

E-Museum of Chinese City Site and Local History Learning Sources in Digital Era

Surya Aymanda Nababan¹, Leo Agung S², Sri Yamtina³

¹Student at Master Degree Program in Historical Education- Sebelas Maret University, Indonesia

^{2,3}Lecturer at Master Degree Program in Historical Education- Sebelas Maret University, Indonesia

ABSTRACT

The purpose of this study is to look at the possibility of utilizing communication technology in helping the learning process run. Educational technology in this context is a digital museum about the city of China. The use of historical sites as learning resources is intended so that learning also utilizes aspects of the environment as a support for the success of education in schools. It also greatly helps students in developing themselves in a history of learning. Because in this case students will experience a learning process that is more oriented to themselves and is required to visualize their imagination related to historical sites as their learning resources. This will certainly increase the role and activeness of students in the learning process so that students are expected to be more interested in learning history with real learning resources and closer to the truth. This study aims to examine how the use of Chinese city sites as a source of local history learning in SMA Negeri 11 Medan. The research method used is a qualitative approach with descriptive analysis. Data collection methods through literature and field studies.

Keywords : E-Museum, Chinese City Site, Learning Resources, Local History

I. INTRODUCTION

Learning history is a process to help develop the potential and personality of students through historical messages in order to become wise and dignified citizens of the nation. History in this case is the totality of human activity in the past and is dynamic. That is, that the past is not something final, but is open and continuous with the present and the future. History is a science that studies the origins and development and role of society in the past based on a particular methodology because the past has wisdom that can be used to train intelligence, shape the attitudes, character and personality of students. History learning is intended so that students know their origins, so the history learning material needs to

contain stories and events that occur in the surrounding area. These historical stories and events will provide students with an understanding of themselves and ultimately students will be wiser in dealing with life.

The use of historical relics as a source of learning is expected to make historical learning not only verbal but more directed towards more affective goals. In the study of history, the subject matter of history must be linked to historical events or historical events that are closest to the student's residence. In this learning approach, the history lesson material should start with historical facts close to where students live. In this case local history has a special advantage compared to learning that is usually done in the classroom, namely

its ability to bring students to the real situation in their environment, in other words as if able to break through the boundary between the school world and the real world around the school.

Another advantage is that it is easier to bring students into the effort to project past experiences of the community with the present situation, even in the future direction. In this case to find out students' perceptions about history, teachers do not need to be reluctant to use various historical sources available, including historical sources in the form of objects (pictures, monuments, inscriptions, buildings, artifacts, etc.) to pry into the views of learners about history. Because interpreting and explaining history no longer merely has the belief that "if you got the facts right, the conclusions would take care of themselves", but also realizing that dealing with historical sources means being ready for a number of traps and traps (Isjoni, 2007: 53). If with the advancement of modern technology, the source of history is no longer merely in the form of text (writing), but also in the form of something that can be seen, touched, held, and heard, even a combination of various forms. This makes it easier for teachers to project history through a historical lag. When a relic in the form of a historical site has been used as a source of historical learning, the historical site will become an alternative media for strategic learning resources to increase students' interest and understanding of material related to the historical site so that it can indirectly improve the quality of historical learning.

The site as a narrative of local history is absolutely and indispensable. Because, history does not only have a large narrative that tells the story of figures with all its historical actions. History also contains many fragments that contain a small narrative about the building with all its trinkets, human stories in the turmoil of political, social, cultural and other things that deserve to be known as references for the young generation of this nation. (Tranggono, 2008: 38).

Basically our country is rich in historic sites. But the existence of these historic sites has not been fully utilized in the learning process. This situation can make a concern for the world of education because of lack of concern in recognizing historic sites, especially regarding local sites in the environment. Meanwhile, if the relics are excavated can be used by history teachers for the benefit of learning history. Therefore, history teachers must be able to use historical sites as learning resources so that students get to know and gain the meaning of learning. In this case the Chinese City Historical Site is a historical site that has historical values that can be applied in the study of history in high schools in the city of Medan.

Associated with digital technology, the development of educational technology has been widely carried out and utilized to support the educational process. Educational technology is expected to be able to help the educational process in general and specifically so that what is to be achieved through the education process can be obtained properly to help improve the efficiency of the teaching and learning process as a whole. The museum also provides facilities that can support the needs of visitors, one of which is a guide or guide, the existence of a guide is very important for visitors to get the information they need. But the guide will also have difficulty in answering different questions that arise from the visitors if in large numbers (groups), even if they are then the questioners will wait their turn until the guide finishes answering the question from the previous questioner, because usually in one group only given rations limited guide. Because of the limited number of guides as well as the large amount of information that must be conveyed and presented by the Museum, this is the background to provide ideas for making E-Museum Applications, one of which is to create documentation about all information that will be conveyed to visitors as well as a bridge between museum parties with visitors.

II. RESEARCH METHODOLOGY

This research approach is descriptive qualitative by utilizing documentation to gather relevant information related to the problem under study. Sugiyono (2014: 82) says that documents are records of past events. Sugiyono (2014: 144) concluded that the library method is a method of collecting data based on books and written sources relating to the problem under study. To analyze the data that has been obtained, the researchers conducted data analysis through a qualitative data analysis strategy. The study was conducted to obtain a general overview of the social situation under study or the object of research.

III. RESULTS AND DISCUSSION

Chinese City Site

The City of China site is an area on the east coast of North Sumatra that contains a variety of archaeological resources from the XII century to the XIV century AD. Administratively, the Chinese City is located in Paya Pasir Village, Medan Marelan District, Medan City, North Sumatra. It is located in the Deli River valley of the East Coast of North Sumatra. About 16 km from the city of Medan, and about 7 km upstream from the mouth of the Deli River. According to McKinnon, the City of China was settled by Tamils at that time. In this China City there is allegedly a trading network, namely a large association of Tamil traders, named Ayyavole ainnuarruvar and Mannikiram. This union carries out activities in the Southeast Asian region (McKinnon 1993: 56). The Chinese City and Paya Pasir were ancient port sites which were very important in the context of Southeast Asian trade in the 11th-15th century AD. trading. Besides because they reside in that place, it is suspected that they also carry out religious activities. Evidenced by the discovery of four statues (two statues of Buddha and two statues of Hinduism). Also the remnants of the building are thought to be the remains of temple buildings. According to McKinnon, statues

found in Chinese cities were carried by Tamil traders. This suspicion is known from the characteristics of the statue which has a Rural Tamilnadu style (McKinnon 1993: 59). As for the rest of the building structure made of bricks, this archeological remains has been examined in 1974 to 1977 and interpreted as a building related to religious activities that have a background in religion. Hinduism and Buddhism, of course this is associated with the findings of the context of Hindu-Buddhist statues found at the site of the Chinese City site (Stanov Purnawibowo, 2015: 61). Management of a legacy of the past is basically processual and dynamic. Biornstad in Stanov (2015: 58) says that the protection of a past relates to the native environment and its relationship to the history of contemporary society.

Chinese City Site: Historical Learning Materials

I Gde Widja explained that available historical relics can be used as teaching media and aids to support efforts in implementing strategies and teaching methods (I Gde Widja 1989: 60). Therefore historical relics such as sites have benefits for religious, cultural, social, tourism, educational and scientific purposes. History will be a boring subject when the learning process is not carried out in an interesting method or in other words learning is carried out teacher is very monotonous. Historical sites can be used as an alternative to overcome this. Because in this case students will experience a learning process that is more oriented to them and they are required to visualize their imagination with regard to historical sites as a source of their learning. This will certainly increase the role and activeness of students in the learning process so that students are expected to be more interested in learning history with real learning resources and closer to the truth. Historical sites have various uses other than as archaeological research, historical sites can also be used as a source of student learning where students can practice analyzing historical events based on historical evidence in the form of historical sites. Historical sites that are used as sources of learning indirectly can improve the quality

of learning history. When the historical site has been used as a source of learning history, the historical site will be an alternative source of strategic learning in increasing students' interest and understanding of material related to the historical site so that it can indirectly improve the quality of history learning. Mulyasa's own learning resources (2003: 48) is anything that can provide convenience for students in obtaining a number of information, knowledge, experience and skills in the teaching and learning process. Historical sites can also be used as a means for students to try to analyze past events and compile them into a complete story. He is a source of learning. Historical events cannot possibly be presented in real history, because as events, history has unique properties. The purpose of history as a unique event is that historical events only occur once and cannot be repeated exactly the same time the second time so that historical events will not be possible to be presented in class. Therefore the existence of historical sites can be used by teachers as learning resources to present these historical events in the minds of students.

E-Museum Site of the City of China

The museum is derived from Greek namely: Museion which is a sacred building to worship the Nine Goddesses of Art and Science of Knowledge. One of the nine goddesses is: Mouse, born of the great god Zous and his wife Mnemosyne. And the definition of the museum according to ICOM (International Council of Museum / International Museum of Organization) under UNESCO is "an institution that is permanent, does not seek profit, serves the community and its development, is open to the public, which obtains, maintains, connects and exhibits, for purposes study, education and pleasure, items of evidence of humans and their environment ". The museum is a body that has the task and activities to display and publish research results and knowledge about objects that are important for Culture and Science of Knowledge. Season has the following functions: ((a) Center for Scientific Documentation and Research, (b)

Center for the distribution of knowledge to the public, (c) Center for the enjoyment of works of art, (d) Center for cultural introduction between regions and between nations, (e) Tourism objects (f)) Media for fostering arts education and science knowledge. (G) Nature and Cultural Reserves. (H) Mirroring human history, nature and culture n, (i). Means of piety and giving thanks to God.

Guidelines for knowing multimedia must begin with the definition or understanding of multimedia. In the multimedia electronics industry is a combination of computer and video (Rosch, 1996) or multimedia is generally a combination of three elements, namely, sound, images and text (Mc Cormick, 1996) or multimedia is a combination of at least two input or output media from data, media this can be in the form of sound, animation, video, text, graphics and images (Turban et al, 2002) or multimedia is a tool that creates dynamic and interactive presentations that combine text, graphics, animation, sound and video images (Robin and Linda, 2001). other than multimedia, namely by placing it in context, as did Hoftsteter (2001), multimedia is the use of computers to create and combine text, graphics, sound, video and animation by combining links and tools that allow users to navigate, interact, create and communicate. In this definition there are four important components of multimedia, namely: a) There must be a computer that coordinates what is seen and heard that interacts with us. b) There must be a link that connects us with information. c) There must be a navigation tool that guides us, exploring the interconnected information network. d) Multimedia provides a place for us to collect, process and communicate our own information and ideas.

If one component does not exist then it is not multimedia in the broadest sense of the name. For example, if there is no computer to interact, that's called mixed media, not multimedia. If there is no link that presents a structure and dimensions, then the

name is bookshelf rather than multimedia. If there is no navigation that allows us to choose the course of an action then that is called a film not multimedia. Likewise if we do not have the space to be creative and contribute ideas themselves, then the name is television not multimedia. From the definition above, there are multimedia online (internet) and multimedia that is offline (traditional).

Based on observations and findings in the field shows that in Medan 11 High School using Curriculum 2013 (K13) and in the process of implementing history learning in K13 schools requires students (students) to play an active role in developing their knowledge and skills by exploring all learning resources there, it seems that it really wants to make students no longer an empty glass that must be filled, but rather a glass that is already filled and ready to be created in the learning that is carried out. The most important task of the teacher is no longer the main source of learning for students (students), but the task of the teacher is now more a motivator for students to rediscover their enthusiasm and curiosity so that students will explore all the learning resources around them. In teaching activities in the classroom the teacher will usually deliver material using learning media such as books, LCDs, and pictures while in activities outside the classroom the teacher usually uses the lecture method to convey the history of the Chinese City Site and the teacher also creates a study group for students to observe the relics history in the Chinese City Site so that learning activities carried out can be more optimal in order to achieve the desired learning goals, then the purpose of teaching will run actively if students try to actively achieve it.

Studying outside in observing the Chinese City Site becomes the teacher's choice for students, so learning becomes liked by students because students will not feel bored and students can also find out more about the local historical heritage that is around them. in this case students can also produce a product such as

making a video / picture of learning about Chinese City Sites that can be displayed in class this also makes students become more creative and more active in learning history. For that reason Seels and Richey (1994: 11) said that learning resources are all supporting resources for learning activities, including support systems and materials as well as the learning environment. What teachers do by bringing students to learn directly in nature, gives them the opportunity to be creative with the help of technology. This means that the field visit will not end in a written report and is piled in a corner of the library. But it can be created into digital works that not only they use themselves, but can be used by everyone. Digital works such as the Chinese City E-Museum, for example, might be a source of learning for those who are far away and have not had the opportunity to visit a Chinese city. E-Museum is one of the good outcomes for KBM in SMA 11 Medan.

IV. END OF WORD

Our hope is that learning history can be easily learned and made fun by students by using methods, media and historical sources that can improve the quality of history learning. In this article, the local history of the Chinese City Site which was included in Hindu-Buddhist material at SMA Negeri 11 Medan is an example of an alternative solution sought by the teacher to solve the case of local history learning in Medan.

Local history learning is very important to teach because it will instill an attitude of historical awareness towards students. According to Budhisantoso in thinking about the formation of historical awareness (2012: 22) historical awareness is important because it is not only a matter of proposals that strengthen feelings that can sharpen views into and out of social unity but it is also important to strengthen the philosophy of achieving common goals after learning from past experiences . Not all things

that happen in a particular area will be written in the national history book, therefore every region must study and deepen the knowledge of each local history so that the stories, "legends" of values and culture of local traditions and local wisdom will continue sustainable and not easily replaced by cultures from other countries.

Next, the output that can be produced is to build an E-Museum even though it is simple about the Chinese city site in Medan. Thus it can be widely used, not only by internal circles. With the help of bureaucracy, the results might be effective and effective.

V. REFERENCES

- [1]. A. Mulyasa. (2003). Kurikulum Berbasis Kompetensi. Bandung: Remaja Rosda Karya.
- [2]. I Gde Widja. (1989). Pengantar Ilmu Sejarah : Sejarah Dalam Perspektif Pendidikan. Semarang. Satya Wacana
- [3]. Isjoni.(2007). Pembelajaran Sejarah Pada Satu Pendidikan . Bandung :Alfabeta
- [4]. Kementrian Pendidikan dan Kebudayaan Direktorat Jenderal KebudayaanDirektoran Sejarah dan nilai budaya. (2012). Pemikiran tentang Pembinaan kesadaran & sejarah. jakarta& KementrianPendidikan dan Kebudayaan.
- [5]. Mc Kinnon. E. Edwards. (1993/1994). "Arca-Arca Tamil Di Kota Cina." Saraswati Esai-Esai Arkeologi 2, Kalpataru Majalah Arkeologi No. 2: 53-79.
- [6]. Seel dan Richey. 1994. Instructional Technology. AECT. Washington, DC
- [7]. Stanov Purnawibowo Dan Lucas Partanda Koestoro. (2016). Analisis Stakeholders Dalam Pengelolaan Sumber Daya Arkeologi Di Kota Cina, Medan.AMERTA, Jurnal Penelitian Dan Pengembangan Arkeologi Vol. 34 No. 1, Juni 2016 : 1-80.
- [8]. Stanov Purnawibowo Dan Lucas Partanda Koestoro.(2015) Strategi Pengelolaan Kawasan Kota Cina, Medan, Provinsi Sumatera Utara. Jurnal SBAVOL.18 NO.1/2015 Hal 57-76.
- [9]. Sugiyono. (2014). Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, Dan R & D. Bandung: Alfabeta.
- [10]. Tranggono,I. (2008). Pentingnya Narasi Sejarah Lokal. (online).Tersedia: <http://Arkeologi.web.id/articles/>.(2 maret2019).

Cite this article as :

Surya Aymanda Nababan, Leo Agung S, Sri Yamtina, "E-Museum of Chinese City Site and Local History Learning Sources in Digital Era", International Journal of Scientific Research in Computer Science, Engineering and Information Technology (IJSRCSEIT), ISSN : 2456-3307, Volume 6 Issue 1, pp. 08-13, January-February 2020. Available at doi : <https://doi.org/10.32628/CSEIT19566>
Journal URL : <http://ijsrcseit.com/CSEIT19566>