

Utilization of the Lambung Mangkurat Museum as a Learning Resource on Social Studies

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Abstrak

Museum merupakan sesuatu yang sangat dibutuhkan dalam masyarakat dikarenakan di dalam museum terdapat hal-hal yang dapat dipelajari sehingga menambah wawasan. Persoalan yang ada sekarang ini adalah sumber belajar yang kurang dikembangkan menjadi sumber belajar yang kontekstual. Memanfaatkan lingkungan untuk sumber belajar dalam proses belajar mengajar IPS sangat penting, contohnya di Museum Lambung Mangkurat yang terdapat berbagai koleksi yang bisa dipelajari sehingga pemanfaatan Museum Lambung Mangkurat dapat dijadikan sebagai sumber belajar IPS. Tujuan penulisan artikel ini adalah untuk menjelaskan pemanfaatan Museum Lambung Mangkurat sebagai sumber belajar IPS. Penulisan artikel ini menggunakan pendekatan kualitatif dengan metode deskriptif. Sumber data berasal dari observasi, wawancara, dan dokumentasi berupa gambar. Analisis data menggunakan reduksi data sesuai dengan rumusan dan tujuan artikel. Uji keabsahan data menggunakan triangulasi (sumber, teknik, waktu). Hasil artikel mendeskripsikan bahwa Museum Lambung Mangkurat adalah sebuah bangunan yang menyimpan berbagai koleksi yang dapat dimanfaatkan sebagai sumber belajar IPS melalui analisis materinya yaitu Dinamika Kependudukan Indonesia Peran IPTEK dalam Kegiatan Ekonomi, dan Kehidupan Masyarakat Indonesia Pada Masa Paraaksara Hindu-Buddha, dan Islam di Kalimantan Selatan. Dengan adanya pemanfaatan Museum Lambung Mangkurat sebagai sumber belajar IPS dapat menjadikan sumber belajar IPS secara lebih kontekstual dengan memperkenalkan kebudayaan masyarakat Banjar.

Kata kunci: Pemanfaatan, Museum Lambung Mangkurat, dan Sumber Belajar IPS.

Abstract

The museum is needed in society because, in the museum, there are things that can be learned so that it adds insight. Today's problem is that learning resources are not developed into contextual learning resources. They utilize the environment for learning resources in the social studies teaching and learning process. For example, at the Lambung Mangkurat Museum, various collections can be studied to use the Lambung Mangkurat Museum as a learning resource on social studies. The purpose of writing this article is to explain the use of the Lambung Mangkurat Museum as a learning resource on social studies. The writing of this article uses a qualitative approach with a descriptive method. Data sources come from observations, interviews, and documentation in the form of pictures. Data analysis used data reduction following the formulation and purpose of the article. Test the validity of the data using triangulation (source, technique, time). The results of the article describe that the Lambung Mangkurat

Museum is a building that stores various collections that can be used as a source of social studies learning through material analysis, namely the Dynamics of the Indonesian Population, the Role of Science and Technology in Economic Activities, and the Life of Indonesian Society in the Age of Hindu-Buddhist Literature, and Islam in South Kalimantan. With the use of the Lambung Mangkurat Museum as a learning resource on social studies, learning resources on social studies can be made more contextual by introducing the culture of the Banjarese people.

Keywords: Utilization, Lambung Mangkurat Museum, and Learning Resources on Social Studies.

PRELIMINARY

A museum is a building used to display art, history, and science. The museum's function is to collect, store, and exhibit collections to be used as a source of knowledge in the world of education, by Government Regulation of the Republic of Indonesia No. 66 of 2015 Article 1. A museum is a permanent institution intended for the general public. It has the function of collecting, caring for, presenting, and preserving the community's cultural heritage in the past (Ibrahim, 2018). The existence of a museum is needed in society because, in the museum, there are things that can be learned so that it adds insight. Discussing the museum, it cannot be separated from something in it. The museum, through its collections, is used as learning through social studies material that is taught according to the discussion. The reality in society and education is different because the museum only stores and maintains ancient collections. Most schools only teach history through books during classroom activities. The museum is only considered an institution to collect ancient collections. Long-distance travel is also why museums are rarely used as a learning resource.

Learning resources are not developed into contextual learning resources. So far, learning resources on social studies have only focused on cognitive development aspects, while students' emotional aspects have been neglected. As a result, social studies tend only to remember concepts or facts to master the material provided so that it impacts the views of students and society (Syaharuddin, 2014). Teachers usually deliver material only based on books. The book is used as a guide for learning; this can make learning less attractive, so students participate less in learning. According to Abbas (2004), social studies education is an effort to foster understanding so that students can behave according to the country's values and cultural norms. This understanding explains that social research education must foster a love for regional cultural values and heritage to advance the development of national culture and that its wealth can be transmitted to the next generation through learning in schools (Irdana, 2018).

The purpose of article writing is to describe the Lambung Mangkurat Museum as a learning resource on social studies. The science of social education is to make understanding so that preserving culture is realized through the collections in it will be raised again through

education so that teachers can further develop their teaching materials because the collections on display can help give students an understanding of the history of human development and the environment. The functions and benefits of museums are expected to become knowledge for students of the importance of museums to maintain their existence.

METHOD

Qualitative research is used to obtain in-depth data, namely, information that contains meaning (Wulandari, 2019). The research was carried out from November 25, 2019, to March 20, 2020. They are collecting observation and interview data. The place of research is the Lambung Mangkurat Museum, Jalan Jenderal Ahmad Yani km 36 Banjarbaru City. Komet Raya Village, North Banjarbaru District, South Kalimantan. This research informant identification technique is purposive sampling research. Purpose purposive sampling is a technique used by researchers when they have a sample or determine a sample for a specific purpose. In addition, the unique contextual component of research is described in detail in this study (Moleong, 2021; Wulandari, 2019).

The research subjects were carried out first in the work environment by taking samples such as the Head of the Lambung Mangkurat Museum, Functional Pamong Budaya, Social Studies Education Lecturers, Middle School Social Studies teachers, and then the people of Banjarbaru City who visited the Lambung Mangkurat Museum. The research instrument in a qualitative approach or research is the researcher himself. Interviews, observations, and documentation support observations. The data collection technique is tracing and summarizing interview notes, field notes, and material collected by other systems to improve understanding of the material so that others can understand it. This study's data analysis techniques are data reduction, presentation, and conclusion. Test the data validity is an extension of observation, triangulation of sources, techniques, and time.

RESULTS AND DISCUSSION

The Lambung Mangkurat Museum, Banjarbaru, South Kalimantan is the largest museum in South Kalimantan. The Banjarbaru Mangkurat Lambung Museum resembles a high ridge house, a typical Banjar South Kalimantan house. The minister of education and culture inaugurated the Lambung Mangkurat Museum, Dr. Daoed Yoessoef, on Wednesday, January 10, 1979, at 11.00 WITA. The museum is a place to see a series of past events. Visiting the museum, we seem to enter another time and space, but we can feel the situation that happened in the past. The museum's image should be changed; the museum is not just a place to store ancient collections. Still, the museum is an institution that serves the community for the benefit of education, research, and entertainment (Mudawamah, 2021).

A collection of collections in a building, namely a museum, can be used as evidence by the community, especially future generations, as a lesson (Solihat, 2016; Syaharuddin et al., 2020). In addition to having a function as an institution to collect or exhibit historical collections, the museum also must introduce cultural heritage. Apart from that, the museum is also a tourist attraction that contains the values of learning and education for tourists for educational tasks such as elementary school, junior high school, high school, and even college students. Even foreign tourists who want to know their history and science visit museums (Damiasih, 2018; Handy, 2015, 2021).

Many of the collections in the museum building are the right choice for a teacher to choose as a tangible form in learning activities outside the classroom. The learning process is in the classroom and can also occur around the community. A visit to a museum will be very beneficial for students' critical thinking if it is carried out more programmed and well planned; it can be a learning aid when the activity is carried out (Syaharuddin et al., 2020). The Lambung Mangkurat Museum in Banjarbaru, South Kalimantan, should be used as a fun learning resource because the museum offers information and knowledge that is not found informal educational institutions. Museum collections can witness the existence of a culture and history that our predecessors have gone through in a concrete form outside of written information or storybooks.

Students who apply independent learning will experience changes in study habits by changing and organizing themselves in such a way as to determine learning goals learning needs. The strategies used for learning will lead to the achievement of the goals that have been formulated. Learning independence is a learning activity carried out by students concerning their freedom to determine and manage their teaching materials, time, place and utilize the necessary learning resources (Tahar, 2006). The existence of museums in education is needed, including as a source of learning from very low to high levels of education. Promising students from elementary school will be happier when studying in a museum rather than in a classroom. Through the museum, students can directly observe the collection of relics of the past knowledge about an ethnic or community group (Asmara, 2019). Museums play a significant role in education because the museum is a center for distributing knowledge to the public. In addition, the museum is also a center for cultural introductions between regions and between nations.

Lambung Mangkurat Museum, there are cultural collections resulting from the culture of the people of South Kalimantan, so it is exciting to study. Among them are collections of the culture of the Banjar people, both from ancient historical relics, Hindu-Buddhist to the entry

of Islam in the land of Banjar; besides that, there are also various collections from the culture of the Banjar people, including Banjar puppets and traditional clothes. In addition, what is highlighted is also a collection of traditional houses of the Banjar people, which we rarely see around us so that by looking at these various collections, it is hoped that students will be able to not only know but also be able to preserve history by looking at these various collections. And their culture is Urang Banjar (Abbas, 2016; Handy, 2021).

Learning resources are everything that can help students to achieve learning goals. Wina Sanjaya (2008) explains that learning resources are everything students can use to study materials and learning experiences following the goals to be achieved. Learning resources include people, tools and materials, activities, and the environment. Learning resources are everything that students can use to learn something. The definition of learning resources is comprehensive; learning resources are not limited to books but can be in the form of people, tools, materials, and environments that can support the learning process (Syaharuddin and Mutiani, 2020). Developing learning resources is enough by associating students with them. The teaching and learning process using learning resources cannot be separated from the students themselves. Students with learning resources are already familiar with being heard and even discussed because they are related to the teaching and learning process (Jailani, 2016).

Utilizing learning resources during teaching and learning is very important to understand what is being taught during the teaching and learning process. Teachers can also provide examples of learning resources based on perceived experience or learning resources around students to understand according to the material being taught in class so that students can understand what is being taught well. Learning resources are not only designed but also learning resources that the teacher does not design by bringing students outside of the school environment to provide a deeper understanding by looking at the facts firsthand, so that not only learning in class that races on books can add insight—Students who make high learning motivation (Navy, 2014; Pebriana et al., 2021).

The learning process starts from experiencing it yourself than giving meaning to knowledge. Students can see, hear, and feel directly through the Lambung Mangkurat Museum. Learners can know the meaning of learning and use the knowledge and skills acquired to solve problems in life. Learning relies not only on the classroom as a learning space but also on the environment as a learning resource, for example, a museum. According to Jumriani (26 years old) said:

“Learning resources that can be utilized must be by the subject matter. Museums can be used as learning resources, for example, from a physical point of view, not from the

object but the historical story of the object. Look at the suitability of what material needs to be analyzed."

In connection with the Social Sciences material, by making the Lambung Mangkurat Museum a learning resource, it is necessary to have a prior analysis of the collections in the Lambung Mangkurat Museum and whether the material in Social Sciences is related. Furthermore, it can be applied during the teaching and learning process and then show the facts directly to students by visiting museums so that students can observe and provide understanding to students.

Table 1. Analysis of Social Studies material with the Lambung Mangkurat Museum collection as a Social Sciences Learning Resource
Class: VII SMP
Semester: I and II

Basic competencies	Learning materials	Sub Learning Materials	Lambung Mangkurat Museum Collection as a Learning resource on social studies
3.1 understand the concept of space (location, distribution, potential, climate, shape of the earth's surface, geology, flora and fauna) and the interaction between spaces in Indonesia and their influence on human life in economic, social, cultural and educational aspects.	Indonesian Population Dynamics	Ethnic and Cultural Diversity	1. Banjar traditional houses include the high ridge house, the pedestal cistern house, the manyusu elephant house. The elephant baliku house, the male hall house, the wife hall house, the palimasan house, the cacao bird house, the warehouse building house, and the palimbangan house, 2. Banjar traditional clothes include Banjar wedding clothes gamuling gamuling and nanang and galuh clothes 3. The arts include wayang kulit and palace gamelan
4.1 Explain the concept of space (location, distribution, potential, climate, shape of the earth's surface, geology, flora and fauna) and the interaction between spaces in Indonesia and their influence on Indonesian human life in economic, social, cultural, and educational aspects.			
3.4 Understanding the chronology of change and continuity in the life of the Indonesian nation in the political, social, cultural, geographical, and educational aspects from pre-literacy to Hindu-Buddhist and Islamic times.	The Role of Science and Technology in Economic Activities	Science and technology	1. Live equipment and technology, including land use equipment and landscaping equipment 2. Blacksmith Equipment 3. River transportation includes jukung sudur and jukung mining

4.4 Describe the chronology of change and continuity in the life of the Indonesian nation in the political, social, cultural, geographical, and educational aspects from the pre-literacy period to the Hindu-Buddhist and Islamic eras.	The Life of Indonesian People in Pre-Islamic, Hindu-Buddhist, and Islamic Periods	Preaksara Cultural Values in Indonesia	1. Religions include the majestic chain, land dragons, and the handwritten Koran by Sheikh Muhammad Arsyad Al Banjari.
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Source: Personal Data (2021)

Analysis of the Lambung Mangkurat Museum collection with several social studies material and based on competence can be seen that the first semester of basic competence discusses social and culture with the material, namely the dynamics of the Indonesian population with the sub-theme of ethnic and cultural diversity. The collections of the Lambung Mangkurat Museum are Banjar traditional houses, Banjar traditional clothes, and art. Meanwhile, in the second semester of the essential competencies, the chronology of changes in basic competencies can be seen in the material on the role of science and technology in economic activities with the sub-themes of science and technology. The Lambung Mangkurat Museum's collections include living equipment, technology, and river transportation. The fundamental competencies in the next second semester are discussing education from the pre-literacy period to the Hindu-Buddhist and Islamic eras; the explanation of these essential competencies can be seen in the material of Indonesian people's lives in the Hindu-Buddhist pre-literacy period, and Islam with the sub-theme of cultural values in the pre-literate era. The Lambung Mangkurat Museum's collection is religion. Based on the analysis of the Lambung Mangkurat Museum collection based on competence with social studies material, it can be seen that some social studies material can link the collections in the Lambung Mangkurat Museum as a form of real example to students so that students can see the facts firsthand so that students can think more rationally. The Lambung Mangkurat Museum can be a channel for the public to provide excellent information and knowledge to students to study and learn (Handy, 2021; Abbas et al., 2021; Afrina et al., 2021).

The primary purpose of social studies is to understand a problem that occurs in society. It can be solved and resolved with mature decisions due to the diversity of cultures and social problems (Abbas, 2016). Social science aims to develop students' potential to become a better and more responsible society. IPS has the opportunity to develop cultural heritage through education. Utilizing museums as learning resources can positively respond to local history, national history, and world history. Museums as a source of learning history can be used.

Learning resources have a close relationship with learning because the teaching and learning process requires learning resources (Ibrahim 2018; Syaharuddin et al., 2020). The research's surrounding environment used as a learning resource is the Lambung Mangkurat Museum. Museums as a learning resource on social studies can be helpful in education because students can absorb the learning process more easily if they are familiar with natural conditions and easily apply the knowledge gained and observed (Purnamawati, 2017; Pebriana et al., 2021).

CONCLUSION

The Lambung Mangkurat Museum, Banjarbaru, South Kalimantan is the largest museum in South Kalimantan. The Lambung Mangkurat Museum is located at Jalan Jenderal Ahmad Yani km 36 Banjarbaru, Komet Raya Village, North Banjarbaru District, South Kalimantan. In a museum, various collections can be studied history so that the museum can be used as a source of social studies learning. The collections in the Lambung Mangkurat Museum can be used as examples of facts to students by seeing directly through a visit to the Lambung Mangkurat Museum. Various kinds of collections in the Lambung Mangkurat Museum, Banjarbaru, South Kalimantan can be a source of learning with social studies material, namely the dynamics of the Indonesian population, the role of science and technology in economic activities, the lives of Indonesian people during the Hindu-Buddhist era, and Islam with sub-materials of ethnic and cultural diversity, science and technology, and cultural values in pre-literacy.

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