

UTILIZATION OF THE PDRI MUSEUM AS A LEARNING RESOURCE IN LEARNING HISTORY AT STATE SENIOR HIGH SCHOOL 1 GUNUANG OMEH DISTRICT

Yulian Gusmita^{1a*}, Bunari^{2b}, Asyrul Fikri^{3c}

¹Faculty of Teacher Training and Education, University of Riau, Pekanbaru, Riau, 28293, Indonesia

^a yulian.gusmita3274@student.unri.ac.id

^b bunari@lecturer.unri.ac.id

^c asyrul.fikri@lecturer.unri.ac.id

(*) Corresponding Author

yulian.gusmita3274@student.unri.ac.id

ARTICLE HISTORY

Received : 20-12-2025

Revised : 15-01-2026

Accepted : 17-06-2026

KEYWORDS

Utilization;
PDRI Museum
Learning Resources
History Learning

ABSTRACT

One effort to utilize the surrounding environment as a learning resource is the integration of the PDRI Museum into history learning. This study aims to analyze: (1) the utilization of the PDRI Museum as a learning resource in history learning at SMA Negeri 1 Gunuang Omeh District; (2) the obstacles faced by teachers and students in utilizing the museum; and (3) the impact of the museum's utilization on history learning. This research employs a qualitative descriptive method. The data consist of primary data obtained from history teachers and students, and secondary data derived from documents related to learning activities. Data collection techniques include observation, interviews, and documentation. Data analysis is conducted through data reduction, data display, and conclusion drawing. The results indicate that the PDRI Museum is utilized as a learning resource through the field trip learning model. Despite several obstacles, such as limited time and technical constraints, the utilization of the museum contributes positively to improving the quality of history learning. Furthermore, this study contributes to strengthening students' understanding of local history and fostering an appreciative attitude toward local historical heritage through contextual learning.

This is an open access article under the CC-BY-SA license.



INTRODUCTIONS

The realm of education, amidst today's modern advancements, is still plagued by various challenges and problems. With the passage of time, various problems emerge, as rapid change demands new approaches and strategies for addressing education. John Dewey defined education as a vital process aimed at developing a person's fundamental abilities, both intellectual and emotional, so that individuals can live in harmony with their environment, including nature and society (Hidayat et al., 2019: 24).

The emergence of these problems is often associated with suboptimal educational implementation, which tends to persist with conventional methods and strategies (Evitasaki et al., 2020: 46). This condition is particularly evident in history learning, where instruction is frequently dominated by verbal explanations and memorization,

resulting in low student engagement and limited understanding of historical meaning.

As stated in Minister of National Education Regulation No. 22 of 2006, history learning contains moral values and local wisdom that contribute to the development of students' attitudes, character, and critical thinking skills (Agung, 2012: 413). In line with the Independent Curriculum, history learning is expected to be contextual and supported by concrete and authentic learning resources that are closely related to students' real-life experiences.

Museums are learning resources that offer direct encounters with historical evidence. The International Council of Museums (ICOM) (2022) defines museums as permanent, non-profit institutions serving society through the collection, preservation, interpretation, and exhibition of cultural heritage. Similarly, Indonesian Government Regulation No. 19 of 1995 emphasizes the educational function of museums in preserving and utilizing cultural heritage. However, in practice, museums are often not optimally utilized as learning resources in formal history education.

The Emergency Government of the Republic of Indonesia (PDRI) Museum, located in Koto Tinggi, Gunuang Omeh District, West Sumatra, represents an important local and national historical site related to the struggle to maintain Indonesia's sovereignty (Rio, 2020: 83). Its proximity to SMA Negeri 1 Gunuang Omeh District provides a strategic geographical advantage for integrating local history into classroom learning.

However, based on preliminary observations, the utilization of the PDRI Museum as a history learning resource at SMA Negeri 1 Gunuang Omeh District remains limited despite its accessibility and historical significance. This gap between the educational potential of the museum and its actual use in history learning highlights the urgency of this research. Therefore, this study aims to examine the utilization of the PDRI Museum as a learning resource in history learning, identify the obstacles encountered in its implementation, and analyze its impact on students' learning experiences. The findings are expected to contribute to the development of contextual history learning and encourage the optimal use of local historical resources in formal education.

METHOD

The type of research used in this study is qualitative research, which attempts to describe the use of the PDRI Museum as a learning resource in history lessons for students at SMA Negeri 1, Gunuang Omeh District. Specifically, this study employs a qualitative descriptive method to obtain an in-depth understanding of the utilization of the PDRI Museum as a history learning resource. Data analysis was conducted in the form of oral or written data, taking into account the opinions of informants. John W. Creswell defines qualitative research methods as an investigative approach aimed at understanding social problems or issues related to humankind. This approach is carried out by constructing a comprehensive picture conveyed in narrative form, describing the informants' views in detail, and presenting them in a scientific context (Patilima, 2011: 62–61).

This research was conducted at SMA Negeri 1, Gunuang Omeh District, located on Jalan Tan Malaka, Koto Tinggi, Gunuang Omeh District, Lima Puluh Kota Regency, West Sumatra, and at the Emergency Government of the Republic of Indonesia Museum, located in Koto Tinggi, Gunuang Omeh District, West Sumatra. The informants in this study consisted of five key participants, namely the Principal of SMA Negeri 1 Gunuang Omeh District, the Vice Principal for Curriculum Affairs of SMA Negeri 1 Gunuang Omeh District, a history teacher of SMA Negeri 1 Gunuang Omeh District, students of SMA Negeri 1 Gunuang Omeh District, and the manager of the PDRI Museum. The selection of these informants was based on the consideration that they possess direct experience, knowledge, and active involvement in the utilization of the PDRI Museum as a history learning resource, so that the data obtained are expected to be accurate, in-depth, and relevant to the research objectives.

In this study, the researcher collected data through observation, interviews, and documentation. Marshal (in Wekke, 2019: 49) defines observation as the process of observing and recording phenomena or symptoms that are the focus of research. Observation allows researchers to understand behavior in specific social situations. According to Stewart and Cash (Wekke, 2019: 51), an interview is a form of interaction in which an exchange occurs involving rules, responsibilities, emotions, beliefs, motives, and information. To meet the objectives of this study, the interviewees are as follows: a history teacher at SMA Negeri 1, Gunuang Omeh District; students at SMA Negeri 1,

Gunuang Omeh District who visited the Emergency Government of the Republic of Indonesia (PDRI) Museum; the Curriculum Vice President of SMA Negeri 1, Gunuang Omeh District; the Principal of SMA Negeri 1, Gunuang Omeh District; and the administrators/managers of the Emergency Government of the Republic of Indonesia (PDRI) Museum.

Satori (Nasution, 2023: 64) states that documentation studies serve as a complement to the application of observation and interview methods in qualitative research. Documents collected in this research can include archives and photographs related to the research topic. Miles and Huberman (in Miles et al., 2014: 12–14) outline that the data analysis process can be divided into three main stages: data reduction; data presentation; and conclusion drawing. In this study, data verification was carried out through triangulation of techniques and triangulation of sources. Technique triangulation was conducted by comparing data obtained from interviews, observations, and documentation, while source triangulation was performed by comparing information from different informants, such as museum managers, history teachers, and students. In addition, member checking was conducted to ensure the credibility of the research findings.

RESULT

The results of this study refer to the sub-focus of the research, namely the use of the PDRI Museum as a learning resource in history learning.

Utilization of the PDRI Museum as a Learning Resource in History Learning at SMA Negeri 1, Gunuang Omeh District

Koto Tinggi, a small village deep in the Bukit Barisan Forest, is home to the Indonesian nation's founding fathers, who were instrumental in holding the foundations of the Indonesian nation together during a major event known as the Emergency Government of the Republic of Indonesia (PDRI). The Emergency Government of the Republic of Indonesia, once based in Koto Tinggi, became the primary reason for the establishment of the PDRI Museum. The PDRI Museum houses numerous historical learning resources that can be utilized to understand the PDRI events in a contextual and meaningful way.

The system used by a history teacher at SMA Negeri 1, Gunuang Omeh District, to utilize the PDRI Museum as a learning resource in history lessons involves conducting field trips, moving students' classrooms to the PDRI Museum. The use of the PDRI Museum as a learning resource in history lessons, using the field trip model, was conducted in Grade X of SMA Negeri 1, Gunuang Omeh District, on the topic of "Man, Space, and Time." Through this activity, students were able to connect the concepts of man, space, and time with real-life historical events that occurred in their surroundings. The history teacher successfully presented concrete examples that were close to the students and made the learning material relevant to local history, making it tangible.

In an interview, Mr. Fahrur Rozi, a history teacher at SMA Negeri 1, Gunuang Omeh District, also stated: *"The PDRI Museum stands as a tangible manifestation of the heroic actions of the people of Koto Tinggi during the struggle to defend independence. Its existence serves as a living reminder of a rich and meaningful local history that deserves to be known and appreciated by younger generations. As a history teacher, I would feel deeply grateful if learning activities and visits to this museum could help instill in students a sense of pride in the struggles of their own region, while also strengthening their appreciation for the broader history of the Indonesian nation. Through direct engagement with this historical site, students are encouraged not only to understand the past but also to internalize its values, fostering a lasting sense of identity, nationalism, and respect for the sacrifices of previous generations."*

The field trip learning model provides a bridge that allows students to interact directly with the objects being studied, allowing them to observe them in real-life and understand the meaning contained within them. SMA Negeri 1, Gunuang Omeh District, implemented the field trip model by moving the school's classroom to the PDRI Museum. The field trip to the PDRI Museum was implemented in three stages: preparation, implementation, and evaluation.

The field trip implementation phase begins with preparation. In this preparation phase, the teacher first selects materials relevant to the field trip learning model. The selected materials, deemed most relevant, include

history, humans, space, and time. After determining the relevant materials for the field trip, the history teacher then determines the objectives of the field trip. After formulating the primary objective, which reflects the urgency of the field trip, which aims to enrich students with actual historical knowledge and not be confined to the abstract realm of history. To foster students' awareness of the greatness of their local history, the PDRI Museum was chosen as the historical site to be visited.

During the visit, the teacher provided guidance through reflective questions and observation report assignments in written form and interactive videos, which helped students develop critical and analytical thinking skills in accordance with the CP stipulated in the Merdeka Curriculum. The follow-up to the field trip activity plan developed by the history teacher was a discussion regarding permits with the principal, the curriculum vice-principal, and the relevant teachers.

In addition to obtaining permission from the school, this stage also involved discussions with the management of the historical site to be visited, which in this context was the PDRI Museum. The history teacher handled the permit process with the PDRI Museum management directly. This permit process was easily handled due to the museum's openness to visits from SMA Negeri 1, Gunuang Omeh District. The school and museum's shared location essentially established a cooperative relationship that binds the two institutions.

After the preparation phase was completed, students were directed to participate in a field trip to the PDRI Museum. This field trip took place on Tuesday, October 14, 2025. The field trip to the PDRI Museum took place on a regular school day, specifically during History class time. This timing was chosen to facilitate the history teacher's coordination with the students, ensuring that the entire series of activities could proceed in a structured and optimal manner. This allowed students to participate in the visit with focus and gain meaningful learning experiences directly from the historical sites they visited.

Upon arrival at the location, students began to interact actively with their group members. They engaged in discussions, asked various questions, and demonstrated a keen sense of curiosity. This was, of course, due to the history teacher's oversight as a guide throughout the activity. The teacher not only directed the visit but also served as a medium to stimulate students' curiosity and critical thinking skills through relevant questions.

During this field trip, Mr. Rozi, the history teacher, not only invited students to passively observe artifacts at the PDRI Museum but also demonstrated the chronology of the formation of the Emergency Government of the Republic of Indonesia. The field trip to the PDRI Museum went beyond expectations; the activity seemed to awaken the curiosity hidden in each student. They appeared enthusiastic, exploring every corner of the museum, taking notes, and exchanging opinions about the historical events they encountered.

The atmosphere becomes even more lively because it's done with friends, allowing laughter, questions, and small discussions to blend seamlessly into the learning experience. This activity not only enhances historical knowledge but also provides a moment where learning and fun go hand in hand, leaving a lasting impression on each student.

Based on an interview with La Viola Dora, a 10th-grade student at SMA Negeri 1, Gunuang Omeh District, she said:

"During the museum visit, each group member was given a specific role to support the learning process. Vio and Rico were assigned as videographers, responsible for documenting the activities at the Museum PDRI and recording Alga and Rafa as they explained the historical material. Meanwhile, another member of Vio's group, Cacha, acted as the secretary, whose task was to take notes and record important information related to the museum collections and explanations. These notes were later used to compile a written report based on the template provided by Mr. Rozi. Through this division of roles, the learning activities became more organized and encouraged active participation from all group members."

Following the completion of the field trip to the PDRI Museum, the teacher assigned students a written report and an interactive video. This assignment was given to assess the students' understanding of the material and experiences gained during the visit. Assessments included individual assessment, group assessment, process assessment, and outcome assessment.

Besides its use through field trips, the PDRI Museum also serves as an educational and cultural space

integrated with various school activities and historical commemorations. This was evident in the use of the PDRI Museum auditorium as the venue for the farewell ceremony for 12th-grade students of SMA Negeri 1, Gunuang Omeh District.

Mrs. Sari Desiana Putri, Acting Principal of SMA Negeri 1, Gunuang Omeh District, emphasized in an interview that:

"By actively involving students in various school activities conducted at the museum, we aim to foster a strong sense of ownership and pride in their local history and regional identity. Participation in these activities allows students to engage directly with historical spaces and narratives, making the past feel more relevant and meaningful to their lives. In this way, the museum is not merely viewed as a venue for ceremonial events, but as an educational space that plays a vital role in instilling historical awareness, national values, and a deeper appreciation of cultural heritage that can shape students' attitudes and perspectives over time."

In line with this, the PDRI Museum management emphasized that the museum is designed as a public space open to educational and national activities. He stated that every year, especially on National Defense Day on December 19th, the PDRI Museum always involves schools in various forms of activities. The museum management explained that the form of these activities is not fixed, but rather adapts to the existing agenda. In 2024, activities focused on the commemoration ceremony and participation in the inauguration process of the PDRI Museum, while in previous years, high school students from all districts/cities were involved in the National Defense Camping activity.

Based on an interview with Mr. Fahrur Rozi, the manager of the PDRI Museum, he stated:

"Student involvement in various museum activities serves as an effective means of instilling the values of nationalism and a spirit of national defense. Through direct participation at the historic site, students are not only introduced to historical facts but are also invited to experience the atmosphere of the past firsthand. This direct encounter allows students to feel a closer emotional connection to the historical events and figures being studied. As a result, the values of patriotism, national identity, and appreciation for the struggles of previous generations are more deeply internalized, making the learning experience more meaningful and lasting."

History teachers themselves view student involvement in various activities at the PDRI Museum as a meaningful part of the learning process, even though it doesn't always take place in a formal classroom setting. History teachers report that participating in school activities, National Defense Day ceremonies, and other national events within the museum can enhance students' historical awareness.

Obstacles Faced by Teachers and Students in Utilizing the PDRI Museum as a Learning Resource in History Learning at SMA Negeri 1, Gunuang Omeh District

The high level of effectiveness of this field trip activity does not mean that its implementation is free from obstacles. Various obstacles have arisen, faced by both teachers and students. These obstacles are not a reason to stop utilizing the PDRI Museum; rather, they are part of the learning process, and can support teachers and students in finding strategies to make learning activities more effective and meaningful.

From this research, we can conclude that the obstacles encountered during the implementation of the PDRI Museum include:

Timing of the PDRI Museum Utilization

Considering that SMA Negeri 1, Gunuang Omeh District, implements a six-day-a-week full-day system, if the field trip were held outside of class hours or on a holiday, this would be impossible, as many students would be absent or difficult to gather. To overcome this obstacle, Mr. Rozi worked around this by holding the field trip during history class time, but in collaboration with another teacher who taught after the midday prayer break. This allowed for the use of the field trip time to be replaced and the activity to continue smoothly.

Based on an interview with Mr. Fahrur Rozi, the history teacher at SMA Negeri 1, Gunuang Omeh District, he said:

"One of the main obstacles in implementing field trips is time management. I once tried to gather students



on a Sunday, outside regular class hours, to participate in an extracurricular activity. However, the experience proved to be very challenging. Many students were reluctant to attend, and even those who came had difficulty staying focused and tended to leave early. This situation was not meant to place blame on the students. With a six-day school week, their days off are limited, making them understandably unwilling to sacrifice their free time. This experience highlighted the importance of scheduling field trips during effective learning hours so that activities can run optimally and students can participate with better motivation and focus."

Mr. Fahrur Rozi, the history teacher at SMA Negeri 1, Gunuang Omeh District, added in an interview:

"I addressed this challenge by scheduling the field trip during regular history class hours. However, to ensure that the activity could run smoothly and without disrupting the overall learning process, I coordinated with other subject teachers to arrange a temporary exchange of class periods. This collaboration allowed me to utilize their class time for the field trip, while still ensuring that all subjects were accommodated. Through this coordination and mutual support among teachers, the field trip was able to take place effectively and in an organized manner."

Student Coordination

With a large number of students, keeping each child focused and following instructions is no easy task. To overcome the difficulty of coordinating all students, the history teacher at SMA Negeri 1, Gunuang Omeh District, implemented a group system and structured assignments.

Based on an interview with Mr. Fahrur Rozi, the history teacher at SMA Negeri 1, Gunuang Omeh District, he said:

"The significant recreational element of field trips can sometimes be a challenge. When students are enthusiastic about exploring the museum collections, coordinating them is challenging, especially when they're doing it alone. However, this is a natural part of a learning model that emphasizes student engagement. To address this, I provide a report template for them to fill out. With this guide, students can focus more on observing and taking notes, thus minimizing the risk of overly independent or "busy" activities. Furthermore, this template helps students stay focused without diminishing their enjoyment of the museum collections."

The PDRI Museum is Relatively New

As a newly opened museum, the use of the PDRI Museum as a learning resource for other schools still faces limitations. SMA Negeri 1, Gunuang Omeh District, which is located adjacent to the museum, plays an active role in facilitating the introduction of the museum to students and other schools. The history teacher helps develop a more structured visit program, utilizing supporting media such as videos and history books, and providing briefings before and after the visit.

Despite these challenges, teachers and schools continue to optimally utilize the PDRI Museum as a learning resource. SMA Negeri 1, Gunuang Omeh District, located adjacent to the museum, plays an active role in facilitating the introduction of the museum to students and other schools. History teachers help develop a more structured visit program, utilizing supporting media such as videos and history books, and providing briefings before and after the visit. This aims to provide students with a basic understanding of the museum's materials and collections, making the learning experience more effective and meaningful.

Furthermore, teachers gather additional information from various sources, including archives, historical literature, and interviews with local figures with in-depth knowledge of PDRI history. This approach allows students to maintain a comprehensive understanding even though some artifacts are not yet available in the museum. Active support from schools and teachers makes the PDRI Museum not only a place to visit but also an educational, contextual, and sustainable learning space. This allows obstacles related to limited programs and information resources to be gradually overcome.

The Impact of Utilizing the PDRI Museum as a Learning Resource in History Learning at SMA Negeri 1, Gunuang Omeh District

Through the use of the PDRI Museum, history learning becomes more lively and personal. Students not

only gain a cognitive understanding of PDRI events but also feel an emotional connection to local history they previously only encountered in textbooks. The impact of utilizing the PDRI Museum is evident in the change in how students view history, from an abstract perspective to a more concrete, meaningful, and relevant perspective to their lives.

In general, utilizing the PDRI Museum as a learning resource in history lessons has had a number of significant impacts, including improving student understanding and knowledge, increasing student enthusiasm and motivation, enhancing student engagement, creating a fun and lively learning environment, and fostering an appreciation for local history.

In line with the explanation by Ms. Lara Melati Sukma, the Vice Principal for Curriculum at SMA Negeri 1, Gunuang Omeh District, in an interview, she said:

“Learning local history is truly important and meaningful for students. We don’t have to immediately discuss large-scale world history. With the PDRI Museum, children can see and experience firsthand the history of their region—events, figures, and places. From there, they become more caring, sensitive, and understand the value of history in a tangible way. This clearly demonstrates the positive impact of using museums as educational and meaningful learning resources.”

This activity helps students understand that history is not something distant or only happens in the center of government, but also exists and lives within their own communities. By seeing firsthand evidence of the PDRI’s struggle in Koto Tinggi, students begin to recognize the role of local communities in maintaining the continuity of the Republic of Indonesia during times of crisis. This awareness gradually fosters a sense of ownership and pride in their regional history.

DISCUSSION

The findings demonstrate that the utilization of the PDRI Museum as a learning resource represents the practical application of contextual and experiential learning in history education. Through the field trip learning model, students directly engage with historical spaces, artifacts, and narratives, enabling them to construct historical understanding based on real experiences rather than abstract explanations alone. This aligns with constructivist learning theory, which emphasizes that knowledge is actively built through interaction with the learning environment.

From a theoretical perspective, the use of the museum supports experiential learning as proposed by Kolb, where concrete experience becomes the foundation for reflective observation and conceptual understanding. Students’ direct encounters with the PDRI Museum allow historical concepts such as humans, space, and time to be understood holistically and meaningfully. In this context, the museum functions not merely as a repository of artifacts but as an active learning environment that facilitates historical inquiry.

The integration of local history through the PDRI Museum strengthens students’ historical consciousness by linking local narratives to national history. This finding supports contextual teaching and learning (CTL), which emphasizes relevance and proximity of learning materials to students’ lived experiences. By situating national history within their immediate environment, students develop a stronger sense of identity, belonging, and appreciation for local historical contributions to the Indonesian nation.

Student involvement in museum-based activities also reflects the role of history education in character building. Direct participation in commemorative and educational activities at the museum contributes to the internalization of values such as nationalism, patriotism, and respect for historical struggles. This reinforces the view that history learning extends beyond cognitive achievement to include affective and attitudinal dimensions.

However, the study also reveals structural and practical limitations in implementing museum-based learning. Time constraints due to the full-day school system and challenges in student coordination indicate that experiential learning requires careful planning and institutional support. Additionally, *the relatively new status of the PDRI Museum limits the availability of complete collections and structured educational programs*, requiring teachers to supplement learning with additional sources.

Theoretically, these findings imply that the effectiveness of museum-based learning is strongly influenced

by pedagogical design and teacher creativity rather than solely by the completeness of museum collections. Teachers play a central role in bridging gaps between available historical resources and learning objectives.

This study is limited by its focus on a single school and one museum context, which may restrict the generalizability of the findings. Future research is recommended to involve comparative studies across different schools or museums to further examine the effectiveness of museum utilization in history education within broader educational settings.

CONCLUSION

Based on the research results and discussions regarding the use of the Emergency Government of the Republic of Indonesia (PDRI) Museum as a history learning resource at SMA Negeri 1, Gunuang Omeh District, the following conclusions can be drawn.

The PDRI Museum is utilized as a learning resource in history lessons at SMA Negeri 1, Gunuang Omeh District, through the field trip learning model, transforming it into an educational and cultural space. This utilization is implemented through three main stages, namely preparation, implementation, and evaluation. During the preparation stage, teachers establish relevant learning materials, formulate learning objectives, identify historical objects, develop lesson plans, secure permits from the school and museum management, and prepare structured assignments and technical support for the field trip. Furthermore, during the implementation stage, teachers act as guides throughout the activity and direct students to ensure the visit aligns with the previously formulated objectives. During the evaluation stage, teachers assign students structured written reports and interactive videos to reflect on and reinforce learning outcomes.

Several challenges were encountered during the implementation of the PDRI Museum as a learning resource for history lessons. These challenges included time constraints, as visits to the PDRI Museum could not be held on holidays, difficulties in coordinating students during the visit, and the museum's relatively new status. These constraints did not significantly hinder the learning process, as teachers implemented adaptive strategies to ensure learning objectives were achieved.

Utilizing the PDRI Museum as a learning resource for students at SMA Negeri 1, Gunuang Omeh District, has had various positive impacts. These impacts include increased student knowledge and understanding of history, increased enthusiasm and motivation for learning, increased student engagement during the learning process, a more lively and enjoyable learning environment, and the development of an appreciation for local history. However, this study is limited to a qualitative approach conducted in a single school and museum setting, which may limit the generalization of the findings. Therefore, future research is recommended to involve broader research locations, employ quantitative or mixed-method approaches, and examine the long-term impact of museum-based learning on students' historical awareness and character development.

REFERENCES

- Alit, D. M. (2020). Inquiry Discovery Learning dan Sejarah Lokal : Pembelajaran Sejarah Menghadapi Tantangan Abad 21. *Jurnal Ilmu Sosial*, 8(1), 57–79.
- Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative Research for Education: An Introduction to Theory and Methode* (5 ed.). California: Pearson A & B.
- Bunyamin. (2021). *Belajar dan Pembelajaran*. Jakarta: UHAMKA Press.
- Creswell, J. W. (2009). *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*. Los Angeles: SAGE Publication.
- Evitasari, O., Qodariah, L., & Gunawan, R. (2020). Pemanfaatan Fungsi Museum sebagai Sumber Belajar Sejarah dalam Mengembangkan Kemampuan Berpikir Kritis. *Estoria*, 1(10), 43–56. <https://doi.org/10.30998/je.v1i1.462>
- Falk, J. H., & Dierking, L. D. (2011). *The Museum Experience*. New York: Left Coast Press. <https://doi.org/https://doi.org/10.4324/9781315417899>

- Fikri, A. (2019). Pemanfaatan Candi Muara Takus sebagai sumber belajar dalam pembelajaran sejarah di SMA Darmayudha Pekanbaru. *Historika: Journal of History Education Research*, 22(1), 1689–1699. <https://doi.org/10.20961/historika.v22i1.29340>
- Hidayat, R. (2019). *Ilmu Pendidikan Konsep Teori, dan Aplikasinya*. Medan: LPPPI.
- Huda, K., & Djono, D. (2025). Mengintegrasikan Teori Pembelajaran Bermakna dan Konstruktivisme dalam Pembelajaran Sejarah di Era Digital. *Jurnal Artefak*, 12(1), 137-146. <https://doi.org/10.25157/ja.v12i1.18462>
- Kartodirjo, S. (1993). *Pendekatan Ilmu Sosial dalam Metodologi Sejarah* (2 ed.). Jakarta: PT Gramedia Pustaka Utama.
- Kusumo, P. (1990). *Menimba Ilmu dari Museum* (1 ed.). Jakarta: Balai Pustaka.
- International Council of Museums. (2022). *ICOM strategic plan 2022–2028*. International Council of Museums.
- Mekarisce, A. A. (2020). Teknik Pemeriksaan Keabsahan Data pada Penelitian Kualitatif di Bidang Kesehatan Masyarakat. *Jurnal Ilmiah Kesehatan Masyarakat : Media Komunikasi Komunitas Kesehatan Masyarakat*, 12(3), 145–151. <https://doi.org/10.52022/jikm.v12i3.102>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis A Methods Sourcebook* (3 ed.). Los Angeles: SAGE Publication.
- Moleong, L. J. (2017). *Metodologi Penelitian Kualitatif* (36 ed.). Bandung: Remaja Rosdakarya. Mukhamad Fathoni, M. P. I. (2019). Teknik Pengumpulan Data Penelitian. *Jurnal Keperawatan* (Issue July).
- Notosusanto, N. (2008). *Mengerti Sejarah* (4 ed.). Jakarta: Penerbit Universitas Indonesia. Nasution, A. F. (2023). *Metode Penelitian Kualitatif* (1 ed.). Bandung: Harfa Creative.
- Patilima, H. (2011). *Metode Penelitian Kualitatif* (3 ed.). Bandung: Alfabeta.
- Pemerintah Republik Indonesia. (1995). *Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 1995 tentang pemeliharaan dan pemanfaatan benda cagar budaya di museum Republik Indonesia*.
- Rio, Y. P. (2020). A strategy to defend the independence of Republic of Indonesia year 1948-1949 Pemerintah Darurat Republik Indonesia (PDRI) : Suatu Strategi Mempertahankan Kemerdekaan Republik Indonesia Tahun 1948-1949. *Jurnal Sejarah, Pendidikan Dan Humaniora*, 4(2), 82–91. <https://doi.org/https://doi.org/10.36526/santhe.v4i2.1058>
- Sumadio, B. (1997). *Bunga Rampai Permuseuman* (1 ed.). Jakarta: Departemen Pendidikan dan Kebudayaan Direktorat Jendral Kebudayaan Direktorat Permuseuman.
- Wekke, I. S. (2019). *Metode Penelitian Sosial* (1 ed.). Yogyakarta: Gawe Buku. Yunanto, S. J. (2004). *Sumber Belajar Anak Cerdas*. Jakarta: Grasindo.
- Zakariah, M. A., Afriani, V., & Zakariah, K. M. (2020). *Metodologi Penelitian Kualitatif, Kuantitatif, Action Research, Research and Development (R N D)* (1 ed.). Kolaka: Yayasan Pondok Pesantren Al Mawaddah Warrahmah.