

# Model Development Study of Historical Object for Non-Education Program History

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## **Model Development Study of Historical Object for Non-Education Program History**

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### **Abstract**

Study of historical objects in the beginning is one of the subjects in the study program of the Faculty of History Teaching and Education University of Muhammadiyah Prof. Dr. Hamka Jakarta. But then became subjects featured because every student can immediately know the attractions and historical objects that have just exist in books or on the internet. The experience gained by the students not only knowledge but more important is the emergence of a sense of love and pride for the historical objects visited and implications for the love of the homeland Indonesia. Besides visiting historical object, also conducted comparative studies with historical education courses that are in the city to share experiences and exchange ideas on the development of education courses in Indonesian history. Therefore, the study of the historical objects need to be developed not only involves students of history education but also students from other courses, so as to form the character of patriotism in all students.

**Keywords:** *model development, historical object*

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## Introduction

2

The college has a mission to search, discover, disseminate, and uphold the truth so as providers, higher education must be free of influence, pressure and any contamination as well as political and economic power so that the process of education, research and community service can be implemented based on academic freedom and scientific autonomy (Peraturan Pemerintah No 4, 2014). In education at the undergraduate level, the college of higher education is expected to produce graduates who are not only able to apply their expertise and utilize knowledge on the field but also to adapt to the situation (Lampiran Peraturan Presiden Republik Indonesia Nomor 8, 2012).

Higher education based on the National Qualifications Framework Indonesia (KKNI) implicated in learning activities that are not based on the material, because the learning outcomes in KKNI is the ability acquired through the internalization of knowledge, attitudes, skills, competence and duration of work experience. Therefore, the college is required to do collaboration between classroom learning materials and skills to practice the material that has been obtained. Collaboration is done in the community outside the campus environment in order to improve student opinion regarding the relevance of material that has been learned in the classroom with the reality that occurs in the community.

To meet the regulatory demands, college field becomes one of the things that must be done by the lecturers so that students understand not only cognitively but has a personal and social skill. Lecture Field Work (KKL) is one of the subjects that are carried out by the study program to gain added value in higher education. Job training activities are the implication of the activities of Field Work Experience (KKN) which is a field activity is mandatory for all students of S1, but with a shorter time. Through these activities, the college believes that the program is able to encourage empathy students and contribute to the resolution of existing problems in the community. Interaction between students and the community will be fun and rewarding because each party will learn from each other on the knowledge they have (Simlitabmas, 2013).

Based on the results of research conducted by DeWitt & Storksdieck (2008) research on the field trip for the past 25 years shows that students get an effective learning experience. Although there are still obstacles in the field trip activities, but researchers continue to learn more in order that these obstacles can be overcome. Factors that become obstacles in the field trip include limited funding, lack of time, a solid curriculum, and documentation are performed by educators (Anderson, Kisiel, & Storksdieck, 2006).

History Education Studies Program FKIP UHAMKA organizes activities carried out in the community as well as reviewing historical objects called the Object Historical Studies. Implementation of these activities is the implication of one of the missions in the Program are implementing community service and develop the freedom of thought which is imbued with the spirit of monotheism scientific and moral values to form a sense of history. Thus the goal of producing program implementation of community empowerment in the form of implementation of various innovative works of the results of the study of history and history education can be achieved. Study of historical objects is part of the learning in the field that will enrich the experience of learners.

Historical Objects study is a scientific study that aims to examine public places or historical objects. The activities promoted by the History Education courses, in an effort to equip students to participate keeping objects of cultural heritage. In addition to maintaining the cultural heritage objects, students are able to take positive values for the development itself and the public. Historical Objects purpose of the study is to sharpen the ability to think, analyze and cooperation, through the preparation of scientific reports and activities.

Objects Historical Studies is an academic activity that has a weight of 2 (two) credits and conducted in semester VII as conditional subjects. Historical studies of new objects can be reached after a student taking job training I and job training II. In the course of the historical objects of study, students are required to interact with the community and doing historical research that is supported by the assessment of economic, social, cultural and religious society. The method used in the Study of Historical Objects is a method of field study, where students, accompanied by lecturers make observations on society and heritage buildings, then compile a report that ended with a seminar report Objects Historical Studies. Benefits of activity Objects Historical Studies, this course can be applied in other courses because of the experience gained by the students not only knowledge but arises a sense of love and pride in the history of the visited objects so that love of country and nationalism will continue to grow. Objects and historical tours contain the values of national struggle increasingly long forgotten by the younger generation at this time.

## Research Methods

Method of research conducted in this research is qualitative method with phenomenological approach. Through a phenomenological approach, this paper will describe activities Objects Historical Studies that have been done by the History Education Studies Program FKIP UHAMKA and how applications can be done in other courses besides History Education. Phenomenological approach is used because it is suitable for reviewing existing meaning in the experience and human action (Saleh, 2011). The purpose of this paper is to reveal the facts about the activities Objects Historical Studies based activities in 2014 and made the object of historical study model for other courses outside Studies History Education.

This article is expected to be useful to stakeholders as one form of contributions to the foster patriotism among students through activities Objects Historical Studies of research conducted by students of the seminar held Objects Historical Study results. Technical implementation is having made the object of historical study reports are then presented in front of the faculty and students in the History Education Studies Program. Subsequently held a question and answer session led by a moderator. Through seminars Objects Historical Study results, students are expected to have the ability in the field of research that is required for writing scientific papers, theses and academic activities in the future and be accountable for the results of research. From the results of the seminar, students can explore the things that had been unknown. For example from the discussion about Sam Poo Kong, a seminar participant asked about the evidence of the Sam Poo Kong after converting to Islam. Questions are answered by the evidence legacy in the form

## Result and Discussion

According to Tal & Morag (2009) is described as a field trip experience for students that is designed for educational purposes. The purpose can be achieved in a learning outside the classroom are:

1. To provide direct experience
2. Stimulate interest and motivation in studying a knowledge
3. To add relevance to learning and interrelationships
4. To strengthen the skills of observation and perception
5. To promote social development (Michie, 1998)

The targets of learning history is not just mastery of historical facts, not too tacking student orientation on past events. According to I Gde Widya (1999) in Suharso (2014) learning the history of the activities carried out by the students to observe dynamically the past experience of earlier generations to find concepts or big ideas in the past so as to equip students in assessing the development of the present and the future. Soedjatmoko (1976) in Suharso (2014) mentions the teaching of history was held as a shared experience between the teacher and the taught not just memorizing facts. Joint research between faculty and students become the main method. Students are directly involved in a new engagement so as to perform self-discovery as part of the Indonesian nation.

The statements above show that a researcher would not be able to do the reconstruction past when no trace, the source or the evidence. Existing sources often depends on the ability of researchers to make sense of a source. It could have been for some researchers of the topic otherwise have no sources whereas according to other researchers many sources for the topic (Muhsin, 2009). The discovery of resources needed can be done in two ways, namely literature and field study. For a researcher of history, both types of research cannot be strictly separated though still to be done first is literature. Field research is a continuation of literature if the required data is still lacking. Field research conducted heuristic; it means finding and collecting sources, traces and historical evidence (Muhsin, 2009). Sources that have historical significance can be derived from the field of fiction, songs, legends, folkore and proverbs.

Researchers can obtain the history of the written and unwritten sources that have not been saved and libraries or museums as artifacts and oral sources. Therefore, history teaching students not only learn in the classroom, but can be given learning outside the classroom with historical research methods. Students learn to find itself a fact of history that would be more interested in history. Starting from formulating the problem, collect and assess the validity of sources of information, build hypotheses and infer and interpret the results. One of these activities is an object of historical study as a conducted by the History Education Studies Program FKIP UHAMKA.

Event objects of historical studies conducted once a year for semester students 6. Students accompanied by the supervisor observe the problems that have been formulated in the public and heritage buildings. Long activities ranging from 6-8 days depending on the location of the place of

observation. During the activity, students gather resources are then examined the validity of resources to do library research. After completing the activity, students can make a hypothesis, deduce and interpret the research results through reporting activities and seminars Objects Historical Study report.

In the course of the historical objects of study, students are invited to think of history that has the ability to think chronologically, periodization, causality and diachronic and synchronic thinking skills necessary to understand a historical event in the past, present and future (Syukur, Gunawan, Supriatna, & Sunjayadi, 2013, p. 34). For example, the ability to think chronologically will appear when the student must report the number of incidents or events in order of time of the visit in the study area of the historical objects began to leave until the return and any activities not only recorded the time sequence of events but emphasizes the link between the events of the first with next.

Historical objects of study activities to train students to conduct historical research. The study of history is one of the researches regarding the collection and evaluations of data systematically, related to the events of the past to test hypotheses relating to the factors that cause, effect or the development of current events and anticipate upcoming events (Sukardi, 2003). Historical research also relates to a procedure, process, or technique in the systematic investigation of a particular discipline to get the object (materials) to be studied (Sjamsuddin, 2007). Historical research is basically the study of historical sources; the implementation of the phases of activity covered by the historical method is heuristic, criticism, interpretation and historiography (Syukur, Gunawan, Supriatna, & Sunjayadi, 2013).

Historical research conducted in the study of the historical objects is a simple research activity. Starting with a heuristic process that is generating activities and find the necessary resources, both internal and external criticism that testing critical of the source is found, and produce simple historiography works in accordance with the purpose of the study of historical objects in the form of writing and presentation or exposure.

One of the activities object of historical study that has been done departing from the theme "Exploring Local Wisdom with History" conducted in five (5) historical objects that Sam Poo Kong temple and *Lawang Sewu* in Semarang, *Kauman* and Center of Silver Handicrafts in Yogyakarta and Village *Sembungan* The Temple Complex Dieng. The activities carried out from 10th s.d. February 15, 2015 and is divided into 5 (five) groups. The activity generates simple historiography in the form of scientific papers with title (Gunawan, Armiyati, & Naredi, 2014):

1. Development of Railways in Semarang (Object Study: *Lawang Sewu*)
2. Study of Chinese Society in Semarang (Object Study: Sam Poo Kong)
3. The development of Muhammadiyah in Yogyakarta (Object Study: Kauman)
4. Development of Silver in Yogyakarta (Object Study: Kotagede)
5. Social Life Culture Society Dieng Temple Complex (Objects Study: Rural Sembungan, Dieng).

To strengthen the results of research conducted by students of the seminar held Objects Historical Study results. Technical implementation is having made the object of historical study reports are then presented in front of the faculty and students in the History Education Studies Program. Subsequently held a question and answer session led by a moderator. Through seminars Objects Historical Study results, students are expected to have the ability in the field of research that is required for writing scientific papers, theses and academic activities in the future and be accountable for the results of research.

From the results of the seminar, students can explore the things that had been unknown. For example from the discussion about Sam Poo Kong, a seminar participant asked about the evidence of the Sam Poo Kong after converting to Islam. Questions are answered by the evidence legacy in the form of anchors and their mosques were right at the pagoda that shows Muslim admiral Zheng Ho is derived from the Chinese (2014). Questions and answers appear in the seminar to train students to think of causality. Thinking of causality regarding the causal relationship between two events or more. Knowledge of these relationships is needed to answer why an event occurs.

Based on an examination of the historical object of study activities carried out by the History Education Studies Program FKIP UHAMKA show students the skills needed to be able to apply the knowledge acquired so as to produce a simple historiography. Moreover, this activity is able to explore and broaden students about historical events so as to foster a sense of patriotism.

Given this reality, Historical Objects Study subjects can be applied in other courses outside Studies History Education. Other courses of study subjects can obtain historical objects reminiscent of the concept of history as a science which depends on the history of the human experience in the form of artifacts and documents (Syukur, Gunawan, Supriatna, & Sunjayadi, 2013). Existing documents or

artifacts can be studied not only by historians in finding the facts. It is based on any field of the object has a history and has experience as beings who continue to live and develops.

The study of historical objects capable of improving cognitive and affective abilities of students. Although the impact on cognitive ability is relatively small but this can be overcome by designing a research report that the stages of historical research can be done. The same thing was stated by Storsdieck, et.al (2006, 2007) in DeWitt & Storksdieck (2008) that cognitive learning in the field trip remains an important part of a journey undertaken although not too long. Teachers and principals may consider ways to maximize results in getting the learning experience.

Historical research method is applied as a common thread in the study of historical objects. So that every student in any study program can study the historical research as a complement to other methods of research. Model studies of historical objects with historical research of this approach can actually be implemented in the entire course with emphasis in accordance with their respective disciplines. As a review, here are some courses that can carry out this historical model of the object of study:

1. English Studies Program

One graduate of English Studies Program is to become a tour guide. A tour guide should have knowledge of the history of the places designated so that if at the time I was in college, students are given a model study of historical objects with historical research approach, travelers can explain to a more comprehensive manner, not just a show place but also a history of attraction visited.

2. Economic Studies Program

Human activities in the economic field in the past can become the object of study in the historical object of study subjects. For example, to determine the origin of money as economic, students can be invited to visit the museum of Bank Indonesia as a field of study and to study literature in the library of Bank Indonesia. In addition, some form of production activities can also be the object of study. Suppose students are invited to visit the factory toothpaste and reviewing and researching methods of historical research, so that students can know the history of the manufacture of toothpaste from the past until now.

3. Geography Studies Program

History and Geography as two sides of a coin that cannot be separated because of any historical event is always associated with the geography. Both can support each other in the collection of data and the search for historical sources. Geography Studies Program students can be invited to conduct a study of historical object to the entire object history as the science of history must consider space and time. Someone whose background geography can be a historian to study the historical research. Geography student may be invited to conduct a study of historical objects to the old city of Jakarta with the research object port of Sunda Kelapa. Students can search for the facts and the source of the attack Sultanate of Demak views of geographical location.

Research conducted by Behrendt & Franklin (2014) showed that students who participate directly on learning in the field resulted in a positive attitude about the subject. The same is shown by Cwikla (2009) that learning in the field can attract students on a subject, even in the classroom the student is not showing interest. Learning by doing is more effective than the lecture method of teaching done by teachers (Hackathorn, Solomon, Blankmeyer, Tennial, & Garczynski, 2011). Basically, this historical model of the object of study can be applied in all existing courses at any college, because human life cannot be separated from her past. By studying history through the study of historical objects, students will get direct experience of visiting the objects of history in Indonesia so as to foster a sense of love and pride for Indonesia.

### Conclusions

1. Study of the historical objects are academic activities by visiting historical attractions in the region agreed with historical research methods and aims to equip students to participate keeping objects of cultural heritage.

2. Study of the historical objects can be developed as a model of courses that can be applied across existing courses in college by searching for historical objects related to the course of study concerned.

3. Students can sharpen thinking skills, analysis and collaboration through historical research into methods of assessing to report the study of the historical objects.

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