

THE POTENTIAL OF PRINCE DIPONEGORO MUSEUM AS A LEARNING RESOURCE FOR SMP SCHOOL SOCIAL SCIENCES

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Abstrak: Penelitian ini bertujuan untuk mendeskripsikan apa adanya tentang potensi museum pangeran diponegoro sebagai sumber belajar IPS di sekolah menengah. Penelitian ini menggunakan jenis penelitian kualitatif yang tujuannya untuk memahami fenomena yang dialami subjek penelitian dengan menggunakan metode naturalistik dengan data yang didapatkan dilapangan secara alamiah, apa adanya, tidak dimanipulasi, dan tanpa dipengaruhi secara sengaja. studi kasus dengan berbagai teknik pengumpulan data. Hasil penelitian menunjukkan bahwa Museum Pangeran Diponegoro yang terletak di Desa Tegalrejo, Kecamatan Tegalrejo, Kota Yogyakarta ini layak untuk dijadikan alternatif sumber belajar IPS di sekolah menengah, berdasarkan hasil observasi dan wawancara di lapangan dengan pihak pengelola Museum Pangeran Diponegoro dan guru-guru SMP yang pernah berkunjung ke Museum Pangeran Diponegoro Museum Diponegoro, menurut mereka koleksi Museum Pangeran Diponegoro layak dijadikan sumber belajar, khususnya mata pelajaran IPS tingkat SMP. Koleksinya mayoritas mempunyai potensi yang besar jika dilihat dari bobot koleksinya, tidak terlalu berat dan tidak terlalu ringan, juga untuk pembelajaran tingkat SMP.

Kata Kunci: Potensi museum, Museum Pangeran Diponegoro, Sumber belajar IPS SMP

Abstract: This study aims to describe what it is about the potential of the Prince Diponegoro museum as a social studies learning resource in high schools. This study uses a type of qualitative research whose aim is to understand the phenomena experienced by research subjects using naturalistic methods with data obtained in the field naturally, as they are, not manipulated, and without being influenced intentionally. case studies with various data collection techniques. The results showed that the Prince Diponegoro Museum, which is located in Tegalrejo Village, Tegalrejo District, Yogyakarta City, is suitable to be used as an alternative source of social studies learning in secondary schools, based on the results of observations and interviews in the field with the management of the Prince Diponegoro Museum and junior high school teachers who had visiting the Prince Diponegoro Museum Diponegoro Museum, according to them the collection of the Prince Diponegoro Museum is worthy of being used as a learning resource, especially social studies subjects at the junior high school level. The majority of the collections have great potential when viewed from the weight of the collection, not too heavy and not too light, also for junior high school level learning.

Keywords: *museum potential, Prince Diponegoro Museum, Middle School Social Sciences learning resource*

PENDAHULUAN

Indonesia is a country rich in culture and history. Historical and cultural heritage in Indonesia include temples, statues, inscriptions, mosques, palaces, books, regional clothing, dances and all other forms of culture. Evidence from historical heritage shows that the Indonesian people had a high level of civilization. Historical and cultural heritage must be preserved because it has many benefits, including in the world of education.

A container or place to preserve history and culture so that it is maintained and preserved so that it becomes evidence of authentic historical heritage, so that it is stored in a special room which is usually called a museum. The city of Yogyakarta is an area that has many diverse historical and cultural heritages. Maulana M (2018: 216) which states that the use of museums as a learning resource is very necessary in the learning process because it can provide a positive response to the subjects studied. So, to preserve it, many museums have been established in the city of Yogyakarta. The many museums in Yogyakarta have the potential to be used as learning resources for students considering the large number of schools in Yogyakarta. Apart from that, learning resources are also very much needed in the learning process. In the Big Indonesian Dictionary (2008: 766) museum means the building is used as a permanent exhibition of worthy objects receive public attention such as historical heritage, art and science; place keep old things. According to ICOM (International Council of Museums) museum is an institution that is permanent, not seeking profit, serving society and its development, open to general public, which

collects, maintains, communicates and exhibit material evidence of humans and their environment, for the purposes of study, education and pleasure (Sutaarga, 1991: 3).

There are many museums in Yogyakarta, most of which are museums that keep the historical heritage of the Indonesian people from post-pre-literacy to Indonesian independence. Education in schools today is too separate from the basic experiences of life. The natural environment and social environment have not been utilized optimally by teachers as learning resources. Teachers do not give opportunities for students to see directly so as to provide opportunities for perception, investigation, and real experience. There are many things that make teachers reluctant to carry out the learning process outside the classroom (environment). According to Abror (2017: 20) teachers tend not to like learning outside the classroom because they are lazy, don't want to be bothered, or consider learning outside the classroom to be less important for students and teachers. In fact, outside the classroom there is a surrounding environment that has a lot of information that can be used as a learning resource. Social studies learning resources can be in the form of schools, libraries, markets, cooperatives, museums, community environments, parks, temples, etc. The museum has potential and can be used as a social studies learning resource. Museums and social studies learning can become a mutually beneficial unit in presenting insights into the archipelago. Museums are a reflection of national unity and develop students' critical thinking skills so that they are able to understand, identify, analyze and then have social skills to participate in solving social problems.

Through visits to museums it is hoped that students will know more about the phenomena that occurred in people's lives in the past so that they can be used as a reflection of life in the future. The city of Yogyakarta has a museum which is a monumental building for one of the Indonesian heroes who fought for national independence, namely the Prince Diponegoro Museum. The Prince Diponegoro Museum is a special museum that contains a collection of the remains of Prince Diponegoro. These collections contain a lot of important information for social studies learning in junior high schools, however, because there is no information or research results regarding the potential benefits of the Prince Diponegoro museum as a social studies learning resource for junior high schools, schools and students in the city of Yogyakarta have not optimally utilized the potential in it. . museum to be used as a learning resource for students. While the utilization of the potential of the Prince Diponegoro Museum as a learning resource can be used as a strategy and alternative for teachers to maximize student knowledge. The current learning problems are limited to listening, taking notes, and memorizing. Learning is only limited to the transfer of knowledge from teachers to students, so that of the many learning resources that are often used by teachers are textbooks. Social studies learning at this time also still emphasizes indoor class learning or learning in the classroom only, so that so far learning tends to be rigid and as if it is hindered by a large wall that is fixed in space and time. In line with this, according to Rachmah (2014: 132) the implementation of social studies learning currently emphasizes aspects of teacher-oriented knowledge, and only forms a culture of memorizing does not develop a culture of critical thinking. This is certainly not in accordance with the aim of social studies learning, namely to make students have the ability to think critically to solve social problems that occur to themselves and their environment.

METODE PENELITIAN

Research on "Prince Diponegoro Museum as a Learning Resource for Middle School Social Studies" is a type of qualitative research. Qualitative research is research to understand the phenomena experienced by the research subjects. The method used in this research is naturalistic. It is called naturalistic because the situation in the research field is natural, as it is, not manipulated, and without being deliberately influenced.

HASIL PENELITIAN

The Prince Diponegoro Museum is located in Tegalrejo Village, Tegalrejo District, Yogyakarta City. The location of the Prince Diponegoro Museum is very strategic and easy to access because it is located near the center of Yogyakarta City, only about 2 km from the center of Yogyakarta City (calculated from the Zero Point KM Malioboro). The location of the Prince Diponegoro Museum which is in the Yogyakarta City area and close to Yogyakarta City tourism makes the Prince Diponegoro Museum a good alternative for research, alternative sources of learning and recreation. The establishment of the Prince Diponegoro Museum was facilitated by the Yogyakarta City Culture Service and the Yogyakarta Special Region Government, managed by KOREM and the Yogyakarta City government. The existence of the Prince Diponegoro Museum provides added value to the Tegalrejo area which stores the history of the struggle of the heroes in facing the Dutch who wanted to colonize the Indonesian nation, besides that it is also an alternative to educational tourist visits in the city of Yogyakarta.

Facilities and infrastructure are one of the important factors that must exist in a museum. A good museum must have several facilities or facilities and infrastructure to support the comfort of both managers and visitors who come to the museum. Some of the existing facilities and infrastructure at the Prince Diponegoro Museum can be seen in the table below:

Table 1.1 Prince Diponegoro Museum Facilities and Infrastructure

No.	Facilities and Infrastructure of the Prince Diponegoro Museum	Hasil	
		Yes	No
1.	Museum location is strategic and affordable.	V	
2.	The museum has a main building (permanent, office, auditorium, and collection storage room).	V	
3.	The museum has supporting buildings (parking lots, toilets, and security post).	V	
4.	Museum collections have historical and scientific values.	V	
5.	Museum collections are described historically and its function.	V	
6.	The museum has a security device (CCTV)	V	
7.	The museum arrangement room is kept clean	V	
8.	The museum has tight security against collection.	V	
9.	The museum has room temperature control to maintain collection.	V	
10.	Adequate lighting in the storage room collection.	V	

11.	The museum has an inventory list of	V	
12.	Museums have curators.	V	
13.	The museum has an education team.	V	
14.	The Musuem has administrative personnel	V	

(Source: Based on researchers' observations)

Looking at the table of facilities and infrastructure above shows that the existing facilities and infrastructure at the Prince Diponegoro Museum are appropriate to be able to accommodate museum services to visitors. The availability of complete facilities and infrastructure can also make visitors more comfortable and at home in the museum. The facilities and infrastructure at the Prince Diponegoro museum also have added value. It can also increase the competitiveness of museums in order to make the Prince Diponegoro Museum a creative and innovative agent in preserving and communicating the values of Prince Diponegoro's fighting spirit for the benefit of fostering the younger generation.

The Potential of the Prince Diponegoro Museum as a Learning Resource Based on the results of interviews by researchers, it shows that the collections in the Prince Diponegoro Museum consist of material and non-tangible collections in the form of the history of Prince Diponegoro's struggle in his efforts to liberate himself from the Dutch. This collection was obtained from the findings of residents around the Prince Diponegoro Museum and also a gift from the Yogyakarta Palace family which took the form of various tools used in past lives, one of which was in the form of a horse-drawn carriage which was used as a means of transportation in ancient times. Overall, based on the results of interviews and observations of researchers, the origins of the collections in the Prince Diponegoro Museum consist of 2 sources, namely objects and non-objects originating from findings from local residents, collections from grants or gifts from the Yogyakarta Palace family, as well as grants from The DIY Culture Office, mainly from the Yogyakarta Palace Family

The suitability of the Prince Diponegoro Museum collection to be used as an alternative secondary school social studies learning resource, according to the results of observations and interviews in the field with the management of the Prince Diponegoro Museum and junior high school teachers who have visited the Prince Diponegoro Museum, they said that the Prince Diponegoro Museum collection is suitable to be used as a learning resource. , especially social studies subjects at the junior high school level. The majority of collections have great potential if viewed from the weight of the collection, not too heavy and not too light, also for junior high school level learning, the Prince Diponegoro Museum can be visited by various school levels because of its function which can be used by the public or all groups. Regarding the relationship between social studies material and learning resources in the form of museum collections, researchers have checked social studies material for middle school in the revised edition of the 2013 Middle School Curriculum textbook, the results show that some of the material taught at school through this book can be obtained as a learning resource or can be studied at the Prince Diponegoro Museum. Information obtained by researchers from educators and heads of museums, as well as direct observations by researchers at the Prince Diponegoro Museum, shows that, in the collection display building, students are

invited to see collections with the theme of household utensils and weapons of war from various cultures, then in the museum hall students will be invited to look at them. cultural diversity and examples include horse-drawn carriages, gemelan, and the typical Central Javanese house, namely the joglo, as well as the history of the hero Prince Diponegoro, then in the pavilion courtyard there are kebol walls, komboran, padasan, cannons, and finally the audio-visual building.

KESIMPULAN

Based on the results of research and discussions conducted by researchers regarding the potential of the Prince Diponegoro Museum as a learning resource for junior high school social studies, conclusions can be drawn

The Prince Diponegoro Museum is based on the criteria for establishing a museum according to PP No. 66 of 2015 and the criteria for selecting learning resources have met the criteria for an appropriate museum such as location requirements, buildings, supporting elements, and the physical needs of the museum, besides that the Prince Diponegoro Museum also meets the criteria to be used as a social studies learning resource, especially at the junior high school level, this can be seen by the fulfillment several criteria for selecting learning resources which include aspects of: economical, easy, flexible, and compatible, effective, and efficient, as well as having a positive value for its users. Fulfilling the criteria above will certainly make it easier for teachers and students to choose learning resources and understand the message or information to be sought through the collections in the museum. students in social studies subjects at the junior high school level.

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