

THE INGGRIS AN SITE AS A MEDIUM AND SOURCE FOR HISTORY LEARNING IN PUBLIC SENIOR HIGH SCHOOLS IN BANYUWANGI REGENCY

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ABSTRACT

This study aims to analyze the utilization of the Inggrisan Site as a medium and source for history learning at the senior high school (SMA) level in Banyuwangi Regency. The background of this study is rooted in the importance of integrating local historical values into history education to strengthen students' historical identity and literacy. This research employs a descriptive qualitative approach, with data collection techniques including in-depth interviews, participatory observation, and documentation. The research informants consist of history teachers, students, local figures, and site managers. Data validation is conducted through source and technique triangulation. The findings reveal that the Inggrisan Site holds significant potential as a contextual learning resource, yet it has not been optimally utilized in history education practices. The main challenges identified include the limited accommodation of local history content in the curriculum, the lack of teacher capacity in utilizing historical sites, and the insufficient availability of site-based teaching materials. On the other hand, development opportunities arise from the support of the Merdeka Curriculum policy, the potential for cross-sectoral collaboration, and advances in educational technology that enable the digitization of heritage sites as learning media. This study recommends the need to strengthen synergy among educational institutions, local government, and cultural communities in developing a sustainable, site-based history learning model.

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INTRODUCTIONS

The Inggrisan Site is one of the Dutch colonial heritage buildings that holds significant historical value in Banyuwangi, yet it has not been optimally utilized in the field of education, particularly at the Senior High School

(SMA) level. In fact, the existence of local historical sites has great potential to serve as contextual history learning resources for students (Hamidah, 2023). Textbook-based history learning tends to make students passive and fails to connect the material with the realities of their surroundings (Fitriani, 2021). According to Nasution (2015), using learning resources that are close to students' environments can enhance both engagement and historical understanding. Sulastri (2017) also emphasizes that the use of local sites can foster empathy and appreciation for national history. However, the integration of local historical sites into the formal high school curriculum in Banyuwangi remains minimal (Rohman, 2020).

Utilizing historical sites such as Inggrian as learning media not only improves the quality of history education but also supports the preservation of local culture. Soemarno (2020) argues that involving historical sites in education can raise students' awareness of the importance of preserving cultural heritage. This aligns with Yuliani and Fitria's (2021) view that education based on local wisdom is a powerful strategy for strengthening national values. In the context of Banyuwangi, the Inggrian Site holds a unique and distinctive historical narrative which, if packaged in an educational manner, can serve as a bridge between the past and the present (Arifianto, 2021). Furthermore, site-based history learning also reinforces the broader goal of history education in shaping a national identity rooted in local context (Sudrajat, 2020). Therefore, integrating cultural site preservation with local-based curriculum implementation is highly relevant and necessary in the Banyuwangi educational setting (Kurniawan, 2022).

The urgency of this study lies in the importance of presenting a history learning approach based on real environments, especially local historical sites like Inggrian. Within the framework of the Merdeka Belajar (Independent Learning) curriculum, students are expected to develop critical and historical thinking skills, which can be fostered through direct exploration of local historical traces (Mariani, 2021). According to Hartati (2020), historical sites can serve as enjoyable learning media while also strengthening students' cultural identity. Zulfikar (2021) adds that engaging students in real historical environments can nurture awareness of cultural heritage preservation. The Banyuwangi regional government has also initiated the conservation of cultural heritage sites, including the Inggrian Site, as part of efforts to reinforce local identity (Bappeda Banyuwangi, 2022). Unfortunately, no concrete strategy has been implemented to make the site part of formal school education (Purwanto, 2021).

This study offers a novel approach to history education through the utilization of the Inggrian Site, which has rarely been examined in educational research. Most history learning studies still focus on national museums or widely known historical sites (Apriani, 2022; Yusron, 2021). This study aims to highlight the potential of local sites that are directly connected to the colonial history of Banyuwangi, thereby enriching marginalized local historical narratives (Lestari, 2022; Arifin, 2021). The study also emphasizes the importance of place-based learning in history education, which integrates students' real environments and experiences (Fadhilah, 2020). Such an approach not only provides a deeper learning experience but also fosters strong cultural awareness (Rahmawati, 2019).

In the educational context of Banyuwangi, history learning has yet to fully explore local heritage, including colonial buildings like the Inggrian Site. This has resulted in students being more familiar with national figures and events than with local figures and histories that are closer to their daily lives (Wahyuni, 2023). Santoso (2023) emphasizes that history education becomes more meaningful when it is linked to concrete local identity. According to Susanto (2017), place-based learning approaches give students the opportunity to construct their own historical narratives based on observation and direct experience. Wulandari (2023) states that integrating local learning resources can strengthen the connection between schools and surrounding communities. This is in line with the values of character and cultural education emphasized in the national curriculum.

RESEARCH METHOD

This study employs a descriptive qualitative approach aimed at gaining an in-depth understanding of the potential use of the Inggrian Site as a medium and source for history learning at public senior high schools (SMA) in Banyuwangi Regency. This approach is chosen because it allows for a holistic description of phenomena related to the practice of site-based history learning. The data sources in this research are divided into two categories: primary and secondary data. Primary data are obtained through interviews with history teachers, school principals, students,

as well as site managers or local figures familiar with the history of the Inggrian Site. Secondary data come from curriculum documents, local historical archives of Banyuwangi, site preservation records from the Department of Tourism and Culture, and relevant scholarly literature on learning based on local sources.

Data collection techniques in this study include: 1) In-depth Interviews, which aim to gather verbal information through face-to-face conversations with individuals who can provide insights for the researcher (Sukmadinata, 2009; Sarosa, 2012; Mulyana, 2004; Sugiyono, 2009). The researcher uses instruments such as interview guidelines, question lists, and recording tools (notes, audio recorder, video, and photos). The interview data are analyzed through transcription, coding, interpretation, and thematic analysis. 2) Direct Observation, conducted by observing ongoing activities. The method used is participatory observation, supported by an observation guide. The observation data are then analyzed through coding, thematic analysis, data triangulation, and interpretation. 3) Document Study, carried out by collecting relevant documents and verifying the consistency and accuracy of the information across different sources.

Data validation techniques in this study involve triangulation (Denzin, 2009; Sutopo, 2006), consisting of: 1) Data Triangulation, by comparing data from different sources and previous research findings. 2) Theory Triangulation, by applying various theories and frameworks to analyze patterns, relationships, and explanations in order to identify alternative or comparative perspectives, based on the assumption that no single theory can fully verify the credibility of facts without multiperspective analysis. 3) Methodological Triangulation, by comparing similar data collected through different methods, and drawing stronger conclusions by checking the reliability of the findings, data collection techniques, and sources. 4) Researcher Triangulation, involving multiple researchers or evaluators in the study, enabling a comparison of findings that are relevant to the research problems.

The data analysis technique used is interactive inductive analysis, where data obtained from the field are constantly compared and integrated with other units of data. This process follows the framework by Miles, Huberman (2014), which includes: 1) Data Collection: Gathering all data relevant to the study from interviews, observations, and documents. 2) Data Condensation: Simplifying, selecting, and organizing data to become more structured. 3) Data Display: Presenting the data in a systematic format so that relationships between data elements become clear. 4) Conclusion Drawing/Verifying: Drawing conclusions based on the identified patterns in the data and verifying their validity through iterative analysis.

RESULTS AND DISCUSSION

Description of the Inggrian Site

The Inggrian Site is a complex of buildings characterized by a strong *Indische* architectural style. The complex comprises several structural components: one main building located at the center of the area, four service buildings, nine supporting buildings, eight bunkers, one ancient well, and a water channel encircling the structure. The Inggrian Barracks is a colonial-era building located in Banyuwangi, East Java, with a long historical trajectory dating back to the Dutch colonial period. Constructed in the 18th century, the building initially served as a lodge for British, European, and Far Eastern traders who visited Blambangan. After the Dutch took control in 1811, its function shifted to a military barracks for Dutch officers. In 1870, it became a vital component of the underwater telecommunications project, serving as the station for submarine telegraph cables connecting Java to Darwin, Australia. The British-Australian Telegraph Company laid the telegraph cable with a route that included Java, Suez, Aden, Gibraltar, Malta, Bombay, Madras, Penang, and Singapore. This cable network formed a crucial communication link between Europe, Asia, and Australia, operated by the British-Australian Telegraph Company and the Eastern Extension Australasia and China Telegraph Company Ltd.

The main building of Inggrian exhibits colonial architectural design with a stilt-like structure. The building has a symmetrical layout measuring 68.5 meters in length, 15.2 meters in width, and 10.3 meters in height. There are six rooms on the north wing, six on the south wing, and a central main room. Each room generally measures 5 x 5 meters, except for the central room, which is larger at 5 x 8 meters. The central section features the main entrance with

concrete stairs. Surrounding the building is a 198 cm-wide gallery (veranda) that serves as an access path between rooms, with the eastern side functioning as a broader terrace. This gallery is supported by wooden columns and includes a 1-meter-high railing. The second floor also has a gallery, 1.8 meters wide, lined with wooden pillars along the building's edge.

The second-floor structure is supported by arched constructions made of red bricks, plastered and painted white, standing 170 cm high and 40 cm thick. The first and second floors are separated by wooden boards, which also serve as the floor of the upper level. The building's columns consist of two types: concrete pillars on the first floor, which taper at the top and are painted white, and plain wooden pillars on the second floor, each adorned with vertical grooves at the corners. The roof of the second floor is saddle-shaped with gable windows for ventilation. The ceiling on the second floor is made from woven bamboo, while the first floor features wooden board ceilings.

The doors at Inggrian are *kupu tarung*-style (double-leaf doors) measuring 3.5 meters in height and 2.5 meters in width, painted in a combination of dark and light brown. Wooden lattice ventilations are installed above each door. The building also features several staircases, including the main concrete staircase on the eastern side and a wooden staircase on the western side for accessing the upper floor.

Over time, the function of the Inggrian building has evolved. During the Japanese occupation, it served as a headquarters for the *Kempetai*, the Japanese military police. After Indonesia gained independence, the building became barracks for the White Tiger Battalion (*Batalion Macan Putih*) and currently functions as an official residence for personnel of the 0825 Military District Command (Kodim) Banyuwangi.

Utilization of the Inggrian Site as a Learning Medium

In the field of education, learning media play a crucial role in supporting the teaching and learning process (Moto, 2019). Learning media, in various forms, serve as a bridge to make abstract concepts more concrete and easier for students to understand. The appropriate use of learning media can enhance learning motivation, deepen material comprehension, and develop critical and creative thinking skills (Miftah, 2013). With the use of media, students can be motivated, physically and psychologically engaged, fully utilize their senses in learning, and make the learning process more meaningful (Amalia, 2022). Furthermore, learning media can accommodate diverse learning styles, enabling each student to learn according to their own preferences and pace (Maulana et al., 2025). In this digital era, innovation in learning media has become increasingly important. Innovation signifies a transformation from ineffective systems towards more improved educational practices (Fahri, 2022).

The advancement of information and communication technology has opened new opportunities in the development of interactive, adaptive, and personalized learning media (Harliawan, 2015). The integration of technology in education enables broader and more diverse access to learning resources and creates more engaging and relevant learning experiences for students (Karo-Karo & Rohani, 2018). This integration aligns with the needs of students who are increasingly familiar with digital devices (Anwas, 2013). Rapid technological development has had a positive impact on the progress of education (Khalilullah et al., 2020). Therefore, this study focuses on the utilization of the Inggrian Site as an innovative learning medium. As a digital platform, the Inggrian Site offers significant potential to enhance the quality of learning. Interactivity is a key aspect of modern learning media (Maulana et al., 2025).

Interactive multimedia enables students to engage in self-directed learning by allowing them the freedom to operate the media at their own pace (Utami et al., 2025). Through its interactive features and relevant content, the Inggrian Site can become an effective tool to facilitate more engaging, effective, and meaningful learning. Utilizing the Inggrian Site as a learning medium represents an innovative step toward integrating technology into educational processes. The use of digital media allows real-time access to information and can be tailored to students' individual learning needs and speeds (Abduh, n.d.).

The use of sites like Inggrian as learning media can help overcome various educational challenges, particularly in the context of limited resources and accessibility (Wardani & Andika, 2021). Leveraging digital platforms offers

an effective solution for designing interactive media (Maulana et al., 2025). The Inggrian Site offers a variety of features and content that can support more effective and engaging learning experiences. The use of technological media increases student engagement in the learning process. Gamification features also serve as a unique attraction for students. Active engagement with learning technology correlates positively with increased intrinsic motivation and longer attention spans during learning sessions (Maulana et al., 2025). With its potential, the Inggrian Site can be integrated into various subjects and educational levels.

Teachers play a central role in integrating technology into learning. They are not merely transmitters of knowledge but also facilitators who guide students in the optimal use of learning media (Maulana et al., 2025). Training in the use of interactive media can change teachers' mindsets by demonstrating that interactive online learning is not as difficult as it might seem (Sulistyo et al., 2022). Teachers need to have a deep understanding of the characteristics of the Inggrian Site and the ability to design relevant and meaningful learning activities. Their competence in managing digital technology is a determining factor in the success of digital-based learning (Jannah et al., 2020). A professional teacher is one who can master and critically engage with technological developments (Sutisna & Safitri, 2022). Teachers must continuously develop themselves so that their mastery of technology can be utilized in carrying out their daily responsibilities. Moreover, they must also be skilled in evaluating the effectiveness of the Inggrian Site in learning. Teachers who effectively integrate technology can create learning environments that are more dynamic, interactive, and personalized. Therefore, this research explores how the utilization of the Inggrian Site can improve learning quality and how teachers can effectively integrate this platform into the teaching and learning process.

Technology integration in education serves as a foundational element in creating more dynamic and relevant learning experiences for students. However, the use of technology must be balanced with a deep understanding of effective pedagogical principles. In this way, teachers can design instruction that not only leverages technology but also optimizes students' learning potential. The shift in the teacher's role to that of a facilitator requires continuous development of competencies in both technology and pedagogy.

The use of the Inggrian Site as a learning medium benefits not only students but also teachers and educational institutions. Teachers can use the site to access various learning resources, share teaching materials, and collaborate with fellow educators. The integration of technology in education can enhance the efficiency and effectiveness of learning, while also reducing gaps in access to quality education. Educational institutions can leverage the Inggrian Site to enhance their reputation and competitiveness, as well as to expand the reach of their educational services. Community service initiatives have shown that teachers are capable of creating educational products such as quizzes using PowerPoint (Ridwan et al., 2021). The use of technology in education must be conducted wisely and responsibly, taking into account ethical, safety, and privacy considerations. The Inggrian Site has the potential to become an effective and innovative learning medium; however, its success depends greatly on the commitment and collaboration of all stakeholders involved—students, teachers, educational institutions, and the government.

Inggrian Site as a Source for History Learning

The Inggrian Site, as a location with historical value, holds great potential to serve as an effective and engaging source for history learning (Brata et al., 2021). Utilizing historical sources such as the Inggrian Site can provide solutions to challenges in conventional history teaching methods (Hidayat et al., 2022). Innovative history instruction can be implemented through the use of learning videos (Kurniadi et al., 2020). By visiting the Inggrian Site in person, students do not merely read or listen to stories from the past—they can directly experience and observe historical contexts (Warto et al., 2020). The lack of variation in learning media can lead students to focus more on memorization rather than developing historical thinking skills, even though history requires analytical and imaginative thought (Fahri, 2022). Therefore, it is important to manage learning materials using available media (Fahri, 2022). Effective history learning should foster historical awareness among students, which is influenced by teacher competence, teaching methods, and the learning environment (Mulyawan et al., 2020). This can be achieved by integrating the

Inggrisan Site into the curriculum and classroom activities (Benu & Benufinit, 2022). Teachers can use various information available at the Inggrisan Site related to historical content to enrich the learning materials (Erawan, 2022).

The utilization of the Inggrisan Site as a historical learning resource is also relevant to efforts aimed at improving teachers' digital competencies. Teachers who are skilled in using technology can guide students in adapting to the demands of the digital age (Rahayuningsih & Muhtar, 2022). The integration of information and communication technology (ICT) in education including the use of digital resources related to the Inggrisan Site—can enhance the quality of history instruction (Engkizar et al., 2018). Teachers can employ digital tools such as e-posters to deliver historical content more effectively and engagingly (Novianti et al., 2022). Utilizing the Inggrisan Site as a source of historical learning also aligns with the goals of education in the digital era: to foster engaging, collaborative learning while facilitating the evaluation of learning outcomes (Ngongo et al., 2019). Therefore, teachers must be capable of transforming traditional lecture-based methods into ICT-based learning media, as students today require fast access to information, and teachers must enhance their skills in leveraging digital tools (Syahid et al., 2022). Consequently, students can learn independently, collaborate with peers, and develop 21st-century skills (Harliawan, 2015).

Visiting the Inggrisan Site can provide an immersive learning experience, allowing students to interact directly with artifacts and environments related to historical events being studied (Asfiana et al., 2024). Teachers, as learning facilitators, play a vital role in encouraging students to take initiative, explore various resources, and develop their own creativity in problem-solving (2025). In addition, teachers can foster collaboration and critical thinking among students. This leads to a deeper and more critical understanding of historical content (Syahid et al., 2022). To achieve this, teachers need to possess adequate digital competence to design, manage, and evaluate learning activities using ICT (Syahid et al., 2022). Thus, investing in teacher training and professional development—particularly those focused on integrating technology with innovative pedagogy is crucial for maximizing the potential of the Inggrisan Site as a dynamic and relevant history learning resource.

The use of ICT in history education can also help overcome the limitations of learning resources. Teachers who lack proficiency in using computers or digital devices can participate in digital teaching media training or webinars organized by the Ministry of Education and Culture (Rahayuningsih & Muhtar, 2022). In conclusion, the Inggrisan Site holds immense potential as a medium and source for history learning. When integrated effectively, it not only enriches students' understanding of colonial history but also nurtures a sense of identity, critical reflection, and appreciation for cultural heritage. Developing such contextual and localized historical pedagogy is vital for cultivating historically aware and civically engaged learners in Indonesia's multicultural society.

Challenges and Opportunities in Utilizing the Inggrisan Site as a Learning Media and Resource

The utilization of the Inggrisan Site as a medium and resource for history learning faces a number of complex challenges. One of the main issues is the suboptimal integration of this site into the history curriculum at the high school level. Many teachers have yet to incorporate local heritage sites into their lesson plans or learning modules due to limited historical knowledge and a lack of training based on local wisdom. Additionally, the site's deteriorating physical condition, less-than-ideal accessibility, and the lack of educational support facilities present significant obstacles to implementing effective field-based learning. The limited academic documentation on the site and the absence of synergy among schools, local governments, and historical communities further exacerbate the difficulties in its educational utilization.

Nevertheless, the Inggrisan Site holds great potential to be developed as a meaningful contextual learning medium. As a remnant of colonial history in the heart of Banyuwangi City, this site offers opportunities for active and reflective learning that connects students to authentic narratives of local history. This aligns with the spirit of the *Merdeka Curriculum* and the strengthening of the *Profil Pelajar Pancasila* (Pancasila Student Profile), which emphasize learning experiences rooted in local environments and cultures. Furthermore, the Inggrisan Site can serve

as a means to cultivate historical awareness and a sense of appreciation for cultural heritage among younger generations.

Development opportunities can also be enhanced through collaboration among educational institutions, the education department, local government, and historical preservation communities. Digitizing the site through the creation of e-modules, educational videos, and virtual tours based on local heritage can be an innovative step toward reaching students who may not have the chance to visit the site in person. Through cross-sector collaboration, the existing challenges can be addressed using participatory and sustainable approaches. Therefore, developing the utilization of the Inggrian Site as a learning media and resource is not only essential in the context of history education but also in the broader effort to preserve Banyuwangi's cultural identity amid the pressures of modernization.

CONCLUSION

Conclusion

The utilization of the Inggrian Site as a medium and resource for history learning is a strategic step in connecting historical education with authentic local contexts. This site holds significant historical value as a colonial relic that captures the socio-political dynamics of Banyuwangi in the past. Through an environment-based contextual learning approach, students do not merely learn historical facts but also internalize national values and local identity in a more meaningful way. Although several challenges remain—such as limited integration into the curriculum, scarcity of learning resources, and the lack of active involvement from schools and relevant institutions the potential for developing the Inggrian Site as an educational medium remains wide open.

The opportunity to utilize the Inggrian Site in history education strongly supports the direction of the *Merdeka Curriculum* and the strengthening of the *Pancasila Student Profile*. This site serves not only as a historical study object but also as a vehicle for enhancing historical literacy, cultural awareness, and the preservation of local heritage. Collaborative efforts among schools, local governments, cultural communities, and site managers are essential to develop site-based learning materials, both in printed and digital forms, as well as to establish adequate educational infrastructure at the site.

Recommendations

The following recommendations are proposed based on the findings of this article: 1) Curriculum Integration: The Education Office and schools in Banyuwangi are encouraged to systematically integrate local history content, including the Inggrian Site, into the history curriculum and lesson plans. 2) Teacher Capacity Building: Training programs should be organized for history teachers on environmental-based learning methods and the use of cultural sites as teaching media to enable them to facilitate engaging contextual learning. 3) Development of E-Modules and Interactive Media: Researchers, academics, and educational media developers are advised to create local history e-modules based on the Inggrian Site as alternative learning materials that are widely accessible to students. 4) Multisectoral Collaboration: Cooperation among schools, the Departments of Culture and Tourism, local historical communities, and site managers is needed to design educational programs, historical tours, and site-based cultural festivals. 5) Site Preservation and Revitalization: The local government, through relevant departments, must strengthen efforts to preserve both the physical and narrative aspects of the Inggrian Site to ensure it remains accessible, safe, and functional as an inclusive and inspiring open learning space for the younger generation.

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