



## History Teachers' Efforts In Improving Learning Effectiveness Through Optimizing The Function Of The Museum As A Learning Resource

Sri Utami Dewi<sup>1</sup>, Fabio Marcelli<sup>2</sup>, Melody Kay Gibson<sup>3</sup>

<sup>1</sup>State Islamic High School 1 Probolinggo, Jawa Timur, Indonesia

<sup>2</sup>University of Perugia, Italia

<sup>3</sup>Niger Delta University, Nigeria

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### ABSTRACT

**Purpose of the study:** The purpose of this study is to determine how to optimize the function of the museum as a source of history learning at State Islamic High School 1 Probolinggo. The main purpose of the study is to optimize the function of this museum to increase the effectiveness of history learning. By optimizing the function of this museum, students can be more effective in learning history.

**Methodology:** This research on history teachers' efforts to improve learning effectiveness through optimizing the function of museums as learning resources at State Islamic High School 1 Probolinggo City is a qualitative descriptive research. A form of research aimed at describing existing phenomena, both natural phenomena and man-made phenomena. This research aims to obtain information and describe the results of the research.

**Main Findings:** This study specifically explores the role of history teachers in local history learning at State Islamic High School 1 Probolinggo. The focus on the contribution of history teachers to students' understanding of local history shows the uniqueness of this study in discussing important aspects of history learning. This study provides valuable insights into the role of history teachers in the context of local history learning, with a focus on integration, local resources, and the development of students' historical awareness.

**Novelty/Originality of this study:** this study not only identifies the role of museums as sources of historical learning, but also tries to measure and optimize its impact concretely in the context of historical learning at State Islamic High School 1 Probolinggo. This approach can provide a strong basis for further development in improving the effectiveness of historical learning in other schools.

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### Corresponding Author:

Sri Utami Dewi,

State Islamic High School 1 Probolinggo City

Jl. Raya Karanganyar Paiton 67291, Karanganyar, Jawa Timur, Indonesia

Email: [sutamidwiisri09@gmail.com](mailto:sutamidwiisri09@gmail.com)

## 1. INTRODUCTION

Indonesia is country Which rich culture [1]. Diversity culture Which owned through incident history Which long Already should be appreciated by society and known as a national identity, especially for participant educate Good at school formal and also non-formal [2].History and culture are introduced as part of knowledge through level education formal whereas its aspects can seen in life daily through interaction direct And through varioustype source media [3]-[5]. Source media in matter This among them that ismuseum, library, class history. Learning history can carried out or implemented through one of the media sources that is museum.

Museum is place for study and is centerrecreation, museum national and local highlight development social, culture, and arts [6]. The definition of a museum has been formulated by ICOM ( *Internacional Council of Museums* ), namely a museum is a institution nature still, not looking for profit in serve public, And in its development open For general, Which serves to wire, communicate, and display goods – goods proof man And environment For objective assessment, education and enjoyment [7]. Museum differentiated become two namely museum general and special museums, while according to their location, museums are divided into three, that is national museum, museum local, and museum field [8], [9].

Museum own function strategic in field history and culture [10], [11]. Museum display snippet piece history and cultureso that public can see direct representation [12]. Museum can give information about aspect life time past which still can saved as inheritance culture for be a part of the identity of a nation [13]. From museum the there is relatedness with source learning, seen from the definition of learning resources, is a means learning and teaching which very important [14], [15]. Already becomeit is imperative for a teacher to explore various kinds of source for get tool help which appropriate for teach andcomplete what which already provided in in a museum.

Museum collection can make history learning becomes life and give new impetus to teaching methods [16]. With the existence of a museum can arouse and foster a sense of patriotism nation indigenous to histories nation indonesia, besides that the indonesian nation will always remember history from generation to generation his nation. From matter the that nation must get an education, and flavor patriotism, so that nation we no colonized by nation other. The principle education is form awareness public Which want to increase its civilization, so that they control knowledge knowledge and have identity self, the role of society in education since back to Already seen, Good through institutions educationand organizations society. In matter this museum ifmade into as wrong one source study participant educate will veryinteresting.

The importance of museums for learning history as an institution which stores, maintains and exhibits works, creations and human initiative throughout the ages, the museum is the right place as a source of learning for educational circles, because through the objects on display allow visitors to learn about various things regarding with values, attention and fairy of human life. Above we have described the optimal use of museums by student can achieved If before do activity visit to the museum is given an initial introduction regarding the material or objects on display. Through pre-visit exploration activities expected student will capable catch various information importantwith regard to the objects on display in accordance with what is expected [17]. So that Teacher capable do guidance in activity visit to museum, then teachers need to collaborate with museum managers in order to obtain complete information about the museum and its collections exhibited [18], [19].

Reviewed from effectiveness museum as learning history, Students can understand the local history in their place of residence and can understand the importance of local history [20], [21]. Learning history with do activity visit to museum become very popular inall developing countries. It is common knowledge that museums that providing historical and cultural objects, providing educational benefits in all levels [22], [23]. They give encouragement new on method education. With existence mark its effectiveness, museum can utilized as source media learning history for participateducate in school base, school intermediate first and also school intermediate above [24], [25].

In learning history Which done in State Islamic High School 1 Probolinggo According to the results of researchers' observations of Probolinggo's learning activities history is only done by lecture and story methods and by books reading Which dominate paragraphs And sentence- sentence explanation. In learning history This student Not yet Can directly respond to what the history teacher explains. Method or the learning methods provided by teachers have an impact on motivationparticipant educate Which decrease And No motivated For learn historical materials provided. In addition, the impact of providing the material This kind of thing affects students' memory in receiving information.

The gap between this study and previous research conducted by Daniela [26] is that previous research focused more on the use of technology in education, especially regarding the use of virtual museums as learning tools that can be accessed online. This study highlights the potential of virtual museums in providing interactive and engaging learning experiences for students, by overcoming geographical and physical limitations. However, the study focused more on digital platforms and the role of museums in the context of technology, without examining in depth the active role of teachers in optimizing the function of museums as learning resources. Meanwhile, this study explores concrete efforts made by history teachers in increasing the effectiveness of learning by utilizing museums, both physical and virtual, as learning resources. The gap between these two studies lies in the more practical and teacher-based focus in the context of history learning, while previous research focused more on aspects of technology and accessibility. Therefore, the current study provides a more holistic perspective by emphasizing the role of teachers in designing and optimizing learning experiences using museums as an integral part of the history curriculum.

This study offers significant novelty in the approach to history education, emphasizing the active role of teachers in optimizing museums, both physical and virtual, as learning resources. Although the use of museums as educational media is well known, this study focuses on concrete strategies implemented by teachers to improve

the effectiveness of learning through exploration of historical objects and artifacts that can deepen students' understanding. The urgency of this study is very relevant in the current educational context, where history learning is often considered abstract or less interesting for students. By optimizing the role of museums, this study not only provides solutions to make learning more lively and contextual, but also helps teachers in designing deeper and more meaningful learning experiences. In addition, this study also supports efforts to strengthen experiential learning, which can enrich students' critical and analytical skills in understanding history more comprehensively.

## **2. RESEARCH METHOD**

### **2.1. Approaches and Types of Approaches**

This is a qualitative descriptive research, a type of research aimed at describing existing phenomena, both natural and man-made [27]-[29]. These phenomena can include forms, activities, characteristics, changes, relationships, similarities, and differences between phenomena. A descriptive study focuses on describing these phenomena as they exist at the time the study is conducted [30], [31]. The research aims to describe the symptoms or conditions that occur, specifically in relation to the optimization of museum functions as a source of historical learning in efforts to enhance student learning effectiveness at State Islamic High School 1 Probolinggo. The approach used in this study is a qualitative approach.

Approach qualitative is a approach which also called approach investigation because usually researcher gather data with method face to face advance direct and interact with people in place study. Study Qualitative research can also be interpreted as a type of research whose findings are his findings No obtained through procedure statistics or form count other [32], [33]. Even though thus, data collected from study qualitative allow For analyzed through a calculation. This research refers to qualitative studies the good and provides systematic and based descriptive observations in context and can provide space for researchers to learn about a activity. Qualitative approach is very suitable for used if a researcher want to make a research on a system.

### **2.3. Research Location**

In carrying out this research process, it was carried out at the city museum. Probolinggo which is located at Jl. Suroyo No. 17, Probolinggo City and in State Islamic High School 1 Probolinggo specifically located in Jl. Jeruk no.07 Wonoasih, Probolinggo City. In this case, the distance from the research location, namely from State Islamic High School 1 Probolinggo going to location place study Next is the Probolinggo City Museum which is about 10 minutes away kilometers from State Islamic High School 1 Probolinggo.

### **2.4. Data and Data Sources**

Hubberman confirms that qualitative data is sourced from a comprehensive and solidly based description that provides an explanation of the processes occurring in the local area. In this study, the researchers use two main data sources [34]: a. Primary sources, which are the main sources for this research, obtained through methods that identify data in accordance with the research problem. Primary data can be collected through observation, interviews, and documentation [35]-[37]. In this study, interviews were conducted with informants, specifically history teachers at State Islamic High School 1 Probolinggo, to explore the optimization of museum functions as a source of historical learning. b. Secondary sources are the secondary sources that, although not directly related, greatly assist in gathering the study material. Secondary data can be obtained through the internet, school profiles, photos, and other documentation [38].

### **2.5. Data Collection Techniques**

Data collection can be done in various settings, sources, and methods [39]. When viewed from the setting, data is collected in a natural setting. Data collection can use primary and secondary sources. Primary sources are data sources that directly provide data to data collectors, while secondary sources are sources that do not provide data directly, for example through other people or documents. In addition, when viewed from the technique or method of collection, data collection techniques can be carried out through observation, interviews, and documentation.

Interviews are used as a data collection technique if researchers want to conduct a preliminary study to find out the problems that need to be studied [40]. In this case, the researcher conducted interviews with several participants, namely history teachers, principals, and 10 students. The questions that will be asked to teachers are related to teacher perceptions of the existence of the Probolinggo City Museum, teacher understanding of optimizing the function of museums, and history learning that has been carried out in class, including the media and learning resources provided.

In addition to history teachers, researchers also conducted interviews with principals regarding the principal's perceptions of optimizing the function of museums as a source of history learning. Interviews were also conducted with students of grade X MIA 2 and X MIA 3 to better understand students' perceptions of history

learning in class, students' perceptions of local history learning in museums, and students' understanding of local history before and after visiting the museum by providing essay questions in the form of flyers.

This data collection technique is based on self-report or at least on personal knowledge or beliefs, so that through interviews, researchers can dig deeper into how participants interpret situations and phenomena that occur, things that cannot be found through observation. Thus, interviews allow researchers to obtain more in-depth information about participants' views on ongoing situations and phenomena

## **2.6. Data Analysis**

Data analysis is the process of systematically searching for and compiling data obtained from interviews, field notes, and documentation [41], [42]. This process involves organizing data into categories, describing them in units, synthesizing, compiling patterns, and choosing what is important and what is not to be studied, then drawing conclusions so that they are easily understood by oneself and others. Data analysis as a process of formally detailing activities to find themes and formulate hypotheses (ideas) that are proposed, as well as an effort to provide assistance and themes to the hypothesis. Therefore, this definition can be synthesized that data analysis is the process of organizing and sorting data into patterns, categories, and basic units of description so that themes and working hypotheses can be formulated based on the data.

The stages of data analysis consist of three stages, namely: first, data reduction, which means summarizing and selecting things that focus on important things, looking for themes and patterns. Second, data presentation (Data Display), in research with a qualitative approach, data presentation is often done using text. With this data presentation, it will make it easier to understand what is happening and plan the next steps based on the understanding that has been obtained. Third, drawing conclusions, namely initial conclusions which are temporary and can change if no strong evidence is found at the next stage of data collection.

## **2.7. Research Procedures**

In this study, the stages carried out began with the stage before going into the field, which included determining the focus of the research, adjusting the paradigm with relevant theories, searching for references related to the research title, compiling research tools such as field observations, making a research permit letter to the Faculty of Tarbiyah and Teacher Training, as well as application permits to research subjects, consulting on research focus, and compiling a research proposal. Furthermore, at the fieldwork stage, the researcher collected materials related to the problem to be studied, such as studies on educational supervision, the importance of supervision in institutions, and the principal's efforts to improve the quality of teachers and their professionalism, through observation, interviews, and documentation with direct methods. The data analysis stage includes processing data obtained from observation, in-depth interviews, and documentation, with interpretation according to the context of the problem being studied, as well as checking the validity of the data to ensure its truth as a basis for research. Finally, at the report writing stage, the researcher compiled the research results from the entire series of data collection activities to a description of the meaning of the data obtained.

## **3. RESULTS AND DISCUSSION**

### **3.1 Optimizing the Function of Museums as a Source of Historical Learning in an Effort to Improve Effectiveness of Student Learning at State Islamic High School 1 Probolinggo City**

Museums have not been optimized properly, either by students or by history teachers. This can be seen from students' understanding of local history in their home areas. To improve students' understanding of local history, a learning strategy is needed that utilizes resources available in the surrounding environment, one of which is through museums as a source of learning history.

In optimizing museums as a source of learning, museums provide concrete resources for students and the community to broaden their horizons and provide new ideas in understanding historical events. Museums can be used as supporting sources for learning, especially in historical materials and past civilizations. Learning history using resources such as museums allows students to gain balanced experience and knowledge between material, independent thinking, and analysis, even though students' abilities vary. However, by visiting museums, students can explore the knowledge they gain during their visits.

Learning history is very important for the development of national identity. However, it must be realized that the importance of learning history cannot develop by itself without effort from individuals, especially teachers. A struggle is needed to foster historical awareness among students. To foster historical awareness, it is not enough to just answer history, because this is the responsibility of the current generation to answer the challenges of the times. Therefore, support is needed from competent parties, namely history teachers, who directly deal with students. History teachers have a major role in instilling real historical values, such as the spirit of heroism, nationalism, and patriotism.

Learning materials play a very important role in the overall curriculum, which must be well prepared so that the implementation of learning can achieve the set targets. These targets must be in accordance with the competency standards and basic competencies that must be achieved by students, where the materials determined

for learning activities must truly support the achievement of competency standards, basic competencies, and success indicators that have been set.

Through a visit to the museum, students in grades Mathematics Natural Sciences 2 and Mathematics Natural Sciences 3 in history learning gain motivation and effectiveness in learning. A visit to the museum makes the learning process more interesting and increases students' interest in learning more about local history. In learning local history at the museum, activities begin with questions about students' learning interests in knowing, studying, and understanding local history. This local history learning must be adjusted to basic competencies, namely basic competency 2.2 which includes attitudes and actions of loving peace, responsiveness, and proactivity, as shown by historical figures in overcoming social and environmental problems.

### **3.2 Results of Optimizing Museum Functions on Student Learning Effectiveness**

The results of the visit to the museum showed several findings obtained from the use of the museum as a source of learning history. First, this visit succeeded in increasing students' interest in learning, where learning history became more interesting and not boring. Students gained new insights and knowledge that made them more active and interested in learning local history, especially the history of Probolinggo City. Second, students gained deeper knowledge about the history of Probolinggo City, starting from culture, ethnicity, traditional dances, typical batik, heroic figures, city conditions during the colonial period, to existing historical relics. By visiting the museum, students can see the existing collections directly, which provides a more lively learning experience outside the school environment. Third, students' ability to convey what they have learned after visiting the museum, both verbally and in writing, also increased. They were able to explain local history, culture, and important figures in Probolinggo, and were able to motivate their friends to learn more deeply. Finally, an assessment was carried out after the visit by asking questions about the history, culture, and figures of Probolinggo, which aimed to evaluate students' understanding of the material that had been studied at the museum.

From the results of the questions, it is evident that students were more capable of answering the questions posed by the researcher. This indicates that optimizing the function of the museum has been beneficial for both history learning and the students and teachers involved. Learning that takes place outside the classroom, utilizing resources like museums, has sparked greater student interest in learning and enhanced the effectiveness of both in-class and out-of-class activities. Students are more motivated to share what they have learned during their museum visits, broadening their knowledge and deepening their understanding.

This study has a significant impact on improving the understanding and effectiveness of history learning, particularly by introducing more interactive and experience-based methods. By optimizing museums as learning resources, this study can foster students' critical thinking skills, increase their interest in history, and provide a deeper understanding of historical events through direct interaction with artifacts. However, this study also faces several limitations. One of these is the limited sample size or context, which may not fully represent the conditions of other schools, particularly those with fewer resources. Moreover, integrating museums as learning resources requires adequate access to physical or digital facilities, which may be a challenge for schools with limited budgets or lacking technological infrastructure. Finally, a more comprehensive evaluation of the long-term impact of this approach would require additional time to assess changes in students' critical thinking skills and their attitudes toward history.

## **4. CONCLUSION**

The results of optimizing the museum's function can be seen through interviews with school principals, history teachers, and students who participated in museum visits, as well as the answers to questions posed by the researcher. Specific outcomes from this optimization include: 1) Increased student interest in learning local history through the use of the museum, 2) Enhanced knowledge about the history of Probolinggo, 3) Improved student abilities in conveying what they learned after visiting the museum, both orally and in writing, and 4) Final assessments or evaluations, in the form of questions posed by researchers and teachers, which met the expectations of both parties. These evaluations, particularly the essay questions, related to local history and the specific exhibits in the museum, demonstrated the effectiveness of the museum visit. For future research, it is recommended to explore a comparison between the use of physical and virtual museums in history learning. Additionally, examining the long-term impact of integrating museums as learning resources on the development of students' critical thinking skills and historical understanding would provide valuable insights into the sustainability and effectiveness of this educational approach.

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