



The Old Stone House Site of Olak Kemang as a Source for Learning Indonesian History during the Age of Islamic Influence in Senior High Schools

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ABSTRACT

Purpose of the study: To find out how far the Old Stone House site has been used as a learning resource for Indonesian history under the influence of Islam for education and students.

Methodology: The method used is a qualitative method with a descriptive text approach. As for data collection techniques using qualitative data collection techniques in the form of interviews, observation and documentation.

Main Findings: The results of the study show that there are several heritage buildings of the Jambi sultanate at the time of spreading Islamic teachings and during the Dutch colonial period which had Indonesian history during the Islamic Influence era.

Novelty/Originality of this study: The Islamic legacy in the Olak Kemang sub-district is very important to be used as a learning resource so that learning Indonesian history under Islamic influence is more enjoyable, challenging, and meaningful.

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1. INTRODUCTION

Jambi City is the capital city of Jambi province and is one of the ten districts or cities in Jambi province. Historically, the Jambi City government was formed by Decree of the Governor of Sumatra No. 103/1946 as an autonomous region for a big city in Sumatra, then strengthened again by Law No. 9 of 1956. It was declared an autonomous region for a big city within the Province of Central Sumatra. With the formation of Jambi Province on January 6, 1948, since then Jambi City has officially become the capital of Jambi Province. Thus Jambi City as a level II region was once part of 3 Provinces namely Sumatra Province, Central Sumatra Province, and present Jambi Province.

Jambi Province has 11 districts or cities, one of which is Jambi City. The city of Jambi has 11 sub-districts, namely the sub-districts of southern Jambi, eastern Jambi, Jelutung, Kota Baru, Jambi Market, Servant, Telanai temple, Alam Berajo, Paal Merah, Lake Teluk. Danau Teluk is one of the quite old districts, formerly still in the form of kewedanan which was led by Datuk Anang Bahri around 1948 with the center of kewedanan in the Olak Kemang market area [1]-[4]. Most of these lakes have their own characteristic geographical panorama and uniqueness. Another potential possessed by Danau Teluk District is the existence of historical heritage sites such as the Batu Olak Kemang House and Jambi handicrafts found in various areas of Danau Teluk as well as other cultural uniqueness that this community has.

The Olak Kemang stone house is a gathering place for scholars to spread the Islamic religion, apart from being a gathering place for scholars, this stone house also serves as a place to solve community problems in the past. The Olak Kemang stone house was also used as a trading place for foreign traders and became an educational center [5], [6]. A very valuable historical heritage apart from the stone house is the Al-Insyariah mosque which is known as the Batu Mosque. The Batu Mosque is the oldest mosque in Jambi and is considered sacred because of its oath tradition. The tradition of the oath in the stone mosque was told by old people that it happened before the 1970s or 1980s, if there was a dispute between the two parties and they could not find a consensus solution, this problem was brought to the stone mosque and they were told to swear an oath. there. The person who commits a false oath will be hit by a disaster like the person will pass out unconscious if he does not admit his lie. but for now the oath tradition has completely disappeared because the people around there already consider the mosque to be no longer sacred and like other mosques in Jambi.

We can use these historical relics in Danau Teluk District as a source of learning. Learning resources according to Sanjaya, are everything that is around the learning activity environment that can be used to help optimize learning outcomes [7]. Learning resources as all possible sources that can be used by students so that learning behavior occurs [8]. So learning resources are those around our environment that we can also make as learning resources. Learning history is a subject that instills knowledge, attitudes and values regarding the process of change and development of society from the past to the present [9]-[11].

Learning history in the 2013 curriculum is recommended to relate historical material to the environment around students such as the Old Stone House site which can be used as a source of history learning by teachers and students in order to create an active, reactive and innovative learning atmosphere. Therefore, the purpose of this study was to find out the benefits of old stone house sites as a source of learning Indonesian history under Islamic influence for educators and students.

2. RESEARCH METHOD

This type of research uses qualitative research. As qualitative research is a research procedure that produces descriptive data in the form of speech or writing and the behavior of the people being observed [12]. Qualitative research is carried out intensively, researchers participate for a long time in the field, carefully record what happened, conduct a reflective analysis of various documents found in the field, and make detailed research reports.

In this qualitative research, the researcher used a descriptive approach. Descriptive approach is an approach that seeks to describe a symptom, event, event that is happening now. The descriptive approach focuses on the actual problem as it was during the research. The researcher made direct observations in the field and used interviews to collect data related to this research. Sources of data in this study are called respondents or informants, namely people who respond or answer researchers' questions, both written and oral questions. Apart from interviews, researchers use observation to obtain data, the source of the data.

In qualitative research, data collection is carried out in natural conditions (natural settings), primary data sources, and data collection techniques are more on observation, in-depth interviews and documentation. Data collection techniques is the most important step in research, because the main goal of research is to get data.

According to Moleong, qualitative data analysis is an effort made by working with data, organizing data, sorting it into manageable units, synthesizing it, looking for and finding patterns, finding what is important and what is learned, and deciding what can be told to others [13]. Qualitative data analysis consists of a flow of activities that occur simultaneously, namely data reduction, data presentation, drawing conclusions.

In the research that the researcher will do, there are several stages that will be carried out starting from the preparation stage, the implementation stage, to the completion stage.

3. RESULTS AND DISCUSSION

Learning history is learning historical events and the development of society that has occurred. Learning history must be more careful, critical, based on sources, and impartial according to one's own will and certain parties [14]. Learning history which is only conventional is more in the classroom will cause this learning to tend to be boring for students. According to the 2013 curriculum learning history must involve the learner's environment as a learning resource.

History learning that utilizes the environment can be done in two ways. The first is to bring students to the old stone house site of Olak Kemang using the field trip method. The second is to bring resources in the Olak Kemang sub-district into the classroom by displaying pictures and photos related to relics on this site such as old stone houses, stone mosques, Jambi sultanate tombs, Islamic boarding schools, and four other madrasahs.

Learning by utilizing what is in the natural surroundings as a source of learning and a benchmark for and having a good impact on students where they will be better able to understand learning material and know

the conditions of the environment around them so that an educational pattern that is adapted to the needs of the environment emerges [15]-[16]. The use of the Olak Kemang old stone house site as a source of learning history indirectly means that the teacher plays an active role in increasing students' love for their nation and building their spiritual soul and religious values.

So that students can more easily understand historical learning material and learning history is not boring anymore. In history lessons at SMAN 5 Muaro Jambi, the history teacher Mrs. Harnida once invited her students to go directly to the field, namely to the Muaro Jambi Temple which is located in Muaro Jambi Regency. The Muaro Jambi Temple is used as a source of learning history on Hindu-Buddhist material. however, the use of the old stone house site of Olak Kemang as a learning resource for Indonesian history under the influence of Islam has never been done by history and social studies teachers at the elementary, middle and high school levels in Muaro Jambi district.

Students and teachers actually know about the existence of this site and they want to learn history by utilizing historical sites in Olak Kemang, one of which is by making direct visits or historical visits to these sites. This historical tour aims to make students understand and be more interested in material from the period of Islamic influence during the Dutch colonial period in Indonesia, especially in the Jambi area.

The historical tour method by utilizing the student's environment can be an alternative to overcome student boredom in learning history. This method can build students' critical thinking skills because they immediately see objects or objects of these historical relics. This historical tour method will not be carried out if there is no support from all related parties (all teachers, especially history subjects, school principals, students, and other supporting facilities). The use of the old rock house site of Olak Kemang with the historical tour method must be adjusted to the learning materials, time allocation, the abilities of teachers and students, and supporting facilities for implementing learning by utilizing this site as a learning resource.

4. CONCLUSION

The site of the Old Stone House founded by Sayyid Idrus Al-Jufri bin Hasan Al-Jufri has high architectural value, both local and external architecture. This old stone house also has high value and can be used as a learning resource for Indonesian history under Islamic influence. The old stone house site already meets the criteria as a learning resource that can be selected. The old stone house of Olak Kemang has high architectural value. Utilization of the old stone house site for educational purposes, especially in learning history at the high school level.

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