



## Majapahit Excursion: Field School for History Students in Mojokerto City and Regency

Deny Yudo Wahyudi<sup>1</sup>, Slamet Sujud Purnawan Jati<sup>2</sup>, Daya Negri Wijaya<sup>3</sup>, Anisa Musyaroful Ikhrom<sup>4</sup>,  
Labuda Shofiya Ananda<sup>5</sup>

<sup>1,2,3,4,5</sup> Department of History, Faculty of Social Science, Universitas Negeri Malang, Malang, Indonesia

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### ABSTRACT

**Purpose of the study:** This research aims to study the Majapahit Excursion as a field school model for history students to enhance academic competence and practical skills through the exploration of historical remains in Mojokerto, while also fostering imagination, learning motivation, and integration of local-national history.

**Methodology:** This research uses a qualitative approach with a type of field study. The subjects of the study include students from Mojokerto. The research instruments consist of observation guidelines, interview guidelines, and documentation, while data collection techniques are conducted through participatory observation, in-depth interviews, and document analysis.

**Main Findings:** Research findings indicate that the Majapahit Excursion program is capable of enhancing students' understanding of the archaeological remains of Majapahit, developing skills in toponymy analysis and local historical interpretation, strengthening collaborative abilities in the field, as well as introducing the local wisdom of the Majapahit Kingdom and its relevance in modern life.

**Novelty/Originality of this study:** The novelty of this research lies in the formulation of a field school model based on the Majapahit heritage in Mojokerto, which not only focuses on strengthening historical theory but also on integrating students' empirical experiences with local history learning. This model can serve as a strategic alternative in the development of site-based history curriculum in Indonesia.

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#### Corresponding Author:

Deny Yudo Wahyudi

Department of History, Faculty of Social Science, Universitas Negeri Malang, Semarang Road Number 5, Malang, Indonesia. 65145

Email: [deny.yudo.fis@um.ac.id](mailto:deny.yudo.fis@um.ac.id)

## 1. INTRODUCTION

A new approach is found in the Merdeka Curriculum in history subjects, namely local history. This is explained in the learning outcomes in each phase with the sound of students being able to use primary or secondary sources to conduct local history research that has a common thread with Indonesianness either directly or indirectly [1]. The independent curriculum frees teachers and students to design learning that uses a local history approach in their area [2]. Moreover, the teaching and learning process expects teachers to create a new and fun atmosphere that makes students more active in asking questions and expressing ideas [3]. This will be the emotional closeness of students to the environment which is a valuable learning resource [4]. Learning is more fun because the teacher is active as a facilitator of knowledge and students are inspired to be more active in

learning because the lesson becomes more comfortable [5]. Overall, the development of local history narratives can add insight related to history learning.

Observations and interviews were conducted at several schools in Mojokerto where students were able to understand Hindu-Buddhist material, especially the Majapahit Kingdom. Students are able to explain the material related to how the kingdom was established, its development and its collapse [6]. However, students when aligned with the facts of the heritage site as evidence of the existence of the kingdom are less able to explain this. Students have never interacted with historical sources directly. Whereas it is important that learning is aligned with concrete facts related to historical evidence in order to raise questions that make students think critically [7]. A better understanding of how to support history learning in schools can help students develop a deeper understanding of the past, form a personal identity, and become a critical person [7].

Concrete learning about the Majapahit Kingdom can broaden students' perspectives and views which have only been seen in textbooks or other media [8]. In addition, these trips can effectively apply theories learned in the classroom into real practice, allowing students to witness historical sites first-hand and gain a deeper understanding of the historical context [9]. Mojokerto is known for its many historical relics from the Majapahit Kingdom. It is very important for students in Mojokerto to know the learning resources that the Majapahit Kingdom left behind in Mojokerto. Concrete experiences are necessary for students to do learning activities where they usually only listen to explanations from the teacher, but also observe, see, and feel what the teacher wants to explain [10].

From observations and interviews at schools in Mojokerto, it was found that students have never come directly to historical sources in Mojokerto to learn. There have been some challenges in the learning process with teachers relying on the lecture method with textbooks as teaching materials and learning media such as Powerpoint and videos from YouTube in the teaching and learning process [11]. The teacher's own obstacle in learning is the time to make media [12]. In addition, the distance from one site to another is also an obstacle for teachers to make direct visits [13]. However, in the same interview they wanted new things in learning to increase understanding of the local history of their own region. The Majapahit excursion is also conducted in line with the dimensions of the Pancasila Student Profile, which will encourage collaboration through mutual cooperation [14]. Secondly, by understanding Majapahit as a multicultural kingdom that interacted with other nations, students are trained to have global diversity, which is an open attitude towards diversity and cross-cultural perspectives [15]. Third, field activities that demand initiative, problem solving, and independence in research encourage the formation of the independent dimension, thus serving as a means of academic strengthening and character building [16]. This can enhance students' understanding of how to write history or historiography in Mojokerto.

The urgency of this research lies in the need to present a history learning model that not only emphasizes cognitive aspects but also integrates direct experiences through field activities. Amid the challenges of low interest in learning history and the limitations of conventional teaching methods, the Majapahit Excursion becomes a strategic alternative that connects theory with practice while introducing students to the cultural heritage of Majapahit in Mojokerto. This research is important to make history learning more contextual, cultivate appreciation for local wisdom, and support the strengthening of the dimensions of the Pancasila Student Profile, such as cooperation, independence, and global diversity, which are relevant to the needs of 21st-century education.

Based on the analysis and problems that students in Mojokerto have in learning history, the Department of History, Universitas Negeri Malang provides a solution by collaborating to conduct field schools to Majapahit heritage sites in Mojokerto and its surroundings. If done well, learning with field schools directly will be understood more easily by students because they do not only listen to the teacher explaining in class or only presenting it through the display of historical sources, but students also understand how the form and content of the site described as evidence of civilization in the past. Ideal history learning in a situation should facilitate students to achieve learning objectives maximally [17]. This becomes concrete learning to deepen students' understanding of something they do not know [18]. Hopefully, this service will deepen the study of both local history and national history better related to Majapahit both for students and for teachers and schools. In addition, field schools can also increase the capacity of teachers to strengthen competence in choosing local history teaching materials.

## 2. RESEARCH METHOD

This research uses a qualitative approach with a type of field research [19]. The subjects of the research are history students participating in the Majapahit Excursion program in the city and regency of Mojokerto, while supporting informants include lecturers, sources, and managers of historical sites. This service was held on Sunday, May 19, 2024 at the Trowulan Museum. This activity was attended by teachers and students of SMAN 1 Puri Mojokerto, SMAN 1 Mojokerto City, SMAN 3 Mojokerto. This service was carried out by following several steps:

Analyze the situation, potential and problems that occur in service partners (students and teachers in Mojokerto). This step is carried out through the interview and observation stages to find some of the problems found and discuss to find out how the right solution is.

- 1) Based on the partner's problems found, the suggested solution is a field school activity with a focus on the history of the Majapahit Kingdom.
- 2) Designing the curriculum and tools needed for the implementation of socialization activities on the history of the Majapahit Kingdom.
- 3) Carry out field school activities with a focus on the history of the Majapahit Kingdom with the following details:
  - a. Introduction and orientation of activities.
  - b. Activities include historical lectures, namely providing literacy material to participants related to the history of the Majapahit Kingdom. Appreciation of innovation, namely by giving appreciation to students in creating various innovations that can support the documentation of the preservation of the historical traces of the Majapahit Kingdom.
- 4) After the socialization activities are carried out, an evaluation is carried out. Carry out ongoing activities (post-service) that have been planned and agreed upon with service partners.

The research instruments include observation rubrics for collaboration and participation to assess the skills of mutual cooperation, communication, and the active roles of students in group work; an infographic design task post-excursion to measure the development of understanding of local history; and photo documentation and field notes to complement contextual data. Data collection techniques were carried out through participatory observation, in-depth interviews, document analysis, and student reflective assessments[20]. Qualitative data were analyzed using qualitative content analysis through the stages of data reduction and conclusion drawing, allowing this research to capture the improvement of historical understanding as well as the development of the dimensions of the Pancasila Student Profile, such as cooperation, independence, and attitudes of global diversity.

### 3. RESULTS AND DISCUSSION

#### 3.1. Situation Analysis, Potential, and Activity Recommendations

This service is divided into three stages, namely before, during, and after implementation. In the pre-activity stage, the Community Service Team of the Department of History, Universitas Negeri Malang analyzed the situation, potential and problems that occurred for students and teachers in Mojokerto by going through the interview and observation stages to find several problems found and discuss to find out how the right solution. It was found that most students in the city and district of Mojokerto have never directly looked at historical sources in Mojokerto for learning. Even though Mojokerto (precisely the Trowulan area) as the center of the Majapahit kingdom holds many historical sources. Ideally, in learning history, students should directly see historical evidence that exists in real life as a means of supporting the success and achievement of learning objectives.

The effort to directly review historical sources that directly provide visual learning experiences has great potential in helping students grow their imagination of a historical event [5]. Seeing also that history learning is often seen with an abstract learning paradigm and difficult to imagine [21]. Giving direct examples of historical sources that are relevant to the learning material also motivates students to have historical awareness. Events that have occurred cannot be repeated, so teachers need the ability to visualize them so that students can understand history [22]. However, it is quite unfortunate because so far the delivery of material in several Mojokerto City and Regency schools (as service partners) has only been given a series of facts without showing historical sources as supporting evidence. So that it often raises the assumption that the material studied is far from reality. There are various problems and needs in learning in the field, so researchers provide recommendations for activities to service partners as a solution that answers problems while being relevant to the potential possessed by the City and Mojokerto Regency areas as the learning environment for service partners. The recommendation is in the form of field school activities or excursions with a focus on the history of the Majapahit Kingdom.

After conducting a situation analysis and activity recommendations, the next step is to design the curriculum and tools as well as the preparation of historical materials for the Majapahit Kingdom. Specialized here about Majapahit historical sources in Mojokerto. Historical sources themselves are information that contains traces of past life [23]. These sources are used to draw a common thread of events that have occurred which will later be communicated in oral, written, or other media. The use of primary sources in learning history is important for students to learn to understand how events can occur and their relationship in the historiography process [24]. This is the basis for a student to understand how important sources are in history. Because historical sources are information that contains traces of past life.

### 3.2. Majapahit Excursion for Students of Mojokerto City and Regency

In the third stage, the service team compiled course materials and tools through a focus group discussion (FGD) which was held face-to-face in Malang City. In this activity, the service team determined the topic and compiled the materials to be delivered in the course, compiled the media used, and formulated the form of assignments that would later be practiced by the participants. Based on the results of the focus group discussion (FGD), it was agreed that the material discussion included: 1) the material “Insights on Cultural Heritage” delivered by Rifatul Hasanah and 2) the material “Spirit of Majapahit in Indonesian Life Today” delivered by brother Muhammad Riyanto.

Then at the implementation stage, the service begins with the implementation of a field school with the theme “Excursion Majapahit 2024: Spirit of Majapahit”. This activity was carried out by the History Department of the Universitas Negeri Malang together with the East Java History MGMP on Sunday, May 19, 2024 face-to-face at the Trowulan Mojokerto Museum. This course activity began at 09.00 WIB whose participants were students and teachers of SMAN 1 Puri Mojokerto, SMAN 1 Kota Mojokerto, SMAN 3 Mojokerto. The activity began with the opening by Mr. Muhammad Riyanto, filled with the delivery of the event theme, event objectives, and event rundown. The purpose of the event was to introduce students in Mojokerto City to local wisdom, namely the Majapahit Kingdom in the form of Cultural Heritage and the implementation of Majapahit cultural heritage in modern life. The event rundown is detailed as follows, namely remarks by the chief executive, Mr. Deny Yudo Wahyudi followed by remarks from the PIM coordinator, Mrs. Yanti Muda. The event continued with a prayer session and group photo led by Mr. Muhammad Riyanto. Then followed by the delivery by two speakers, namely Mrs. Rifatul Hasanah with the theme of Insight into Cultural Heritage and Mr. Muhammad Riyanto with the theme of Majapahit Spirit in Indonesian Life Today.

Remarks by Mr. Dr. Deny Yudo Wahyudi, S.Pd., M.Hum discussed the main purpose of holding this Majapahit Excursion event, which he and the team wanted to introduce more closely the cultural heritage of the ancestors. Mojokerto has abundant potential and wealth, one of which is the Trowulan Museum, Mojokerto. He said that objects in the museum no longer have context, so we as students who are aware of cultural preservation must convey context and information to the wider community [25]. Hopefully, the history students in Mojokerto district and city who participated in this event can become pioneers for other friends to convey the material and insights gained.



Figure 1. Remarks by Mr. Dr. Deny Yudo Wahyudi, S.Pd., M.Hum  
Source: Documentation by Tim Pengabdian Kepada Masyarakat, 2024

The second speech was by Ms. Yanti Muda as the Coordinator of Majapahit Information Management (PIM). She welcomed the history students in Mojokerto district and city and briefly read the rundown of the event that would be held today. She introduced Trowulan Museum, starting from the museum facilities and parts of the museum, namely the Panji Room, Majapahit Metal and Terracotta Room, Islamic Room in Majapahit, and Pendopo. Pendopo is used to exhibit collections of statues and inscriptions. The hope of this event is that what is delivered by the speakers can be useful to stimulate awareness of cultural heritage for history students in Mojokerto district and city.

The activity was then followed by a joint prayer session and a group photo led by Mr. Muhammad Riyanto. The next event was the delivery of material by Mrs. Rifatul Hasanah with the theme of Insights on Cultural Heritage. The event began with an introduction and apperception session or initial stimulus to stimulate knowledge of the material in the history students present. She defined Cultural Heritage as an immaterial cultural heritage in the form of Cultural Heritage Objects, Cultural Heritage Buildings, Cultural Heritage Structures, Cultural Heritage Sites, and Cultural Heritage Areas that need to be preserved because they have important values for history, science, education, religion, and / or culture through the designation process. The determination effort is important so that both objects, buildings, cultures, structures, sites, and cultural heritage areas have a status and legal force that can be accounted for. Mojokerto itself already has a Tim Ahli Cagar Budaya (TACB) as the party that takes care of the determination of cultural heritage.

The designation of cultural heritage sites is also not arbitrary and must include several criteria, namely objects, buildings, structures, sites, and areas at least 50 years old [26]. These objects must also have special

meaning and cultural value for history, science, education, religion, and culture in order to strengthen the nation's personality [27]. Concrete examples are stone pipes, bajang ratu gate, blawu temple, and bangkal temple. He also said that the making of temples, statues, and building structures during the Majapahit period was not only made originally, but there would always be functions and meanings behind it. Therefore, learning history must look from various broad sides and do not judge that learning history is ancient, because in fact we can learn many things from history [28].

The stages in registering national cultural heritage, namely registering, assessing the sites found, determining, recording, ranking, and deleting [29]. In connection with this, Trowulan is included in the zoning of national cultural heritage, so that if there are changes, development, and activities, it must have permission from the relevant agencies. In addition, the preservation of cultural heritage can be through several ways, namely protection, rescue, security, zoning, maintenance, restoration, development, research, revitalization, and adaptation [30]. The hope of delivering this material is that the group of history students in Mojokerto Regency and City will have historical awareness and insight into the preservation of cultural heritage in Mojokerto Regency and City [31].



Figure 2. All Participant Majapahit Excursion

Source: Documentation by Tim Pengabdian Kepada Masyarakat, 2024

The next material presentation was the Spirit of Majapahit in Indonesian Life Today by Mr. Muhammad Riyanto. This material session began with an introduction to Majapahit, where Majapahit was a great kingdom whose journey was relatively short but was able to write its greatness with gold ink in the history of Indonesia and the world [32]. He began to deliver the stimulus by urging students to write down their understanding of the condition of Majapahit that you have understood until now. This activity was accompanied by the presentation of Majapahit's non-physical heritage inherited by the ancestors, including Bhineka Tunggal Ika [33], the term Bhayangkara, the name Gajah Mada, the name Majapahit, the name Hayam Wuruk, the name Tribhuwana Tunggaladewi, the colors red and white [34], the forms of pavilions and gates [35], keris [36], Majapahit village houses in Trowulan, Majapahit Art Stone [37], and Majapahit Training Center.



Figure 3. Material Delivery

Source: Documentation by Tim Pengabdian Kepada Masyarakat, 2024

In the second material presentation, the speaker also appealed to students to scan the barcode containing the material. This material contains knowledge about the description of the delivery of the spirit of Majapahit by BPK Region XI, through several ways, including BPK Region XI Teaching, Sketch Drawing Competition (Cultural Advancement Objects), Gaung Sakala Bhumi Majapahit, Workshops, Webinars and Seminars on Majapahit, Opera Majapahit by Mhyajo (Gayatri), Mobile Cinema, Majapahit in Schools, Welcoming Cruise Ship guests from abroad, and Excavation, Restoration, Care and Maintenance of Cultural Heritage. The Mojokerto Regency and City Government also participated in the Majapahit Cultural Parade Festival, Ruwat Agung Nuswantoro, which included: Macapat Festival and Gebyar, Download Patirtaan, Ruwat Sukerto, Mangesti Suro, Kirab Agung Nuswantoro Majapahit, Kirab Kubro and Haul Sheikh Jumaddil Kubro,



Full Moon Cultural Performance, Bedhaya Putri Mojosakti Dance Festival, Gus and Yuk, Mojotirto and Mojobatik Festival, Mojo Bangkit Parade, and Majapahit Culture Week.



Figure 4. Part of Question and Answer Session

Source: Documentation by Tim Pengabdian Kepada Masyarakat, 2024

In addition to the preservation of Majapahit culture by BPK Region XI and Mojokerto City Government, the preservation of Majapahit culture is also carried out by the Majapahit Community, including Mojopahit Lelono, Save Trowulan, Majapahit Study Club, Mandala Majapahit, Jelajah Situs Pawitra (JSP), Madyantara ring Majapahit (MrM), Gulo Klop Trowulan, National Forum of Majapahit Guardians. In the present era, forms of preservation and support systems for Majapahit local wisdom have been adapted to community life. This can be seen from local wisdom that has potential as a tourist attraction, including Homestay Wilwatikta and Omah Lotus, Sanggar Bhagaskara, Kampung Majapahit (ADWI in 2021), Kampung Gajah Mada, Culinary (Sambel Wader and Warung Sotone Gajah Mada), Trowulan Sculpture Crafts (Stone Sculpture, Cement Cast, Brass Cast and Pottery / Clay), Batik Majapahit, Kolocokro (Majapahit Oblong), Kuno Kini Nanti, Selo Adji Cultural House and Café.

The last activity was filled with group discussion sessions, where history students were divided into five groups to find the potential of local wisdom in several aspects, namely Group 1 with the theme of transportation, Group 2 with the theme of culinary, Group 3 with the theme of handicrafts, Group 4 with the theme of science, and Group 5 with the theme of tour guides. After conducting discussions and feedback in each group, the activity was closed with prayer and closing.



Figure 5. Majapahit Excursion Participant Poster Sample

Source: Documentation by Tim Pengabdian Kepada Masyarakat, 2024

After the service is carried out, then go to the evaluation stage and follow-up plan. This aims to review the extent of the impact obtained from the service. To find out the impact, the service team conducts discussions, evaluations, regarding ongoing activities (post-service) that have been planned and agreed upon with service partners.

The findings of this research emphasize the urgency of field-based learning in history education as a means to enhance contextual understanding and appreciation of cultural heritage. Nevertheless, the Majapahit Excursion offers an innovative dimension that distinguishes it from similar studies. The theme design process is carried out by connecting history with aspects of culture and tourism, resulting in a more comprehensive learning experience that is relevant to local socio-economic dynamics [38]. Students are also encouraged to be more open to mastering history, integrated into modern life, thus bringing elements of the past into the present [39]. Then,

the involvement of students was expanded with the hope of producing local projects, in the form of narrative works, educational content, and creative documentation that have the potential for real contributions to the surrounding community. This is also integrated into this activity with sustainable heritage education to position the Majapahit legacy not only as an object of historical study but also as a medium for shaping local identity and strengthening young people's awareness of the importance of cultural preservation [40]. Thus, this research contributes to the development of a history learning model that is not only cognitive but also transformative, adaptive, and in line with the 21st-century education paradigm.

This research has a positive impact on enriching the practice of history learning by presenting an interdisciplinary, participatory field school model that is oriented towards sustainable heritage education. Through this activity, students not only gain an increase in academic understanding but also practical skills, collaborative abilities, and awareness of the importance of preserving local culture. However, this research has limitations, particularly regarding the relatively small scope of subjects focused on one region, namely Mojokerto, thus requiring caution when generalizing the research results to other contexts. Furthermore, the limited time for conducting excursions leaves little room for a deeper analysis of thematic content. Therefore, further research with a broader scope and longer duration is needed so that this excursion model can be tested and developed more comprehensively.

#### 4. CONCLUSION

Ideally in learning history students see direct evidence of history that exists in real life as a means of support. Providing direct examples of historical material can motivate students to have historical awareness. Students must know the primary sources of past events as they should be written and become history. With the Majapahit excursion which aims to introduce students in Mojokerto City to local wisdom, namely the Majapahit Kingdom in the form of Cultural Heritage Heritage and the form of implementation of Majapahit cultural heritage in modern life. The results obtained from this event are to assist students and teachers to deepen the study of knowledge both local history and national history better related to Majapahit directly with its relics. This becomes concrete learning to deepen students' understanding of something they don't know.

It is recommended that further research expands the scope of excursions by involving Majapahit sites outside of Mojokerto, in order to obtain a more comprehensive picture of Majapahit's cultural heritage. Thus, the Majapahit Excursion model can be developed more thoroughly as an innovative historical learning approach that is oriented towards both academic and socio-cultural needs.

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