

International Journal Social Sciences and Education (IJoSSE)

Volume 4, Number 1, 2023, pa. 34-41

ISSN : 2775-1481 (Print), ISSN : 2775-1473 (online)

Utilizing the Nekara Museum As a History Learning Source

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Received : 29 Maret 2023

Reviewed: 15-30 April 2023

Accepted: 26 Juni 2023

ABSTRACT

Museums and historical objects are an inseparable unit. Museums are not just a place to store and care for objects that have historical value, but museums are established for the preservation and development of cultural heritage in the framework of national unity and civilization. The existence of museums in Indonesia is very important considering that museums do not only have a function as a protector of cultural heritage objects, but also as a place for forming ideology, discipline, and developing knowledge for the community. In the history of education, museums are closely related to historical heritage. Museum is a place or container used to examine objects that have historical value. The existence of the Nekara Museum is important for education in the Selayar Islands as a source of learning history.

Keywords: Nekara Museum; Learning History

Introduction

Museums and historical objects are an inseparable unit, museums are buildings or buildings used to store and care for objects that have certain values, such as historical, artistic and cultural values. Museums are not just a place to store and care for objects. - objects that have historical value, but museums are established for the preservation and development of cultural heritage in the context of national unity and civilization. Each region or country should have a museum (Ahmadjonovna & Bakhromovich, 2020). The museum is a place that represents us to know and understand the history that we have, so that anyone of us can understand the civilization of a nation (Cushman, 2013). Therefore, museums are not only a means of storing objects, but can also be used as a source of learning. Although museums are not part of an institutionalized learning system, the relationship with learning has been close for a long time (Silverman, 1995).

The existence of museums in Indonesia is very important considering that museums do not only have a function as a protector of cultural heritage objects, but also as a place for forming ideology, discipline, and developing knowledge for the public. This is also confirmed in the ICOM code of ethics, "Museums have an important duty to develop an educational role and attract wider audiences from the community, locality, or group it serves. Interaction with the supporting community and the guidance and promotion of the heritage it supports is an integral part of the education that must be carried out by museums (Booyens, 2010).

In historical education, museums are closely related to historical heritage (Stoddard, 2018). Museum is a place or container used to examine objects that have historical value (Geismar, 2018). Therefore, the museum is a suitable place to hone the curiosity of students, students, and the general public in the process of observing, recording and hearing information obtained from museum managers. The information obtained will be a new learning resource for students. In addition, the community will also have new insights in answering and describing a new finding that they see for themselves (Diefenbach et al., 2017).

Various collections owned by the museum can be used to educate the life of the nation. Museum collections are the main means that must exist in museums, where the existing collections are used as a place to get to know and learn about the life of a nation. So far, learning history in schools is less attractive to students (Fafunwa, 2018). Students are bored with learning that is only in the classroom. Therefore, learning history will be more interesting if students are invited to get out of their habit so far, namely being in the classroom. Students can be invited to various historical places that can hone students' creativity and critical thinking, such as temples, monuments, museums and others. As a place of history, the museum is a suitable place to study history (Bakker et al., 2020).

The historical learning resources here are not only for school children, but also for the general public where they can take advantage of collections that have historical value as a learning resource to get to know Selayar in the past. In Selayar itself, there is a museum which is very suitable for use as a One source of learning history is the Nekara Museum. The Nekara Museum presents collections or past events in the present and at the same time makes historical events a solid foundation for building the future.

Learners and students can observe some of the collection objects in the museum to be used as a source of learning history (Shephard & Pookulangara, 2020). Through visits to historical objects directly, students and students will have an understanding that learning history does not always have to be in the classroom, but can also be done outside the classroom. When students are invited out, they can open up new insights about history. Therefore, the existence of the Nekara Museum is important for the world of education, especially in the Selayar Islands

Regency, so that the Nekara Museum can become a source of learning.

Research Methods

This research uses descriptive qualitative method with case study approach (case study). According to Bogdan and Taylor in Moleong (2006: 3) qualitative method is a procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. In addition, this research is also expected can reveal a variety of information with detailed descriptions and deep. This study uses a case study approach (case study). The case study approach is included in descriptive analysis research, namely research conducted by focusing on a case to be observed and analyzed carefully to completion. Here It is necessary to carry out a sharp analysis of various related factors with the case so that finally a conclusion will be obtained accurate (Sutedi, 2009; 61). In the data case study approach obtained can be obtained from all parties concerned, with In other words, the data in this study were collected from various sources (Nawawi, 2003).

Results And Discussion

Collection of the Nekara Museum

Museum collections are all kinds of material objects resulting from human culture, nature and the environment that are stored in museums and have value for the development and development of history, science, technology and culture. In collecting various objects that will be used as museum collections, both in the form of original objects (reality) or non-original objects (replica). Procurement of collections can be done by means of (1) grants (gifts or donations); (2) deposit; (3) loans; (4) exchange with other museums; (5) findings (from survey results, excavations or confiscations); and (6) compensation for services (purchases from inventions or inheritance). Museum collections are an absolute requirement and are the spirit of a museum, so the requirements for an object to become a collection include (1) having historical value (including aesthetic value); (2) identifiable in terms of form, type, style, function, meaning, historical and geographical origin, genus (for biological), or period (in geology, especially for natural objects); (3) must be made into a document, which can later be used as scientific research; (4) unique, are objects that have certain characteristics when compared with similar objects; (5) Nearly extinct and rare are objects that are difficult to find. According to the types of collections in the museum, in 1971 the Directorate of Museums grouped museums according to the type of collection. At that time, three types of museums were known, namely the General Museum, the Special Museum and the Local Museum. In 1975, the grouping was changed to the General Museum, Special Museum and Educational Museum.

In 1980, the grouping was simplified again into the General Museum and the Special Museum. Based on the level of position, the Directorate of Museums further classifies General Museums and Special Museums into National Level Museums, Regional (Provincial) Level Museums, and Local (District/District) Level Museums. The Nekara Museum itself as a collection is included in the general museum category, where the museum whose collection consists of a collection of material evidence of humans and or their environment related to various branches of art, scientific disciplines and technology. However, in terms of position the Nekara Museum is included in the category of local museums, a museum whose collection consists of a collection of objects originating from, representing and relating to human and/or environmental material evidence from the district or municipality where the museum is located. The things that prove that the Nekara Museum includes these two categories are the types of collections:

Prehistory: Bronze drums, Bronze axes, anklets, Batu Ike Keramologika: Ceramics from underwater findings in 2009 totaling 557 in the Sangkulu-kulu site, Patikarya Village, Kec. Bontosikuyu Kab. Kep. Selayar. It was conserved in 2010 and 2011 and then kept in a museum in 2011. These ceramics come from several dynasties, including: Sung dynasty (960 -1279): 1 plate Yuan dynasty (1280 -1368): 9 bowls; Ming Dynasty (1368 - 1644): 182 pieces consisting of: 13 plates, 69 bowls, 85 plates, 15 celadon; Sukothai Dynasty (xiv - xv): 3 bowls; The Sawangkhalok Dynasty (xv - xvi): 302 pieces consisting of: 2 plates, 1 jar, 295 bowls, 4 plates, Not identified: 61 pieces. Apart from that there are also several jars (jars) which are underwater findings which were removed in 2011 at the Tamanroja site on the border between Barugayya Village and Parak Village, Bontomanai sub-district, Selayar Islands Regency. Some of the jars were made of clay (earthen ware) and some were made of stone (stone ware). There are 8 jars in total. Besides that, there is also a collection of ceramics from Europe. Miniature custom homes and Lambo. Lambo is a traditional sailing ship made in Bonerate, Pasi Marannu District, Selayar Islands Regency. It is called Lambo because of its convex hull shape. Unlike the flat Phinisi. This sailing ship utilizes wind power as its driving force. The sails of this ship have two triangular shapes. The bottom of this boat is curved (taper) with a wide hull. In its development, sailing ships are equipped with outboard engines to deal with the possibility of the wind not blowing in certain areas so that they continue their journey. There are 2 miniature lambos, some are traditional and some use sails. This miniature was deposited in the museum in 2011.

Bronze tool. The bronze tools consist of 5 (five) funnel axes. Funnel ax is the result of prehistoric culture, namely the Dongson culture that developed in South China and Southeast Asia. This ax is contemporaneous with the gong nekara. The cavity in the funnel ax is used to make a handle from a log. This ax is used as a hunting and farming tool. 5. Machete Weapon: a kind of long, broad-bladed knife, only one side is sharp. main function is meant to cut, slash and split. Sword: a type of hand-held weapon with a long blade, slender, sharp-edged with a sharp point on one or both sides. straight or curved shape. Its main function is to slash, cut or stab. Keris: a hand-held stabbing weapon from Southeast Asia. The shape is tapered with a sharp edge on both sides of the blade. Some are curved and some are straight. The indentations of a keris are called luk. On the surface there is usually an ornamental pattern called prestige. Prestige occurs as a result of forging through drawing or writing methods. The keris has three parts, namely the upstream keris, blade and sheath. Rifle: is a type of long-barreled firearm that is carried by hanging it on the shoulder.

Numismatic (currency) Currency resulting from underwater lifting in Sangkulu-kulu village, Patikarya and individual collections. the basic material of currency is copper. The currency that is raised in the sangkulu-kulu has an anulet (a hole in the middle) with a rectangular shape. Coins with regular anulet are also called kepeng. on coins there is a face value, the name and symbol of the country, king or kingdom, and the year it was issued. There are Chinese, VOC and Dutch currencies. Apart from that there are also collections of looms, fishermen, households and agriculture. The Nekara Museum which is located in Bontobangung Village, Jalan Aroeppala airport, Matalalang is managed by the Head of the Museum and BCB section, History and Antiquities, Department of Culture and Tourism.

Museums as a Source of History Learning Materials

The museum is a form of institution for the collection of works and achievements of the people in the past. Of course the museum does not have to be in the form of a building which limits the ability of the collection. Museums can be in the form of a building that stores the gifts and achievements of people in the past, but can also take the form of a site or a particular physical

environment (Hewison, 2023). The existence of museums will be more meaningful if linked to historical education because museums provide historical learning facilities that are very profitable and are part of real historical learning resources. As a source of learning, the existence of museums will greatly support a curriculum approach known as the expanding community approach (ECA). Through museum collections, students can use sources that are closest to their cultural environment and society (Pretes, 2003). Then they can find out about the wider environment through information or direct visits (if possible) to museums in a wider environment than their own environment. As an invaluable resource for history education, museums provide unlimited possibilities for students to be trained in the direction "learning by observing" on the various works and achievements of the people and their nation. Without a history education museum it would be impossible to carry out the educational process of "learning by observing" while the skills obtained from "learning by observing" are very important as one of the abilities that can be used to study what is happening in society and bring history closer to life as a lesson. Collections owned by a museum are concrete learning resources for students and can reduce the verbalistic learning of history (Good, 2020).

From the concrete objects they observe which are used as historical sources, they will gradually be invited to a higher and higher level of abstract thinking. Moreover, with the existence of this collection, history education can apply educational processes of "concept", "concept formation", and "concept discrimination" which will become a strong basis for the development of analytical and causalistic thinking skills.

Direct observation of the objects that make up the collection of a museum will provide opportunities for students to admire the ability of the people who produce them. Students are given a wide opportunity to find out how a work or achievement is produced. Every work and achievement requires skill, dedication, time, initiative and risk. On this basis, appreciation can be developed, but also the work and achievements become a source of inspiration for students. They will see that they too will be able to produce the same or better performance and be more in line with the present.

As an institution that stores, maintains, and exhibits works, inventions, and human initiatives throughout the ages, the museum is the right place as a means and source of learning history because its existence is able to answer various questions that arise in the learning process related to the history of human development, culture, and the environment. Through the objects on display, visitors can learn various things related to values, concerns, and various human lives. Direct visits to the museum, visitors, especially students, can see first hand what objects are on display.

The existence of the museum is widely socialized to the public, especially teachers who visit the museum. History teachers who visit museums can make museums and their contents more interesting and lively (Hooper-Greenhill, 2013). The existence of a museum can be a means and source of learning history, as well as a means of recreation. Students who are guided by the teacher to visit the museum can get maximum learning results, because they can do the assignments given by the teacher and the students have an awareness to remain willing to visit again even though they don't get the teacher's assignment, while the teacher's job is to continue to arouse students' curiosity about past history Indonesian nation.

Observation activities carried out by students while visiting museums can bring up new ideas and ideas because students are stimulated to use their critical thinking abilities to the fullest. The ability to think cannot appear alone without sufficient guidance and coaching from the teacher. Efforts that can be made by the teacher in cultivating students' critical thinking skills through visits to museums, namely on certain learning materials, teachers need to invite, assign,

and suggest students visit museums to prove descriptions and textbooks by looking at concrete evidence in the museum. In addition, students who will visit the museum are provided with supplies about the material to be observed so that students develop a sense of curiosity and can prove the information provided by the teacher or museum guide (Diamond et al., 2016). Teachers can also provide tools to support student learning in the form of guide sheets whose material is arranged briefly, concisely, and is able to foster students' critical thinking about the object being observed. During the visit, the teacher and guide are near the students to provide guidance and carry out small discussions with students about the objects being observed. After the visit, students make a report in the form of conclusions obtained from the results of the visit to the museum, then the results are discussed in class. At the end of the activity, the teacher evaluates the activity program to measure the success rate of the visit to the museum (Chen & Huang, 2012).

The management of the museum also needs to make various efforts so that visitors, especially students, can get maximum results during the visit. Efforts that can be made by the museum as a means and source of learning history, namely: First, provide a floor plan regarding the division of space and the types of collections on display at the entrance to the museum, so that visitors get a complete picture of the contents of the museum. Second, providing information facilities that are presented in a complete and attractive manner as a complement to exhibition collections and dioramas. Third, providing various facilities to support educational activities, such as leaflets, brochures, guidebooks, films, micro films, slides, and student activity sheets so that visitors can easily study the objects exhibited by the museum. Fourth, student activity sheets need to be designed by the museum according to the student's age level and able to arouse students' critical abilities according to their level.

Utilization of Museums as a Source of Learning History in Selayar

The research was carried out involving students of SMK Negeri 1 Selayar on the subject of the development of society, culture and government during the Hindu-Buddhist era and its legacy. Based on the results of this study, it was concluded that learning history outside the classroom by visiting the Nekara Museum which is located in Matalalang Bontobangung Village, Bontobaharu District, Selayar Islands Regency shows active participation from students. Enthusiasm and learning motivation of students in utilizing historical heritage objects shows a positive perception. Hindu-Buddhist themes, culture and community development were chosen because they have a correlation with the objects visited. The various collections at the Nekara Museum have causality with this material.

From the results of the lectures that were distributed during the research involving 40 students, 92% said that learning by using museums as a learning resource was very good and gave a new feel to learning history. The museum is a place for students to obtain information and knowledge as well as a learning media because it makes it easy for students to receive knowledge.

The purpose of the museum to be used as a source of history learning at SMKN 1 Selayar is because the museum has a very important role in improving the quality of learning history, because besides acting as a source of learning it can also be a learning medium. With this in mind, museums should be used by educational institutions to optimize learning. Moreover, in the 2013 curriculum as well as in the independent curriculum it is stated that learning is not limited to the classroom, but must be able to utilize the surrounding environment as a source of learning, including museums.

The existence of the Nekara Museum in Selayar Regency must be a source of learning at every stage of education in Selayar Regency in order to improve the quality of learning, especially in history subjects. By visiting the museum, it is hoped that it can improve and cultivate

the features of learning history, namely growing a sense of love for the motherland and historical awareness, especially increasing knowledge of the local history of Selayar Regency.

Conclusion

Museum is a place or container used to examine objects that have historical value. Therefore, the museum is a suitable place to hone the curiosity of students, students, and the general public in the process of observing, recording and hearing information obtained from museum managers. The information obtained will be a new learning resource for students. In addition, the community will also have new insights in answering and describing a new finding that they see for themselves. Various collections owned by the museum can be used to educate the life of the nation. Museum collections are the main means that must exist in museums, where the existing collections are used as a place to get to know and learn about the life of a nation. So far, learning history in schools is less attractive to students. Students are bored with learning that is only in the classroom. Therefore, learning history will be more interesting if students are invited to get out of their habit so far, namely being in the classroom. Students can be invited to various historical places that can hone students' creativity and critical thinking, such as temples, monuments, museums and others. As a place of history, the museum is a suitable place to study history. The historical learning resources here are not only for school children, but also for the general public where they can take advantage of collections that have historical value as a learning resource to get to know Selayar in the past. In Selayar itself, there is a museum which is very suitable for use as a One source of learning history is the Nekara Museum. The Nekara Museum presents collections or past events in the present and at the same time makes historical events a solid foundation for building the future.

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