



The Utilization Of The Siwalima Museum As A History Learning Medium In Ambon City

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Abstract:

History learning in schools is often considered monotonous because it is dominated by lecture methods and the use of textbooks, thus it is less able to build deep understanding among students. Therefore, more contextual and interactive learning media are needed, one of which is the utilization of museums as learning resources. This study aims to explore and explain the utilization of the Siwalima Museum as a medium for history learning for students in Ambon City. This research employs a descriptive qualitative method with data collection techniques including participatory observation, interviews, and literature study. The results show that the utilization of the Siwalima Museum by history teachers in Ambon City is able to create more active, contextual, and enjoyable learning, as students not only learn but also gain historical tourism experiences. Through direct observation of collections and historical objects, students are encouraged to explore historical sources independently as well as in groups. The use of the museum also promotes a shift in history learning strategies from passive to active, which is reflected in increased enthusiasm, curiosity, and student involvement in understanding and relating historical information to present-day life. In addition, learning in the museum contributes to the development of critical thinking skills, independent learning, group collaboration, as well as skills in observing and analyzing artifact-based historical sources. Visual and concrete learning experiences deepen students' understanding while fostering an appreciation of cultural heritage and developing historical awareness.

Keywords: Museum, Media, History Learning, Student Understanding.

Abstrak:

Pembelajaran sejarah di sekolah sering kali dianggap monoton karena didominasi oleh metode ceramah dan penggunaan buku teks, sehingga kurang mampu membangun pemahaman yang mendalam pada siswa. Oleh karena itu, diperlukan media pembelajaran yang lebih kontekstual dan interaktif, salah satunya melalui pemanfaatan museum sebagai sumber belajar. Penelitian ini bertujuan mengungkap dan menjelaskan pemanfaatan Museum Siwalima sebagai media pembelajaran sejarah bagi siswa di Kota Ambon. Penelitian ini menggunakan metode kualitatif deskriptif dengan teknik pengumpulan data berupa observasi partisipatif, wawancara dan studi literatur. Hasil penelitian menunjukkan bahwa pemanfaatan Museum Siwalima oleh guru sejarah di kota Ambon mampu menciptakan pembelajaran yang lebih aktif, kontekstual, dan menyenangkan, karena selain belajar siswa juga memperoleh pengalaman wisata sejarah. Melalui pengamatan langsung terhadap koleksi dan benda-benda bersejarah, siswa terdorong mengeksplorasi sumber sejarah secara mandiri maupun kelompok. Pemanfaatan museum juga mendorong strategi pembelajaran sejarah dari pasif menjadi aktif, yang terlihat dari meningkatnya antusiasme, rasa ingin tahu, serta keterlibatan siswa dalam memahami dan mengaitkan informasi sejarah dengan kehidupan masa kini. Selain itu, pembelajaran di museum berkontribusi dalam mengembangkan kemampuan berpikir kritis, kemandirian belajar, kerja sama kelompok, serta keterampilan mengamati dan menganalisis sumber-sumber sejarah berbasis artefak. Pengalaman belajar yang visual dan konkret, membuat pemahaman siswa lebih mendalam sekaligus menumbuhkan sikap menghargai warisan budaya dan menghadirkan kesadaran sejarah.

Kata Kunci: Museum, Media, Pembelajaran Sejarah, Pemahaman Siswa.

INTRODUCTION

Learning media consists of two words, namely “media” and “learning.” Literally,

media is defined as an intermediary or a means of information sources, while learning is a process designed to assist students in learning activities.¹ Learning media can be understood as tools, environments, or forms of activities designed to facilitate the delivery of knowledge and to shape students' attitudes and skills.²

The use of media that is tailored to learning needs will create a more effective and enjoyable learning atmosphere.³ One form of learning media in the field of history is the museum,⁴ which also functions as a non-formal educational institution⁵ as well as a place for the collection, documentation, maintenance, and preservation of cultural heritage.⁶ Museum play a role as educational resources⁷ and as spaces for history learning that can enhance students' motivation, analytical skills, and imagination through the presentation of historical objects within exhibition spaces.⁸

Through the collections and narratives presented, museums can be utilized as learning media as well as a means of historical tourism.⁹ The variety of exhibits makes it easier for students to understand historical events concretely through the objects displayed. History learning becomes more vivid and enjoyable because students not only learn from textbooks or listen to teachers' lectures in classrooms that tend to be monotonous, but can also directly see and observe tangible historical evidence presented in the learning process. In addition to being a place of learning, museum also offer educational tourism experiences that combine elements of recreation and learning.

The use of museum in learning also increases student engagement and sharpens historical thinking skills through activities of critical analysis and interpretation of sources.¹⁰ The ease of obtaining historical information in museum is supported by the availability of various media that are able to provide comprehensive historical information.¹¹

In this context, the Siwalima Museum in Ambon City, Maluku Province, functions as a cultural center as well as an educational space that is actively utilized by teachers as a medium for history learning. Visits to this museum come not only from schools in Ambon,

¹ Andi Kristanto, *Media Pembelajaran* (Surabaya: Bintang Sutabaya, 2016).

² A R Hamid, *Pembelajaran Sejarah* (Yogyakarta: Ombak, 2022).

³ Sapriyah, "Media Pembelajaran Dalam Proses Belajar Mengajar," *Prosiding Seminar Nasional Pendidikan FKIP* vol 2, no. no 1 (2019): 470–77.

⁴ Aisyatul Nurul Umma, "Pemanfaatan Museum Mpu Tantular Sebagai Media Pembelajaran Sejarah Siswa Kelas X SMK Darul Huda Jabon Sidoarjo," in *Repository STKIP PGRI Sidoarjo*, 2021, 1–7, <https://repository.universitaspgridelta.ac.id/id/eprint/1352>.

⁵ U Hartati, "Museum Lampung Sebagai Media Pembelajaran Sejarah," *HISTORIA: Jurnal Pendidikan Dan Sejarah* 4, no. 1 (2016): 1–10.

⁶ L Asiaro, A Akbar, and D Sulistyowati, *Modul Bimbingan Teknis Bidang Permuseuman Tingkat Dasar: Seri 4 Museum Dan Pendidikan* (Jakarta: Direktorat Pelestarian Cagar Budaya dan Permuseuman, 2012).

⁷ J Matiaputy, "Pentingnya Museum Bagi Pelestarian Warisan Budaya Dan Pendidikan Dalam Pembangunan," *Kapata Arkeologi Edisi Khusus*, 2007.

⁸ Agus Rustamana, Novriyanto, Yus, Tubagus Umar Syarif Hadi Wibowo, "Pemanfaatan Museum Mohammad Husni Thamrin Sebagai Sumber Belajar Sejarah Siswa Kelas X Di SMK Makarya 1 Jakarta Selatan," *Jurnal Inovasi Pembelajaran Di Sekolah* 5, no. 2 (2025): 656–66, <https://doi.org/https://doi.org/10.51874/jips.v5i2.297>.

⁹ K Renyaan, *Ragam Sejarah: Tentang Buton Dan Maluku* (Yogyakarta: Deepublish, 2023).

¹⁰ F Fitrianyah, "Pemanfaatan Museum Sebagai Sumber Belajar Sejarah Bagi Siswa Sekolah Dasar," *Jurnal Sejarah: Memahami Pengetahuan Sejarah* 7, no. 1 (2024): 57.

¹¹ Hartati, "Museum Lampung Sebagai Media Pembelajaran Sejarah." *HISTORIA: Jurnal Pendidikan dan Sejarah* 4, no. 1 (2016):1-10

but also from various regions outside the city. The museum houses a wide range of collections covering aspects of Maluku history, culture, and maritime life. Observations show that students do not merely visit, but are also actively involved in the learning process by observing collections, taking notes on narratives, and documenting their learning experiences through photos and videos. With a total of 5,347 objects covering ten categories, such as geological, ethnographic, archaeological, historical, and fine arts collections, the Siwalima Museum is considered one of the museum with relatively comprehensive historical and cultural collections in Maluku.¹²

In relation to this, various previous studies have examined the utilization of museum from different perspectives, such as, first, the work of Tsabit Azinar Ahmad on strategies for utilizing museum as learning media,¹³ second, the work of Gery Erlangga on virtual museum as learning media,¹⁴ third, the work of Mohamad on optimizing the role of museums as sources for cultural preservation in local history learning in schools,¹⁵ and fourth, the work of Sumi Harti on the utilization of museum to improve the interest and achievement of history learning among Grade X students at SMK Negeri 1 Kasihan.¹⁶ These studies generally still focus on particular approaches, models, or learning innovations, and tend to position museum as complementary elements in the learning process. Meanwhile, the diversity of museum collections as a pedagogical strength in building comprehensive historical understanding has not yet received primary attention.

Specifically, studies on the utilization of the Siwalima Museum are still relatively limited. Therefore, this research seeks to fill this gap by positioning the Siwalima Museum as an active and reflective learning space, while emphasizing the contribution of its diverse collections in enhancing students' historical understanding in Ambon City. The urgency of this research lies in the need to present more contextual and meaningful history learning, considering that classroom learning is often perceived as monotonous. The utilization of the Siwalima Museum is expected to create a more vivid and enjoyable learning experience, as well as to provide an empirical basis regarding its effectiveness as a history learning medium based on local culture, particularly in Ambon and more broadly in the Maluku region. The focus of the research problem includes two main aspects. First, how do teachers utilize the Siwalima Museum as a medium for history learning in Ambon City? Second, what are the attitudes and skills of students during their participation in learning activities at the museum?.

¹² Shariva Alaidrus, "Daya Tarik Museum Siwalima Kota Ambon: 3 Kerangka Ikan Paus Sepanjang 9 Meter," *Tempo.Co*, 2022, <https://www.tempo.co/hiburan/daya-tarik-museum-siwalima-kota-ambon-3-kerangka-ikan-paus-sepanjang-9-meter-345502>.

¹³ Tsabit Azinar Ahmad, "Strategi Pemanfaatan Museum Sebagai Media Pembelajaran Pada Materi Zaman Prasejarah," *Paramita* 20, no. 1 (2010): 105–15.

¹⁴ Gery Erlangga et al., "Museum Virtual Sebagai Media Pembelajaran Sejarah Pada Program Kampus Mengajar 2 Di SDI Azzahro Tangerang," *Historiography: Journal of Indonesian History and Education* 2, no. 3 (2022).

¹⁵ S Mohamad, R Hasan, and A Wantu, "Optimalisasi Peran Museum Sebagai Sumber Pelestarian Budaya Dalam Pembelajaran Sejarah Lokal Di Sekolah," *Sosiologi: Jurnal Penelitian Dan Pengabdian Kepada Masyarakat* 1, no. 3 (2024): 197–202.

¹⁶ Sumi Harti and Darsono, "Pemanfaatan Museum Untuk Meningkatkan Minat Dan Prestasi Belajar Sejarah Siswa Kelas X SMK Negeri 1 Kasihan," *Karmawibangga: Historical Studies Journal* 5, no. 1 (2023): 1–7.

RESEARCH METHOD

This study employs a qualitative method with a descriptive-analytical approach to examine issues related to the utilization of the Siwalima Museum by history teachers as a learning medium, as well as the attitudes and skills of students during their participation in learning activities at the museum.

The research data were collected through participatory observation and in-depth interviews conducted during the researcher's internship at the Siwalima Museum from September to December 2024.¹⁷ In obtaining interview data, informants were determined using a purposive sampling technique. The research informants consisted of three history teachers, three students from elementary, junior high, and senior high school levels, and four staff members of the Siwalima Museum, making a total of ten informants. All informants were selected based on considerations of competence and relevance to the focus of the research problem.¹⁸

To strengthen the analysis, this study was also supported by a literature review derived from relevant scientific articles. Data analysis was carried out descriptively through stages of data reduction, data presentation, verification, and conclusion drawing, which occurred cyclically from the data collection process to the preparation of the research report.¹⁹

RESULTS AND DISCUSSION

History of the Siwalima Museum

The Siwalima Museum is a regional museum that provides a variety of historical, cultural, and maritime collections in Maluku. The museum is located in the Taman Makmur area, Amahusu Village, Nusaniwe District, Ambon City, Maluku Province. The toponym "Siwalima" is derived from the history and culture of Maluku. The word *Siwa* means a group of nine, while *Lima* means a group of five. This naming originates from the history and social structure of indigenous communities in Central Maluku, which are integrated into major customary alliances, namely *Patasawa* and *Patalima*.

In Banda Naira, the Siwalima Museum is referred to as *uli siwa* and *uli lima*, as is also the case in North Maluku. *Uli* means group, and *lima* refers to five, while *uli siwa* refers to a group of nine. Meanwhile, in Southeast Maluku, these groups are known as *Ur-Siuw* and *Lor-Lim*, and in the Aru Islands, they are referred to as *Ur-sia* and *Ur-lima*.²⁰ This division of social structure reflects the historical and cultural identity of the Maluku people. Therefore, the philosophical concept of the groups of Five and Nine became the basis for naming the regional museum of Ambon in Maluku, which is now known as the Siwalima Museum.

Historically, the museum was established on November 8, 1973, and was initially located in Karang Panjang, Ambon. As the museum continued to develop, it was relocated on March 26, 1977, to the Taman Makmur area, which is now its current location. At the

¹⁷ Amar Ma'ruf, Muhammad Yusuf, and Azizul Hakim, "Teknik Pengumpulan Data Pada Penelitian Kualitatif," *Journal of Scientific Communication* 7, no. 2 (2025): 99–109.

¹⁸ Ika Lenaini, "Teknik Pengambilan Sampel Purposive Dan Snowball Sampling," *HISTORIS: Jurnal Kajian, Penelitian & Pengembangan Pendidikan Sejarah* 6, no. 1 (2021): 33–39, <https://doi.org/10.31764/historis.v6i1.4075>.

¹⁹ F Hunarawan, *Metode Penelitian Kualitatif Untuk Ilmu Psikologi* (Jakarta: Rajawali Pers, 2016).

²⁰ Thalib, U & M. Wakim., "Banda Dalam Perspektif Sejarah Maritim: Jejak Kebaharian Orang Banda Yang Hilang," *Ambon: Balai Pelestarian Budaya Maluku*, 2017.

beginning of its establishment, the Siwalima Museum had only one exhibition room displaying cultural artifacts and traces of Maluku history. Over time, its functions expanded to include exhibition spaces, an educational center, publication activities, and the preservation of Maluku cultural heritage.

Today, the museum presents a variety of exhibitions, such as traditional wedding attire from 26 provinces in 2013 and an exhibition of 50 photographs of Maluku women figures in 2021, including the National Hero Christina Martha Tiahahu. The museum also displays collections of traditional musical instruments such as the tifa, tahuri, and ukulele, as well as maritime exhibitions, and three whale skeletons, two blue whales and one sperm whale. One of the blue whale skeletons is recorded as the second longest in Indonesia after the Geological Museum in Bogor. Symbolically, the museum gate is adorned with two warrior statues as symbols of the protection of cultural values, as well as seven arrows representing the Siwalima philosophy, which symbolizes balance, unity, and the cultural dynamics of Maluku.

The Siwalima Museum as a Learning Media and Resource

The Siwalima Museum has its own appeal for educational institutions in Ambon City. This interest is closely related to the strategies implemented by the museum to reach visitors, including schools. One of the strategies developed is the “Museum Goes to School” program. This program is carried out through outreach activities and exhibitions of cultural objects in various schools in Ambon City. These activities aim not only to foster students’ historical awareness, but also to bring the museum closer to the school environment. Through this program, students can directly observe museum collections without having to visit the site, making access to historical learning resources easier. This strategy has also contributed to increasing school visits to the Siwalima Museum.

According to the Head of the Siwalima Museum, Darwin Jacob Lawalatta explained that.

The museum holds strong local historical values and plays an important role as a learning medium to help students understand the history and culture of Maluku more deeply.²¹

In this regard, Keisya explained that.

The museum provides various educational programs, including school visits, guided tours tailored to educational levels, as well as discussion and question-and-answer sessions that encourage students to be more active in the learning process.²²

Meanwhile, Christi Natalya Toisuta added that.

The collections most frequently utilized as learning media include historical artifacts of Maluku, traditional tools, traditional clothing, and collections that depict the struggles of the Maluku people in the past, all of which are relevant to the local history material taught in schools.²³

To enhance the educational function of the Siwalima Museum, Andre Saleky emphasized that.

²¹ Darwin Jacob Lawalatta, “Wawancara Dengan Kepala Museum Siwalima Oleh Rosalia Santri” (Ambon, 11 september 2024).

²² Keisya, “Wawancara Dengan Pemandu Museum Oleh Rosalia Santri” (Ambon, 18 Oktober 2024).

²³ Christi Natalya Toisuta, “Wawancara Dengan Pegawai Museum Oleh Rosalia Santri” (Ambon, 8 November 2024).

The management actively improves the quality of guided tours, updates collection information, adds educational media such as posters and videos, establishes cooperation with schools, and utilizes social media for promotion. These efforts aim to enable more students and the wider community to benefit from the museum as an engaging and contextual learning resource.²⁴

Table 1. School and Community Visits to the Siwalima Museum (September-November 2024)

Level/Visitors	September	October	November	Total
PAUD	3	6	3	12
TK	6	5	1	12
SD	5	8	6	19
SMP	2	2	3	7
SMA/SMK	3	2	2	7
College/Student	3	3	0	6
General Public/Local	4	4	0	8
Foreign Tourists	2	0	0	2
Total Visits	28	30	15	73

The visit data indicate that the Siwalima Museum is widely utilized by educational institutions, ranging from early childhood education (PAUD) to higher education, as well as by the general public and foreign tourists. Elementary schools (SD) are recorded as the most active level, while PAUD and kindergarten (TK) visits are mainly intended for early introduction to the collections and Maluku culture. Senior high schools/vocational schools (SMA/SMK) and university students utilize the museum for academic activities, including project-based learning and school assignment documentation. October was the peak period of visits, indicating a high level of student interest in museum-based history learning. The presence of the general public and foreign tourists also shows that the museum functions as a public educational space as well as an attractive cultural destination.

These facts indicate that visits by educational institutions to the Siwalima Museum are able to increase students' motivation and interest in learning history. However, in its implementation, there are constraints related to limited visiting time, which has become a concern for the management in organizing schedules and future educational programs. One student, Melisha, a fifth-grade student at SD *Al-Watan* Ambon, stated that:

The limited time made it difficult to explore explanations of the museum collections in depth.²⁵

Nevertheless, learning within the museum space still provides benefits, including an increased understanding of Maluku's history, a growing interest in learning history, and heightened awareness of the importance of appreciating cultural heritage and local history. In this regard, Ferdiansyah, an eighth-grade student at SMP Negeri 7 Maluku Tengah, stated that:

History learning at the Siwalima Museum is more concise, focused, clear, and easier to understand compared to classroom learning, which tends to rely on textbooks.²⁶

²⁴ Andre Saleky, "Wawancara Dengan Staf Pegawai Museum Oleh Rosalia Santri" (Ambon, 18 Oktober 2024).

²⁵ Melisha, wawancara dengan siswa kelas V SD *Al-Watan* Ambon (Kebun Cengkeh), di Museum Siwalima Ambon, 19 November 2024, pukul 09.30 WIT.

Learning activities in the museum include observing collections, recording important information, engaging in group discussions, and preparing assignments or reports. Dafa, an eleventh-grade student at SMA Negeri 14 Ambon, stated that:

Learning at the Siwalima Museum instills values of cultural heritage preservation and appreciation for regional and local history. Learning through the museum is considered more contextual because students can directly observe historical objects and receive explanations from guides, making the learning process more engaging and easier to understand.²⁷

The results of interviews with elementary, junior high, and senior high school students indicate that history learning through visits to the Siwalima Museum provides a different learning experience compared to classroom learning.

At the elementary school level, Melisha, a fifth-grade student at SD *Al-Watan* Ambon, stated that the main challenge she experienced was the limited visiting time. The short duration made it difficult for explanations of the museum collections to be delivered in depth, so not all material could be fully understood. Nevertheless, she experienced significant benefits after the visit. She admitted that she better understood the history of Maluku and became more interested in studying history more deeply. In addition, a sense of awareness grew within her to appreciate cultural heritage and history, both local and regional.

At the junior high school level, Ferdiansyah (an eighth-grade student at SMP Negeri 7 Maluku Tengah) stated that learning in the museum is very different from learning in the classroom. According to him, explanations from museum guides are more concise, focused, clear, and easier to understand. He and his classmates felt more helped because they could receive information directly, not only through textbooks. During activities in the museum, they observed collections, recorded important information conveyed by the guide, engaged in group discussions, and prepared reports according to assignments from the teacher. This shows that learning in the museum is more active and participatory.

Meanwhile, Dafa, an eleventh-grade student at SMA Negeri 14 Ambon, stated that an important lesson gained from the visit was an awareness of the importance of preserving cultural heritage and appreciating regional history. He also explained that history learning in the classroom tends to be theoretical, as it relies more on lecture methods and textbooks. In contrast, learning through the museum provides a more contextual experience because students can directly observe historical objects, read information from the collections, and listen to explanations from guides. This makes the learning process more engaging and easier to understand.

Based on these facts, it can be understood that learning at the Siwalima Museum has a positive impact on students' historical understanding, increased interest in learning, and attitudes of appreciating cultural heritage. This activity also fosters historical awareness and develops students' collaboration skills in exploring various historical objects. Although there are constraints in the form of limited visiting time, direct learning experiences in the museum are still able to enrich the history learning process in a more concrete and meaningful way.

The Utilization of the Siwalima Museum as a Medium for History Learning

²⁶ Ferdiansyah, wawancara dengan siswa kelas VIII SMP Negeri 7 Maluku Tengah, di Museum Siwalima Ambon, 23 Oktober 2024, pukul 10.25 WIT.

²⁷ Dafa, wawancara dengan siswa kelas XI SMA Negeri 14 Ambon, di Museum Siwalima Ambon, 17 Oktober 2024, pukul 13.35 WIT.

Museum are one of the effective media in history learning because they store a wide range of historical sources and information. Their collections serve as educational tools that present historical data and facts in a concrete way, while also fostering students' historical awareness. The integration of museum into learning makes the process more structured, improves learning outcomes, and encourages positive student attitudes toward understanding local, national, and global history.²⁸ In learning activities, communication between teachers as message deliverers and students as recipients must take place effectively. Therefore, learning media are needed as a means of delivering information.²⁹ Learning media function to convey knowledge while also stimulating students' interest and motivation to learn.³⁰ Learning media are tools used to deliver knowledge messages, as well as components that can stimulate students to engage in learning.

In carrying out learning activities at the Siwalima Museum in Ambon, a teacher from SD Negeri 208 Ambon, Mrs. Kusmawati, stated that:

The utilization of the Siwalima Museum as a medium for history learning greatly helps students, especially in accessing more diverse and up-to-date historical sources. Through this learning process, history learning is not only oriented toward mastering material, but also toward developing students' critical thinking skills from various historical sources accessed by students in the museum.³¹

That view is in line with Albert Patty, a history teacher at SMA Negeri 14 Ambon, who, when conducting similar activities at the Siwalima Museum, stated:

Learning based on museum visits can increase students' interest and motivation to learn, while also strengthening their understanding of history and local culture. Students' direct involvement in the field through observing the collections of the Siwalima Museum is able to train their critical thinking skills and observational abilities, thereby having a positive impact by helping students understand history more concretely while fostering an appreciative attitude toward regional cultural heritage.³²

The Siwalima Museum has an important role in enhancing students' understanding of historical and cultural collections that are relevant to the implementation of the Merdeka Curriculum. Museum-based learning enables students to gain contextual learning experiences, not only enriching their knowledge but also strengthening their understanding of the material that has been studied in the classroom.

A teacher from SMP Negeri 7 Maluku Tengah, Mrs. Rahayu, S.Pd, stated:

The Siwalima Museum is highly relevant to the history learning curriculum, especially in materials related to local history, regional culture, and the struggle of the nation. The museum's collections can be linked to Basic Competencies and Learning Outcomes in the *Merdeka* Curriculum, which requires students to engage directly in the field, one of which is through visits to the Siwalima

²⁸ Diazs Chatulistiwa et al., "Peran Museum Pendidikan Nasional Sebagai Media Dalam Pembelajaran Sejarah," *Jurnal Pendidikan Transformatif* 3, no. 2 (2024): 122–31, <https://doi.org/10.9000/jpt.v3i2.1748>.

²⁹ M Basri and Sumargono, *Media Pembelajaran Sejarah* (Yogyakarta: Graha Ilmu, 2018).

³⁰ Sapriyah, "Media Pembelajaran Dalam Proses Belajar Mengajar." In *Prosiding Seminar Nasional Pendidikan FKIP*, vol 2:470–77, 2019.

³¹ Kusmawati, wawancara dengan guru SD Negeri 208 Ambon, di Museum Siwalima Ambon, 17 Oktober 2024.

³² Albert Patty, wawancara dengan guru SMA Negeri 14 Ambon di Museum Siwalima Ambon, 17 Oktober 2024.

Museum.³³

Based on the statements of the three informants, it can be concluded that the Siwalima Museum functions as a strategic alternative learning resource in history education. The museum does not only serve as a place for storing historical objects, but also as a learning medium that supports the achievement of basic competencies and learning outcomes in the *Merdeka* Curriculum. Students' direct involvement in the museum environment encourages more active, contextual, and meaningful learning, especially in understanding local history and regional culture.

Direct learning activities at the Siwalima Museum can encourage students to be more active in seeking information and not merely rely on the teacher's explanations. Although students' abilities in mastering technology still vary, the Siwalima Museum has proven to increase learning interest and the quality of interaction.



Figure 1. Elementary school and early childhood education students in Ambon City access historical sources directly at the Siwalima Museum (Researcher's documentation, September 4, 2024).

In this figure, it is clearly seen that students have utilized the Siwalima Museum as a medium for learning history. Within the museum environment, students access historical sources interactively. Learning activities include observation, watching educational videos, and engaging in discussions about the Siwalima Museum as a source of history. This indicates a positive change in the history learning process, as students no longer rely solely on textbooks, but also utilize media in history learning to obtain broader, more diverse, and up-to-date information. Therefore, the use of the museum as a medium for history learning provides positive impacts for both students and teachers. The museum can enhance students' learning interest, understanding, and critical thinking skills.

For teachers, the museum also serves as a means to increase students' learning motivation while helping to present historical material in a more concrete, contextual, and easily understood manner. As a space for historical object collections, the Siwalima Museum functions as an alternative learning medium that can encourage students' critical thinking skills, particularly in accessing, understanding, evaluating, and utilizing information from historical artifact collections displayed in the exhibition space. Museum visit activities not only foster students' interest in learning history, but also deepen their understanding of the material, help overcome learning difficulties, and instill historical awareness as well as concern for local culture as part of national identity.³⁴

³³ Rahayu, wawancara dengan guru SMP Negeri 7 Maluku Tengah, di Museum Siwalima Ambon, 29 Oktober 2024.

³⁴ T. Nabela., Gultom, S. Y., & Tarwiyani, "Dekonstruksi Peran Museum Sebagai Sumber Belajar Dalam Pembelajaran Sejarah Lokal Di Sekolah Menengah Atas," *Historia: Jurnal Program Studi Pendidikan Sejarah*

Teachers utilize the museum to bring students closer to the learning material while linking it to basic competencies and learning outcomes in accordance with the Merdeka Curriculum. This approach is important to encourage students not only to learn in the classroom, but also to engage directly in the field, one of which is through visits to the Siwalima Museum, so that the learning experience becomes more contextual and has an impact on the development of students' attitudes and skills.

In the learning process, the museum, in addition to being a medium and a source of learning, also becomes a space for deep and meaningful learning. Students can interact directly with historical objects and traces, so that historical facts are no longer understood in an abstract or textual manner, but instead are present as concrete realities that can be observed, interpreted, and given meaning. This experience strengthens the connection between historical material and students' real lives. Such a learning strategy was also exemplified by national figures such as Muhammad Hatta and Sutan Sjahrir, when they established *Sekolah Sore*, where they taught history not only through books, but also through direct practice in students' lives. For example, in fostering a spirit of nationalism, they utilized the sea and boats as media to teach the colors of the Indonesian flag. Through such observation and symbolic interaction, students can more easily understand national identity and values.³⁵

The utilization of the Siwalima Museum can also broaden the scope of history learning for students in Ambon City. History learning that relies solely on textbooks, with a focus on memorizing places, dates, years of events, and names of figures, tends to create boredom. In contrast, through museum artifacts and collections, learning encourages students to reconstruct past events in a meaningful way and to develop critical historical interpretation and analysis skills. This approach makes the museum not only a place to view collections, but also a history laboratory that integrates knowledge, values, and learning experiences.³⁶

In this experience, students no longer merely imagine historical events, but build their imagination and understanding based on historical objects that they see directly in the museum space. History becomes present in a real way in students' lives, making learning more contextual. When students do not yet understand the meaning of an object, they can directly ask the museum guide, who indirectly acts as a history teacher at that time.

A new learning atmosphere, supported by explanations from teachers and museum guides, makes the material easier to understand and more engaging. In the museum space, students are free to explore learning activities from one point to another while receiving explanations for each observed object. Through this approach, students can access various historical sources, such as artifacts, images, documentary videos, and historical narratives that are integrated with the museum space and environment. The diversity of these sources aligns with the principles of effective history learning, namely providing a variety of sources so that students are able to build a comprehensive and critical understanding of past events. With this learning method, the museum is not only a place to view collections, but also an

10, no. 1 (2025): 49–65, <https://www.journal.unrika.ac.id/index.php/journalhistoria/article/view/8078>.

³⁵ Kasman Renyaan, "Mohammad Hatta and Religious-Nationalism Education in Banda Exile," *Erudio Journal of Educational Innovation (EJEI)* 11, no. 2 (2024): 350–58, <https://erudio.ub.ac.id/index.php/erudio/article/view/702/0>.

³⁶ Januardi Arif and Superman, "Rancangan Model Pembelajaran Sejarah Berbasis Nilai Tradisi Dan Sejarah Lokal," *Edukatif: Jurnal Ilmu Pendidikan* 6, no. 1 (2024): 689–95.

interactive and reflective learning space that enriches students' historical experiences.

The Development of Students' Attitudes and Skills During Their Time at the Siwalima Museum

In history learning activities at the Siwalima Museum, teachers not only play a role in providing guidance regarding learning activities in the museum, but also observe the development of students' attitudes and skills during the learning process. Observing students' attitudes becomes an important indicator in assessing the success of learning because it reflects the development of mental and social behavior as seen through learning activities while in the museum. This attitude is an internal psychological aspect that influences learning success. Students' willingness and perseverance are strongly determined by their views toward the material, the role of the teacher, and the supporting learning environment. Attitude is also reflected in changes in behavior as a response to stimuli provided by the teacher, as well as in students' tendencies to act toward the objects being studied.³⁷ This attitude is an internal psychological aspect that influences learning success. Students' willingness and perseverance are strongly determined by their views toward the material, the role of the teacher, and the supporting learning environment.³⁸ Attitude is also reflected in changes in behavior as a response to stimuli provided by the teacher, as well as in students' tendencies to act toward the objects being studied.³⁹

In this learning process, students demonstrate positive attitudes reflected in their enthusiasm, attention, and appreciation for the collection of historical objects that represent the cultural heritage of Maluku housed in the Siwalima Museum. This learning process not only presents historical knowledge, but also instills values of cultural preservation and appreciation for local historical heritage. Students' responses and participation show high interest as well as active involvement in understanding historical material in depth. In line with behaviorist learning theory, students' attitudes are responses to stimuli in the learning environment. The museum, as a learning medium, provides concrete stimuli through its collections and educational atmosphere, which directly influence learning behavior. The presence of the museum not only stimulates interest, but also shapes positive responses and deepens students' understanding of historical material.⁴⁰

Direct experience in the museum can function as reinforcement that shapes learning behavior gradually and continuously.⁴¹ In this context, the museum becomes a living learning medium, while the teacher acts as a facilitator. The synergy between the material, the teacher, and the learning environment encourages the growth of students' willingness and perseverance in learning history. In this process, the museum is not only a living learning medium, but also a space for developing students' attitudes and skills. Enthusiasm, curiosity, and appreciation for historical collections indicate the development of positive student

³⁷ Siti Anisa, "Strategi Guru Dalam Penilaian Sikap Siswa Pada Pembelajaran Tematik Di MIN 27 Aceh Besar" (Universitas Islam Negeri Ar-Raniry, 2022).

³⁸ Novaria Marissa, "Pengaruh Sikap Belajar Siswa Terhadap Prestasi Belajar Geografi Siswa," *Meretas: Jurnal Ilmu Pendidikan* 9, no. 1 (2022).

³⁹ Tohirin, *Psikologi Pembelajaran Pendidikan Agama Islam* (Jakarta: PT Rajagrafindo Persada, 2005).

⁴⁰ M Jelita et al., "Teori Belajar Behavioristik," *Jurnal Pendidikan Dan Konseling* 5, no. 3 (2023): 404–11, <https://doi.org/10.31004/jpdk.v5i3.16174>.

⁴¹ Ani Ningtyas, Ria Ratna, Taufik Afandi, "Teori Behaviorisme Dalam Psikologi Belajar: Analisis Konseptual Dan Implikasinya Terhadap Pembelajaran Anak Sekolah Dasar," *PENA: Jurnal Penelitian Dan Penalaran* 13, no. 1 (2026): 92–106, <https://doi.org/DOI:https://doi.org/10.26618/gbvzrn79>.

attitudes toward learning history. These attitudes are reflected in attention, discipline, and active involvement during the activities.

Learning at the Siwalima Museum not only provides a visitation experience, but also hones students' skills in various aspects of history learning. Direct observation of artifacts and museum collections encourages students to carefully record important information, making the learning process more concrete and meaningful.⁴²

During the visit, students' group work develops, as they share tasks, engage in discussions, and compile reports. These activities enhance collaboration and group discussion skills, in line with a participatory learning approach. This confirms that the Siwalima Museum plays an important role in improving the quality of history learning through interactive and contextual learning experiences.⁴³ Interaction with museum staff and guides enriches the learning experience while also training communication skills and the courage to ask questions, which are important in active history learning. The preparation of observation results into group reports fosters individual responsibility, teamwork, and integrated skills in reading, questioning, discussing, and writing. Thus, museum visits are able to overcome the monotony of traditional learning and motivate students through an engaging contextual approach.⁴⁴

CONCLUSION

Based on the various descriptions of the discussion and findings above, the author concludes that the utilization of the Siwalima Museum by history teachers in Ambon City as a learning medium is able to create a more active, contextual, and enjoyable learning process. Through direct observation activities of various collections, images, and historical objects, students are encouraged to explore historical sources both independently and in groups. The use of the museum as a learning medium also represents the implementation of a shift in history learning strategies from passive to active. This is reflected in the increased enthusiasm, curiosity, and student involvement in examining and connecting historical information with the context of present-day life.

In terms of students' attitudes and skills, learning in the museum provides positive contributions to the development of critical thinking skills, independent learning, group collaboration, as well as skills in observing and analyzing historical sources based on artifact evidence. This visual and concrete learning experience makes students' understanding of history subjects deeper and more enjoyable, while also fostering an attitude of appreciation for cultural heritage. Therefore, if well planned and supported by continuous teacher guidance, the museum can serve as a strategic partner for schools in improving the quality of history learning and fostering historical awareness among students in Ambon City.

⁴² Laely Armiyati and Dede Wahyu Firdaus, "Belajar Sejarah Di Museum: Optimalisasi Layanan Edukasi Berbasis Pendekatan Partisipatori," *Jurnal Artefak* 7, no. 2 (2020): 81–90.

⁴³ Mohamad, Hasan, and Wantu, "Optimalisasi Peran Museum Sebagai Sumber Pelestarian Budaya Dalam Pembelajaran Sejarah Lokal Di Sekolah." *Sosiologi: Jurnal Penelitian dan Pengabdian Kepada Masyarakat*, Vol. 1, No. 3 (Mei 2024): 197–202.

⁴⁴ Ida Umami, "Learning Skills as Part Content Mastery Service in Guidance Counseling," *Guidena* 5, no. 1 (2015): 39–49, <https://doi.org/10.24127/gdn.v5i1.61>.

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