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MUSEUMS AS SPACES FOR HISTORY LEARNING AND EDUCATIONAL TOURISM : SHAPING STUDENTS' CREATIVITY AND UNDERSTANDING

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ABSTRACT

Museums are often underutilised as learning resources, despite their great potential to enhance students' historical understanding and creativity. This lack of utilisation results in limited in-depth and enjoyable learning experiences for students. This research aims to identify the benefits of museums as a source of learning history and its role as an educational tourism destination. The method used is a qualitative method with data collection techniques through observation, interviews, and documentation. The results showed that museum visits as an outdoor learning model can improve students' understanding, create a more enjoyable learning atmosphere, and encourage student creativity. In addition, the museum also acts as an educational tourism destination that enriches people's insights about cultural heritage. The findings emphasise the importance of museum integration in the educational process and as a means of educational tourism, by providing practical recommendations for teachers and educational institutions to make optimal use of museums in learning activities.

I. INTRODUCTION

Museums are important institution that play a role in keeping, caring for and cultivating historical objects, so that they can be used to as a source of knowledge for future generations (Férine *et al.*, 2024; Ichsan *et al.*, 2023). As a non-profit institution, museums are not only tasked for collecting, accepting and protecting valuable scientific collections, but it also facilitates researches and exhibitions. The functions of museums include education, entertainment and providing information related to valuable assets,

both physical and non-physical (Riyadi *et al.*, 2023; Setiawan *et al.*, 2024). Additionally, museums act as a permanent institution that support social development, serving society and providing public access through collection, preservation, research, communication and presentation of cultural heritage. Therefore, museums function as both education centers and recreational spaces, allowing society to directly connect with local and global history and culture (Pradita, 2018).

However, in practice, the utilization of museums as a source of history learning has not been optimal. History is oftenly considered as monotonous and limited to textbook and historical facts without involving direct experiences for students. Previous researches proved that this approach of learning risks decreasing students' interest and motivation in studying history (Birsyada *et al.*, 2022). This is where museums play an important role, by providing a more interactive and experienced-based learning media, allowing the students to develop their creative and critical thinking skills through interaction with artifacts and exhibitions.

Previous studies have shown that museums play a strategic role in preserving cultural heritage and providing interactive educational media. As an institution that preserve historical objects, museums function as a source of learning and educational recreational center (Ichsan *et al.*, 2023). Riyadi *et al.* (2023) highlighted the function of museums in education and enterntainment, meanwhile Pradita (2018) emphasized its potential as a bridge between society and both local and global history and culture. However, previous studies mainly focus on the basic function of museums in education and entertainment without deeply exploring how museums can be optimally utilized in classroom history learning. moreover, the theoretical approach to history learning often fails to engage students in direct and creative learning experience (Birsyada *et al.*, 2022). Therefore, this research aims to bridge the gap by exploring museum-based learning models and providing practical recommendations to teachers in maximizing the use of museums.

In order to make museums as more effective learning media, there needs a thorough planning by teachers. History teachers must consider various aspects in developing learning plan, starting from determining objectives, selective relevant materials, to coordinating with the museums. This aims to ensure outdoor learning runs optimally and proving meaningful experiences to the students. Museum-based learning model potentially create a more enjoyable and interactive learning atmosphere, as well as sharpening students' creativity (Abad *et al.*, 2021).

Teachers also play an important role in the success of learning. to achieve an optimal learning outcomes, teachers need an adequate competence and creativity in planning learning models. Contextually, in history learning, the students ability to understand cultural development and past events highly depend on the effectiveness of teaching methods. By a deep understanding of the past, students may identify the process of change and find the nation's identity amidst the flow of globalization (Maulana Yusuf A, *et al.*, 2018).

This study aims to: (1) analyze the role of museums in increasing history learning; (2) explore the challenges and potential of museums as educational tourism; (3) analyze the impact of museum-based learning toward the development of students' skill. In addition, this research offers practical recommendations to teachers and educational education to optimally utilize the museums in learning activity. Consequently, this research is anticipated to provide comprehensive insights into the importance of intergrating museums into history learningand its benefit for the development of students' skills.

II. METHODS

This research employs qualitative method to deeply understand the phenomenon related to the role of museum in history education. Qualitative method was selected because it allows for a holistic exploration of the behaviors, perceptions, motivation and the action of the research subjects within their natural context. Through this approach, the researchers aims to systematically, factually and accurately describe the phenomenon, providing comprehensive meanings on the museum's relationship and contribution as history learning media.

Data collection was conducted through three main techniques: interviews, observations and documentation. Thorough interviews were conducted with teachers, students and museum managers to obtain their direct understanding of their perceptions and experiences regarding the use of museums as learning media. Direct observations were conducted during the students visits to the museums to record students' interaction with the artifacts and observe learning process in the field. Moreover, documentation such as photos, activity reports and museum materials were analyzed to provide additional contexts and information regarding the role of museum in supporting learning.

The collected ddata was analayzed in several steps, data reduction, data presentation and conclusion drawing. Data reduction is conducted by filtering and summarizing relevant information from interviews, observations and documenatation to focus more on

the research objectives. After that, data presentation is organized in narrative and matrix forms to facilitate interpretation and understanding between the findings. The last step is conclusion drawing, where the researcher formulates main findings related to the role and benefit of museums in history education.

To ensure the validity and reliability of the data, this research implemented data triangulation by comparing the result of interviews, observations and documentation. Triangulation aims to minimize bias and ensure the consistency of findings. By employing a qualitative approach this research is anticipated to provide deeper insights regarding museums' benefit, challenges and its potential as the effective learning media.

III. RESULT AND DISCUSSION

The Role of Museums to Increase History Education

This research emphasizes that museums play a pivotal role in broadening the students' mindset and helping them to understand history relevance (Mursidi, 2010). The process of history learning does not only focus on the transfer of factual knowledge but also convey noble values derived from thoughts, actions and human experiences. These values help the students to understand culture and social change that have occurred throughout history (Wibowo & Suprpto, 2020).

Using museums effectively create an active, creative and meaningful learning experience. The concept of fun learning fosters a comfortable atmosphere and encourages students engagement. Additionally, museum-based learning model include elements of learning to know, learning to do, learning to be and working with others, which are essential in preparing students for life in a global society (Karyono, 2010).

Museums also provide concrete experiences to students by presenting artifacts and historical exhibitions, serving not only as visual aids but also tools as critical reflections. Teachers can leverage museums as a supplementary learning media to deepen the students' understanding on historical events. Moreover, the student-centered learning approach facilitated by interaction with artifacts encourages students to form critical interpretation and responses (Umma, 2020). Therefore, museums complement the role of teachers in learning process without replacing them and increasing students awareness on past events (Hartati, 2016).

Challenges and Opportunities of Museums as Educational Tourism

This research identifies a number of internal and external challenges faced by utilizing museums as history learning media. Internal challenges relate to the limitations of motivation and competence among some teachers in developing museum-based learning models. Some teachers find it difficult to integrate museum visit in learning plan due to the lack of experience or ability in adopting innovative learning method. External challenges came from the limitations of facilities in museums, such as the shortage of expert staff and limited technological support. Including video and interactive audio-visual materials that can enrich students' experience (Martono *et al.*, 2014).

Nevertheless, this research affirms the significant of museums as educational tourism destinations. Unfortunately, this opportunities remain largely dormant, as the public still perceive museums as conventional tourism attractions without clear educational purposes. Educational tourism differs from conventional tourism as it is structured and systematically designed by educational institutions, such as schools and universities, to combine education and recreations (Fitriansyah & Kasmin, 2022). By utilizing museums as educational tourism, students can not only learn outside of classroom, but also obtain more authentic experiences.

Through presentation of artifacts and exhibitions, museums enrich students understanding regarding values, perspectives and lives of past generation. Additionally, hands-on learning experience allows students to build emotional and intellectual connection, thus understand past events more deeply and learn valuable lessons from them (Putra & Basri, 2023). Museums also plays role in fostering creative and critical thinking by inviting them to interpret the meaning of each artifact or exhibit (Yulianingsih, 2020; Asmara, 2019). Therefore, the integration of museums into formal learning as educational tourism can enrich learning process, increase students' motivation as well as promote deeper understandings of history.

The Impact of Museum-Based Learning on Students' Skill

This research shows that history learning through museums has a positive impact on the development of students' critical thinking and creativity (Putra & Basri, 2023). Through interactions with artifacts and exhibition, students learn to analyze, interpret and draw conclusion based on concrete information. This process helps them refine problem solving and critical thinking skills, which are essentials in the 21st century competencies (Putra & Basri, 2023).

Direct learning experience in museums enable students to connect abstract concepts to real-world contexts, thus strengthen their understanding on history lessons (Ahmad, 2010). Additionally, museums encourage students to work collaboratively in groups, strengthen their communication and teamwork skills. By learning in an environment distinct from the classroom, students also learn to appreciate cultural and history diversity more as well as cultivate a deeper sense of curiosity (Yulianingsih, 2020).

Moreover, museums play role in shaping both emotional and intellectual connections between students and past events, consequently understanding the relevance of history in contemporary life. This motivates the students to learn more because they see how history impacts their lives (Asmarany *et al.*, 2024; Sjahrudin *et al.*, 2024). As a result, museum visits not only enrich students' knowledge, but also cultivate historical consciousness and cultural identity, both essential for their personal and social development.

IV. CONCLUSION

Museums play significant roles in enriching history education by providing an authentic and meaningful learning experience. Through interactions with both artifacts and exhibitions, students not only understand past events, but also develop their critical thinking and creative skills. Museums support student-centered learning by encouraging active participation and enabling students to cultivate historical consciousness and cultural identity. However, there are challenges such as limited teacher competency and motivation as well as the lack of museum facilities. To address these issues, enhanced collaboration between schools and museums is needed. Beyond serving as educational tools, museums also have significant potential as educational tourism, although this potential is currently underutilized. Overall, museums can increase the quality and relevance of history education for students. Therefore, integrating museums into the educational curriculum and promoting educational tourism should be encouraged to strengthen the process of out-of-classroom learning and foster connections between historical concepts and everyday life.

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