances students’ interest and understanding of historical and cultural contexts, as found by (Harti & Darsono, 2023) (Rahman et al., 2025), who concluded that direct observation of artifacts builds historical awareness and fosters pride in local heritage. Data analysis followed the model of (Miles & Huberman, 1994), which includes three stages: data reduction, data display, and conclusion drawing. Based on the reduced data from observations, interviews, and documentation, four major themes emerged.

Table 1. Data Reduction Results and Thematic Findings

Main Theme	Findings Description	Data Source
Integration of Social Studies materials with museum artifacts	Teachers connected artifacts such as the Dinoyo Inscription and Siwa Statue with the topic of Hindu–Buddhist civilization	Teacher interview, observation
Active student engagement	Students enthusiastically observed, discussed, and recorded findings at the museum	Observation, student interview
Internalization of local wisdom values	Students interpreted artifacts to identify values of religiosity, tolerance, and cooperation	Teacher & student interviews
School–museum collaboration	Ongoing communication and collaboration between teachers and museum administrators in planning educational activities	Administrator interview, documentation

These findings indicate that the utilization of the Mpu Purwa Museum plays a crucial role in creating contextual learning experiences rooted in local culture. The integration of artifacts and Social Studies materials helps students connect academic concepts with the social realities they encounter daily. This result aligns with (Istiqomah & Sabardila, 2023), who found that educational visits to the Patiayam Museum strengthened the connection between students, culture, and learning environments. Similarly, (Putra et al., 2023) emphasized that integrating museums into history learning enriches conceptual understanding while fostering cultural values and nationalism. Furthermore, (Syaharuddin et al., 2020) discovered that learning activities at the Wasaka Museum in South Kalimantan enhanced students’ historical awareness, instilled patriotic values, and strengthened national character. Likewise, (Acim & Fadli, 2022) revealed that direct engagement

with museum collections in the Lampung Museum encouraged active, meaningful, and experience-based learning.

Thus, the data reduction results confirm that the Mpu Purwa Museum not only serves as a medium for cultural preservation but also as a living learning resource that supports the development of students' cognitive, affective, and social competencies through contextual and character-based Social Studies education.

Student Responses to Museum-Based Learning

The learning meeting after the museum visit was used for reflection on learning. The learning reflection aimed to determine the extent of student learning development following the visit to the Mpu Purwa Museum. Student reflections indicated a high level of engagement and satisfaction with museum-based learning. Out of 30 students, 80% responded positively, 15% were neutral, and 5% provided negative responses.

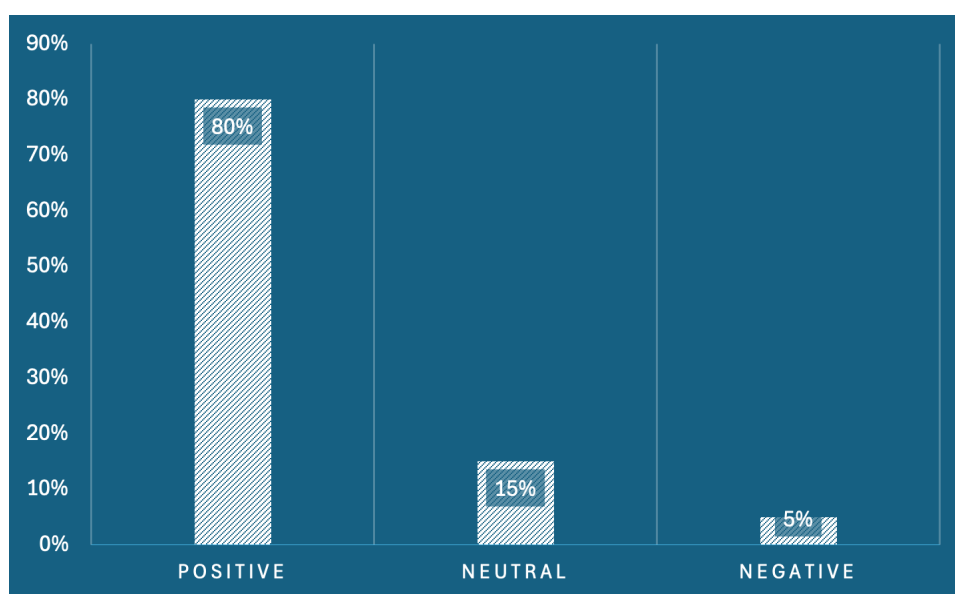


Figure 1. Distribution of student responses to learning at the Mpu Purwa Museum

The diagram above shows that contextual learning through museum visits has received a positive response from students. This means that learning isn't confined to the classroom, but rather involves providing a learning context that relates to the subject matter. Most students reported that learning at the museum helped them better understand Social Studies concepts and motivated them to learn more about local history. This supports the findings of (Songan, 2021) and (Susilo & Djuhan, 2022), who stated that museum-based learning promotes active student engagement and creates enjoyable learning experiences. In addition, (Kartiwa & Sugandi, 2023) found that museum utilization positively influences students' conceptual understanding in both geography and Social Studies. Therefore, these results are consistent with previous studies indicating that museum-based learning strengthens students' cognitive, affective, and social aspects.

The Museum as a Contextual Learning Media

Generally, learning takes place only in the classroom without any physical evidence. This situation does not create meaningful learning with physical evidence that supports the learning material. By visiting a museum, students gain learning experiences with evidence such as museum collections. The Mpu Purwa Museum has 129 collections, including Durgamahisasuramardini, Mahakala, Nandiswara, and Dwarapala. These collections can be explained by museum managers and accompanying teachers to enrich students' knowledge and understanding. Visiting a museum

certainly increases motivation to learn in a new atmosphere. Museum collections serve as material literature relevant to 21st-century learning, karena relevan. The findings demonstrate that the Mpu Purwa Museum holds great potential as a medium for contextual learning. Through direct interaction with artifacts, students construct knowledge from concrete experiences. This finding aligns with the theory of Contextual Teaching and Learning (CTL) and the study of (Jamin & Bau, 2021), which emphasize the role of museums as authentic learning sources that connect theory with real-life contexts. The results also reinforce (Sayono et al., n.d.), who argue that local wisdom-based learning can utilize regional cultural potential digitally and physically to enhance the relevance of 21st-century education.

Internalization of Local Wisdom Values

Museum-based learning not only enhances cognitive development but also shapes student character. Values such as religiosity, cooperation, and social responsibility were reflected in students' interpretations of the artifacts. Internalization is the process of incorporating and internalizing a value reflected in everyday life. Internalizing the value of museum artifacts enhances cultural values and the intellectual identity of social history. This finding aligns with (L et al., 2024), who concluded that local wisdom-based learning instills tolerance and cultural identity values in both elementary and secondary school students. Similarly, (Khatimah et al., 2022) emphasized the museum's role in strengthening social values through the exploration of local history, which supports the development of the Pancasila Student Profile. The Mpu Purwa Museum can be called a local wisdom because it is located in the city of Malang. The physical form of the Mpu Purwa Museum houses various historical products as social studies learning materials. The values preserved from the objects in the museum reflect the attitude of mutual cooperation, harmony with nature, and leadership (astabrata).

Collaboration Between Schools and Museums in Social Studies Learning

The partnership between the school and the museum is a mutually beneficial collaboration. It aims to integrate museum resources and create meaningful learning experiences with primary sources for students. This collaboration provides a learning experience that involves the active participation of teachers, students, and museum administrators. During the student visit to the Mpu Purwa Museum, students can observe, listen to explanations, and take notes. The focus of the learning during this visit is to gain a broad scientific perspective and knowledge. The involvement of teachers and museum administrators was a key factor in the success of this learning activity. The findings correspond with (Purnamawati & Pamungkas, 2019), who highlighted the importance of synergy between educational institutions and cultural organizations in supporting history education. Moreover, (Haryanti et al., 2021) (Lubis et al., 2024) revealed that digital technologies such as e-museums and virtual tours can expand student access to learning resources, especially when direct learning experiences are not feasible. Hence, school–museum collaboration can be implemented not only physically but also through digital learning integration.

CONCLUSION

Learning resources based on local wisdom successfully provide contextual, meaningful, and character-based learning experiences. The Mpu Purwa Museum is a learning resource that supports the social sciences learning process. Direct observation through museum visits and the examination of museum artifacts helps students understand topics related to Hindu-Buddhist civilization more concretely and deeply. In addition to enhancing cognitive understanding, these activities foster social and cultural values such as cooperation, religiosity, and pride in ancestral heritage. Teachers act as facilitators guiding the active learning process, while museum administrators act as educational partners, providing authentic historical and cultural context. Thus, the museum functions not only as a cultural preservation institution but also as a dynamic and relevant learning space for 21st-century education. Theoretically, this research reinforces that local wisdom-based learning aligns with the principles of Contextual Teaching and Learning (CTL) and constructivism, in which students construct knowledge through direct experience and social reflection. Practically, the study highlights the importance of

collaboration between schools and museums in creating Social Studies learning that integrates local values and culture. Based on these findings, several recommendations can be proposed. First, for Social Studies teachers, it is recommended to make museums part of regular learning strategies so that students gain contextual learning experiences and develop critical thinking skills as well as national character. Second, schools should provide policy and facility support such as integrating educational visits into school programs and developing culture-based learning modules. Third, museum administrators are encouraged to strengthen their educational roles by providing thematic learning packages, teacher training, and interactive digital media to enhance accessibility for students. Finally, future researchers are advised to expand the scope of study by involving more schools and comparing the effectiveness of direct and virtual museum-based learning to gain a more comprehensive understanding of the potential of local wisdom-based education.

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