

Exploring Museums as Authentic Learning Resources in Social Studies Education within the Merdeka Curriculum Framework

Syafira Rahmadhani*

Universitas Islam Negeri Datokarama Palu, Indonesia
rdhnsyfr@gmail.com

Rizka fadliah Nur

Universitas Islam Negeri Datokarama Palu, Indonesia
rizkafadliahnur@uindatokarama.ac.id

Rahmadiani

Universitas Islam Negeri Datokarama Palu, Indonesia
rahmadiani@uindatokarama.ac.id

Abstract

The use of museums as Social Studies learning media in junior high schools remains incidental and has not been systematically integrated into the curriculum, so their educational potential has yet to be fully utilized. This study aims to examine the perceptions of teachers and students regarding the use of museums as Social Studies learning media and to identify the forms of their compatibility within the Merdeka Curriculum framework at SMPN 3 Palu. A descriptive qualitative approach was employed, with data collected through observation, in-depth interviews with three teachers and eight students, and documentation study. The findings reveal that both teachers and students hold positive perceptions toward museums as authentic learning resources capable of providing real and contextual experiences. Museum utilization was carried out in three forms: structured field visits, museum-based projects within the Pancasila Student Profile Strengthening Project, and indirect use of museum documentation in the classroom. All three forms demonstrated strong alignment with Social Studies learning objectives and the Merdeka Curriculum scope. Nevertheless, museum utilization remains suboptimal due to budget constraints, the absence of visit guides integrated with lesson plans, and the lack of formal cooperation between the school and the museum. This study recommends that teachers develop systematic visit planning, schools establish formal partnerships with museums, and education authorities formulate integrated guidelines for museum use as Social Studies learning resources. This study contributes to the development of contextual learning resources in Social Studies education by demonstrating the alignment between museum-based learning and the implementation of the Merdeka Curriculum.

Abstrak

Pemanfaatan museum sebagai media pembelajaran Ilmu Pengetahuan Sosial (IPS) di sekolah menengah pertama masih bersifat insidental dan belum terintegrasi secara sistematis ke dalam kurikulum, sehingga potensi edukatifnya belum dimanfaatkan secara optimal. Penelitian ini bertujuan untuk mengkaji persepsi guru dan peserta didik terhadap pemanfaatan museum sebagai media pembelajaran IPS serta mengidentifikasi bentuk kesesuaiannya dalam kerangka Kurikulum Merdeka di SMP Negeri 3 Palu. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data melalui observasi, wawancara mendalam terhadap tiga orang guru dan delapan peserta didik, serta studi dokumentasi. Hasil penelitian menunjukkan bahwa guru dan peserta didik memiliki persepsi positif terhadap museum sebagai sumber belajar autentik yang mampu memberikan pengalaman belajar nyata dan kontekstual. Pemanfaatan museum dilakukan dalam tiga bentuk, yaitu kunjungan lapangan terstruktur, proyek berbasis museum dalam kegiatan Proyek Penguatan Profil Pelajar Pancasila (P5), dan penggunaan dokumentasi museum secara tidak langsung di dalam kelas. Ketiga bentuk pemanfaatan tersebut menunjukkan kesesuaian yang kuat dengan tujuan pembelajaran IPS dan ruang lingkup Kurikulum Merdeka. Namun demikian, pemanfaatan museum masih belum optimal karena terkendala oleh keterbatasan anggaran, belum tersedianya panduan kunjungan yang terintegrasi dengan perangkat pembelajaran, serta belum adanya kerja sama formal antara sekolah dan museum. Penelitian ini merekomendasikan agar guru menyusun perencanaan kunjungan yang sistematis, sekolah menjalin kemitraan formal dengan museum, dan pemerintah melalui otoritas pendidikan menyusun pedoman terpadu mengenai pemanfaatan museum sebagai sumber belajar IPS. Penelitian ini memberikan kontribusi terhadap pengembangan sumber belajar kontekstual dalam pendidikan IPS dengan menunjukkan keselarasan antara pembelajaran berbasis museum dan implementasi Kurikulum Merdeka.

ARTICLE INFO

Article History:

Received : 30-May-2026

Revised : 10-Jun-2026

Accepted : 14-Jun-2026

Keywords: museum-based learning; social studies education; teacher perception; student perception; merdeka curriculum

Kata Kunci: pembelajaran berbasis museum; pendidikan ilmu pengetahuan sosial; persepsi guru; persepsi peserta didik; kurikulum merdeka.



Introduction

Social Studies education plays a pivotal role in primary and secondary schooling, as it extends beyond the mere acquisition of factual knowledge to cultivate students' critical, analytical, and reflective capacities in interpreting social, cultural, economic, political, and historical realities.¹ At the junior secondary school level, Social Studies education aims to cultivate students who possess social awareness, uphold tolerance, and exhibit a strong sense of civic responsibility as active participants in a democratic society.² In other words, Social Studies is not merely concerned with what students should know, but also with the kind of individuals they are expected to become through the learning process. A persistent challenge in practice is how to present the broad and multidimensional content of Social Studies in ways that remain meaningful and relevant to junior secondary school students.³

The contextual nature of Social Studies learning requires instructional content to be presented in ways that are closely connected to students' real-life experiences, making learning media an indispensable component of the educational process. Hasan, in his study, defines learning media as a learning resource component or physical medium that contains instructional materials and has the capacity to stimulate students' learning. When the learning process relies solely on lecture-based instruction within the classroom, students often encounter difficulties in relating Social Studies concepts to their lived experiences and real-world contexts.⁴ Research examining teachers' and students' perceptions of Social Studies has revealed that some students demonstrate low levels of interest in the subject, primarily due to the use of monotonous instructional methods that fail to connect learning content with real-life experiences.⁵ These findings reinforce the view that low levels of student engagement in Social Studies (SS) learning are not merely a matter of content, but also a consequence of the instructional approaches and learning media employed in the teaching process.

Museums serve as an alternative learning medium that offers unique authentic advantages compared to conventional instructional media.⁶ The presence of historical

¹ Dea Safitri et al., "Prinsip Dan Tujuan Pembelajaran IPS Membangun Warga Negara Berpengetahuan Luas Dan Berpikir Kritis," *Cognoscere: Jurnal Komunikasi Dan Media Pendidikan* 2, no. 1 (2024): 53–59.

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

³ Muhammad Syawaludin et al., "Implikasi Teori Konstruktivisme Dalam Pelaksanaan Pembelajaran IPS Di Sekolah," *Maharsi: Jurnal Pendidikan Sejarah Dan Sosiologi* 7, no. 3 (2025): 54–68.

⁴ Muhammad Hasan et al., *Media Pembelajaran* (Klaten: Tahta Media Group, 2021).

⁵ W S Rustono and Dindin Abdul Muiz Lidinillah, "Pengembangan Media Kartu Nusantara Untuk Pembelajaran IPS Kelas IV SD Pada Materi Keanekaragaman Suku Bangsa Dan Budaya," *PEDADIDAKTIKA: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar* 5, no. 2 (2020): 47–58.

⁶ T Wijaya, F Alauwiyah, and M R Pahlevi, "Pemanfaatan Museum Nasional Sebagai Sumber Belajar Bagi Mahasiswa Pendidikan Sejarah Universitas Sriwijaya," *J. Pendidik. Sej. Indones* 8, no. 1 (2025): 42–60.

artifacts, cultural objects, and social information displayed in museums enables students to engage in direct and concrete learning experiences. In his study on the role of museums in history education, Asmara argues that museums serve as an effective bridge for students to experience and appreciate historical events and heritage firsthand an opportunity that cannot be fully provided through textbooks or classroom instruction alone.⁷ Furthermore, Hartati, in her study conducted at the Lampung Museum, found that museums can function effectively as a medium for history learning when teachers are able to design well-structured learning activities before and during the museum visit.⁸ The educational function of museums has increasingly expanded beyond the preservation of collections, evolving into a means of public education that is capable of communicating historical and cultural values through more communicative and contextual approaches.⁹

Preliminary observations conducted at SMPN 3 Palu reveal that the utilization of learning media in Social Studies education remains predominantly reliant on conventional classroom-based approaches. While the school has organized museum visits on several occasions as part of field-based learning activities, these visits have been implemented on an incidental basis and have not yet been systematically integrated into curriculum planning and instructional design. This situation aligns with previous studies indicating that the use of museums as educational media at the junior secondary level is constrained by a range of factors related to students, teachers, and museum administrators. Such constraints include the limited availability of dedicated museum-based educational programs designed to support structured teaching and learning processes. Moreover, no systematic evidence is currently available at SMPN 3 Palu regarding how teachers and students perceive the use of museums in learning, particularly whether museums are regarded as effective educational resources that enhance learning outcomes or merely as recreational destinations outside the formal classroom setting.

Several previous studies have examined the use of museums in educational settings; however, most have focused primarily on history education at the senior high school and Madrasah Aliyah levels. Nurhajah, in her study, found that history teachers in Madrasah Aliyah institutions in Aikmel District held positive perceptions of museums as both learning

⁷ dedi Asmara, "Peran Museum dalam Pembelajaran Sejarah," *Kaganga: Jurnal Pendidikan Sejarah Dan Riset Sosial Humaniora* 2, no. 1 (2019): 10–20.

⁸ Umi Hartati, "Museum Lampung sebagai Media Pembelajaran Sejarah," *Jurnal HISTORLA* 4 (2016): 1–10.

⁹ Mohammad Rikaz Prabowo and Supardi Supardi, "Pemanfaatan Museum Dan Situs Cagar Budaya Di Pontianak Sebagai Sumber Belajar Sejarah Indonesia," *Criksetra: Jurnal Pendidikan Sejarah* 11, no. 1 (2022): 1–14.

resources and instructional media for history education.¹⁰ Research conducted by Sumiatie and Susanto at SMA Negeri 4 Palangka Raya also revealed that teachers perceived the Balanga Museum as an important learning resource for enriching instructional content.¹¹ Similarly, Evitasari, Qodariah, and Gunawan found that the utilization of museums as sources of historical learning can effectively foster students' critical thinking skills. However, studies that simultaneously explore both teachers' and students' perceptions within the context of Social Studies education at the junior secondary school level remain limited. In particular, no previous research has been conducted at SMPN 3 Palu, despite the presence of local museums with considerable educational potential in the city. Consequently, a clear research gap exists and warrants further investigation.

Based on the foregoing background, this study is important as it seeks to provide a comprehensive understanding of how teachers and students at SMPN 3 Palu perceive the use of museums as learning media in Social Studies education. In addition, the study aims to examine the extent to which museum collections align with the curriculum competencies and Social Studies content taught at the junior secondary school level.

Research Methods

This study employed a qualitative approach with a descriptive design to explore teachers' and students' perceptions of the use of museums as a medium for Social Studies learning at SMP Negeri 3 Palu. This approach was selected because it enables an in-depth understanding of participants' experiences, perspectives, and learning practices within their natural educational setting. The study was conducted at SMP Negeri 3 Palu, Central Sulawesi, Indonesia. Research participants were selected using purposive sampling and consisted of Social Studies teachers, students who had participated in museum-based learning activities, and the school principal as a supporting informant regarding school policies and institutional context.

Data were collected through observations, in-depth interviews, and document analysis. Observations focused on Social Studies classroom activities to identify how museums were integrated into learning, students' engagement, and the interactions that occurred during the learning process. Semi-structured interviews were conducted with Social Studies teachers,

¹⁰ Nurhajah, Badarudin, and Fitri Rahmawati, "Persepsi Guru Sejarah Terhadap Eksistensi Museum Negeri Ntb Sebagai Sumber Belajar Dan Media Pembelajaran," *Fajar Historia* 4 (2020): 14–23.

¹¹ Sumiatie Sumiatie and Yudi Susanto, "Persepsi Guru Sejarah Terhadap Keberadaan Museum Balanga Berkaitan Dengan Pembelajaran Sejarah Di Sma Negeri 4 Palangka Raya: History Teacher's Perception Of The Existence Of The Balanga Museum Related To History Learning In Sma Negeri 4 Palangka Raya," *Tunas: Jurnal Pendidikan Guru Sekolah Dasar* 6, no. 2 (2021): 86–94.

students, and the school principal to obtain comprehensive insights into their perceptions of museum utilization as a learning medium. All interviews were audio-recorded with participants' consent. Document analysis was used to complement and verify the data obtained from observations and interviews, including lesson plans, learning materials, photographs of learning activities, and relevant school documents. The primary research instrument was the researcher, who was responsible for data collection, analysis, interpretation, and reporting of findings. To support the data collection process, observation guides, interview protocols, audio recording devices, and documentation tools were utilized.

Data were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña, which consists of data condensation, data display, and conclusion drawing and verification. The analysis was conducted continuously throughout the research process until credible findings were generated. To ensure the trustworthiness of the data, source triangulation and methodological triangulation were employed. Source triangulation involved comparing information obtained from teachers, students, and the school principal, while methodological triangulation was conducted by cross-checking data derived from observations, interviews, and document analysis. In addition, member checking was carried out with key informants to ensure that the researcher's interpretations accurately reflected the participants' experiences and perspectives.

Results and Discussion

This discussion is organized around two main themes corresponding to the research questions: (1) teachers' and students' perceptions of the use of museums as a medium for Social Studies learning at SMPN 3 Palu, and (2) the alignment of museum utilization with the objectives and practices of Social Studies education. Positive perceptions were reflected in teachers' active involvement in planning museum visits and students' enthusiastic responses throughout the learning process. Teachers served not only as content providers but also as facilitators who encouraged students to engage directly with authentic learning resources. The research findings are presented as follows.

Teachers' Perceptions of Museums as a Medium for Social Studies Learning

Social Studies teachers at SMPN 3 Palu perceived museums as authentic learning resources capable of providing educational experiences that cannot be fully replicated through textbooks or digital media. Based on classroom observations and in-depth interviews, all three teacher participants consistently expressed positive views regarding the potential of museums to enhance Social Studies learning.

Ms. Almiati emphasized that museums are not merely repositories of historical artifacts but learning spaces that enable students to observe historical evidence firsthand, understand its context, and freely formulate questions. A similar perspective was expressed by Ms. Dian, who highlighted the importance of systematically integrating museum-based learning into curriculum planning rather than treating museum visits as occasional supplementary activities. Meanwhile, Ms. Hidayati identified technical preparedness as a major challenge that must be addressed to ensure that museum visits function as meaningful educational experiences rather than recreational outings with limited learning value.

The relatively consistent views expressed by the three teachers indicate a shared professional awareness of the significant potential of museums to support more contextualized Social Studies learning. Consequently, museum utilization is no longer perceived as a complementary activity but rather as an integral component of instructional strategies that respond to students' learning needs and promote meaningful engagement with historical and social realities.

Indicators of teachers' positive perceptions toward museums were evident in their efforts to map curriculum content prior to museum visits, their initiatives to design museum-based projects within the framework of the Merdeka Curriculum, and their recognition of the need for visit guidelines that are integrated into lesson planning. These indicators suggest that teachers' positive perceptions extend beyond conceptual understanding and have been translated into concrete planning and implementation efforts aimed at optimizing museums as authentic learning resources in Social Studies education.

These findings are consistent with the conclusions of previous studies, as reported by Nur, who found that museum visits should be considered an effective visual-based learning medium for students. The study concluded that museums provide meaningful learning experiences by enabling students to observe historical objects and cultural artifacts directly, thereby enhancing their understanding of learning materials through concrete and contextual experiences.¹² Furthermore, the utilization of museums as educational resources has been shown to exert a positive influence on the teaching and learning process in Social Studies, particularly in history-related topics. This positive impact can be attributed to the fact that learning activities are conducted beyond the conventional classroom setting, creating a more diverse and engaging learning environment. As a result, students are encouraged to develop higher-order thinking skills, including critical thinking. The consistency of these findings with

¹² Nurhajah, Badarudin, and Rahmawati, "Persepsi Guru Sejarah Terhadap Eksistensi Museum Negeri Ntb Sebagai Sumber Belajar Dan Media Pembelajaran."

previous studies reinforces the argument that museums possess substantial educational value, not only from a theoretical perspective but also as empirically validated learning environments capable of enhancing the quality of students' learning experiences across various educational contexts.

The positive perceptions expressed by teachers in this study can be interpreted through Vygotsky's constructivist theory, which emphasizes that students' cognitive development is optimized through active interaction with meaningful social and cultural environments. Museums provide such environments by offering authentic learning experiences that enable students to engage directly with historical artifacts, cultural heritage, and contextual sources of knowledge. This interpretation is further supported by the findings of Fitria et al., who demonstrated that constructivist learning approaches significantly improve students' learning outcomes in elementary Social Studies education. These findings suggest that constructivist principles remain highly relevant at the junior secondary level when implemented systematically and purposefully, particularly through the integration of museum-based learning activities into Social Studies instruction.¹³ In the context of this study, museums provide learning environments that enable students to construct knowledge through direct experiences and interactions with authentic learning resources. Such environments are consistent with the principles of constructivist learning, which position students as active agents in the learning process rather than passive recipients of information.

Another strategic dimension emerging from the findings is teachers' awareness of the need to integrate museum-based learning into curriculum planning in a systematic and sustainable manner. This finding is consistent with the study conducted by Oktaviani, which examined the utilization of the Indonesian Military Museum as a source of history learning. The study emphasized that the effectiveness of museums as educational media largely depends on teachers' ability to align museum collections and learning activities with the competencies and learning objectives outlined in the curriculum. Therefore, the educational value of museum-based learning is not determined solely by the availability of museum resources, but also by the extent to which teachers can meaningfully incorporate those resources into well-designed instructional practices.¹⁴ Teachers play a role not merely as users of museum resources but as pedagogical designers who are capable of aligning museum content with

¹³ Dewi Fitria et al., "Meta-Analisis Pendekatan Pembelajaran Konstruktivisme Dalam Meningkatkan Hasil Belajar Siswa Pada Pembelajaran IPS Sekolah Dasar," *Jurnal Simki Economic* 4, no. 2 (2021): 192–99.

¹⁴ Evita Dwi Oktaviani, "Pemanfaatan Museum Keprajuritan Indonesia Sebagai Sumber Belajar Sejarah," *Jurnal Pendidikan Sejarah* 9, no. 1 (2020): 153–71.

measurable curricular objectives.¹⁵ Therefore, the effectiveness of museum utilization is determined not only by the availability of museum collections but also by teachers' capacity to design meaningful learning experiences that connect these learning resources with the intended learning outcomes.

Students' Perceptions of Museums as a Medium for Social Studies Learning

Students who had direct experience visiting museums reported that such visits provided learning experiences that were distinct from conventional classroom instruction, as they were more authentic, engaging, and memorable. Interviews conducted with eight students revealed that all participants expressed positive and enthusiastic responses toward the use of museums as a medium for Social Studies learning. One participant, Fauzi, stated that he particularly appreciated museum visits that incorporated specific learning tasks or missions, such as identifying artifacts related to the lesson content and explaining their relevance. According to him, this approach encouraged active information seeking and fostered independent thinking. This finding is consistent with the study conducted by Naim and Bahri, which found that museum-based history learning implemented through an *outing class* model encouraged students to directly observe historical artifacts, thereby enabling them to connect theoretical knowledge with real-world contexts. As a result, learning became more meaningful and engaging compared to approaches that rely primarily on memorization. These findings suggest that museum-based learning not only enhances students' motivation and engagement but also promotes active participation in the construction of knowledge. Through direct interaction with historical and cultural artifacts, students are provided with opportunities to develop deeper conceptual understanding and to contextualize the content learned in the classroom within authentic social and historical settings.¹⁶ Compared with conventional lecture-based instruction, which often positions students as passive recipients of information, field-trip-based learning encourages students to engage more actively in the learning process. During museum visits, students are provided with opportunities to interact directly with museum guides, ask questions, document their observations, and prepare reflective reports upon completing the visit. Such activities foster greater student participation and contribute to a more meaningful learning experience.

¹⁵ Heru Hendra Yogi and Aditya Nugroho Widiadi, "Pemanfaatan Museum Mpu Tantular Sebagai Sumber Belajar Untuk Meningkatkan Pemahaman Sejarah Siswa Pada Materi," *Didaktika: Jurnal Kependidikan* 15, no. 1 (2026): 935–48, <https://doi.org/https://doi.org/10.58230/27454312.3665>.

¹⁶ Abdul Naim and Bahri, "Outing Class dalam Pembelajaran Sejarah," *Jurnal Kajian Ilmiah Interdisiplinier* 9, no. 4 (2025): 50–57.

An interesting finding also emerged from students who had never previously visited a museum as part of their learning activities, including Husnul, Marhama, and Intan. Despite their lack of direct experience, they expressed positive perceptions and strong expectations that the school would organize museum visits on a regular basis. This finding indicates the presence of students' intrinsic awareness of the importance of concrete and contextual learning experiences that extend beyond the classroom environment.

Indicators of increased student engagement were reflected in students' growing confidence in asking questions to museum guides, the development of sustained curiosity following the visits, and enhanced motivation to seek additional information independently. These findings are consistent with a study examining the role of the Simalungun Museum as a Social Studies learning resource for students at MTs Mesra, Pematangsiantar. The study reported that 76.94% of respondents agreed that the museum effectively enhanced students' interest in learning Social Studies. Furthermore, interview findings indicated broad agreement that museums can function as effective learning resources and educational media for Social Studies instruction. The convergence of these findings suggests that museums serve not only as repositories of historical and cultural artifacts but also as educational environments capable of stimulating students' curiosity, strengthening learning motivation, and promoting active engagement in the learning process. Consequently, museum-based learning offers considerable potential for enriching Social Studies education through authentic and experiential learning opportunities.¹⁷

From a theoretical perspective, students' positive perceptions of museums can be explained through Ryan and Deci's Self-Determination Theory, which posits that strong intrinsic motivation emerges when individuals experience the fulfillment of three fundamental psychological needs: competence, autonomy, and relatedness within the activities in which they engage.¹⁸ This argument is further supported by the findings of Puspitasari and Febrianto, who reported that the use of museums as an out-of-class learning model had a positive impact on the behavior and motivation of elementary school students in the coastal areas of Madura.

¹⁷ Kota Pematangsiantar T A, Ahmad Abdillah Syahfitra, and Andres M Ginting, "FUNGSI MUSEUM SIMALUNGUN SEBAGAI SUMBER MEDIA PEMBELAJARAN IPS BAGI SISWA SISWI KELAS VIII A Mts MESRA" 4, no. 1 (2026): 1–8, <https://doi.org/https://doi.org/10.36985/xw2ydr98>.

¹⁸ Richarhard M. Ryan and Deci EL, "Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being. Am Psychological," *The American Psychologist* 55, no. 1 (2000): 68–78.

Their findings suggest that museums can naturally satisfy students' motivational needs by providing learning experiences that differ from routine classroom activities.¹⁹

The high level of students' enthusiasm for museum-based learning activities indicates that direct and contextual learning experiences are more engaging than instruction that relies solely on classroom explanations. Through their interaction with museum collections, students are able to gain concrete experiences that facilitate their understanding of Social Studies concepts, particularly those related to historical and cultural topics. This is reflected in their heightened curiosity, willingness to ask questions, and motivation to seek additional information following the learning activities. The study conducted by Wijaya, Alauwiyah, and Pahlevi further highlights the significant potential of museums to support educational activities. Museums are capable of providing contextual, practical, and meaningful learning experiences that enrich students' understanding and engagement in the learning process.²⁰ Through interaction with a wide range of primary sources preserved within museums, students are not merely encouraged to understand theoretical concepts but are also trained to think critically, historically, and reflectively. Such conditions demonstrate the capacity of museums to create learning environments that motivate students to take a more active role in constructing their own knowledge. In this regard, museums should be viewed not merely as supplementary components of the learning process but as educational media capable of fostering deeper student engagement through authentic and meaningful learning experiences.

The museum learning experiences that have been shown to encourage continued self-directed learning beyond the completion of a visit can be explained through Paivio's Dual Coding Theory. This theory posits that information encoded through both verbal and visual-spatial channels is more readily retained and retrieved from long-term memory. As a multimodal learning environment, museums naturally facilitate this dual-coding process, enabling learning experiences to leave stronger cognitive traces than those typically produced through conventional classroom instruction. This perspective is further supported by research on the utilization of the Mohammad Husni Thamrin Museum, which found that museums function not only as sources of historical learning but also as educational spaces capable of enhancing students' learning motivation, strengthening their analytical abilities, and fostering

¹⁹ Aditya Dyah Puspitasari and Priyono Tri Febrianto, "Pengaruh Pembelajaran Berbasis Penggunaan Museum Sebagai Model Pembelajaran Out-Class Terhadap Perilaku Dan Motivasi Siswa Sekolah Dasar Di Pesisir Madura," *Jurnal Masyarakat Maritim* 7, no. 1 (2023): 25–33.

²⁰ Wijaya, Alauwiyah, and Pahlevi, "Pemanfaatan Museum Nasional Sebagai Sumber Belajar Bagi Mahasiswa Pendidikan Sejarah Universitas Sriwijaya."

their capacity to reconstruct and imagine past events through engagement with authentic historical evidence preserved within the museum.²¹

Table 1. Perceptions and Engagement Indicators in the Utilization of Museums as Learning Resources

Participant	Perception Aspect	Emerging Engagement Indicators
Teacher (Almiati)	Educational value and student motivation	Mapping learning materials prior to the museum visit
Teacher (Dian)	Curriculum integration and program sustainability	Designing museum-based P5 (Pancasila Student Profile Strengthening Project) activities
Teacher (Hidayati)	Technical and institutional readiness	Identifying technical challenges and potential solutions
Students with prior museum experience	Authentic learning experiences and memory retention	Increased willingness to ask questions and engage in self-directed learning
Students without prior museum experience	Expectations and enthusiasm	Enhanced learning motivation and willingness to visit museums

Source: Interview data processed by the researcher (2026).

The utilization of museums as a medium for Social Studies learning at SMPN 3 Palu is implemented in three forms, each adapted to specific learning objectives and the availability of resources. The first form involves structured field visits that are carefully planned in advance and supported by activity guidelines and student worksheets. These visits are primarily used to facilitate learning about cultural diversity and local history. The second form consists of the use of museums as a foundation for project-based learning within the framework of the Pancasila Student Profile Strengthening Project (P5) under the Merdeka Curriculum, particularly for exploring themes related to social dynamics and local wisdom, an approach that has already been initiated by teachers. The third form involves the indirect use of museum documentation in classroom instruction, whereby photographs and collection catalogs serve as learning references and instructional materials. These three modes of utilization demonstrate that museums can be integrated into various learning approaches and are not limited to physical visits alone. The diversity of these practices suggests that museums possess

²¹ Yus Novriyanto et al., “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 (2024): 656–66, <https://doi.org/10.51874/jips.v5i2.297>.

considerable flexibility as Social Studies learning resources, enabling schools to adapt their use to local conditions without diminishing their educational value.

These three forms of museum utilization demonstrate a strong alignment with the objectives of Social Studies education as well as the principles underpinning the Merdeka Curriculum. The Merdeka Curriculum provides greater opportunities for the integration of locally contextualized learning resources and authentic learning experiences, making the implementation of the Pancasila Student Profile Strengthening Project (P5) particularly effective. This is because the development of meaningful learning resources should be adapted to the specific conditions of schools and the characteristics of their students. From the perspective of learning theory, museum visits facilitate a comprehensive learning cycle as conceptualized in Kolb's Experiential Learning Theory. This framework identifies four essential stages of learning: concrete experience, reflective observation, abstract conceptualization, and active experimentation. These stages have been shown to enhance student engagement, deepen conceptual understanding, foster critical and creative thinking skills, and promote collaborative learning across educational levels. The alignment between museum-based learning and experiential learning principles is further supported by the study conducted by Yogi and Widiadi, which found that museum-based instruction creates interactive and contextualized learning experiences by enabling students to construct their own understanding through direct engagement with historical artifacts, while simultaneously strengthening critical thinking, analytical abilities, and cultural awareness.²² Similar findings have been demonstrated in studies examining the optimization of museum functions as a strategy for cultural preservation within the context of local history education. These studies reveal that museum visits can enhance students' interest in historical subjects while simultaneously deepening their understanding of historical content. Furthermore, such activities help alleviate the boredom that often arises during conventional learning processes and contribute to broader efforts aimed at preserving cultural heritage. This is largely attributable to the diverse artifacts displayed in museums, which provide students with opportunities to directly observe, interpret, and engage with historical events. As a result, students are able to experience richer and more meaningful learning experiences.²³

²² Yogi and Widiadi, "Pemanfaatan Museum Mpu Tantular Sebagai Sumber Belajar Untuk Meningkatkan Pemahaman Sejarah Siswa Pada Materi."

²³ Nabela Nabela, Sarah Yosevin Gultom, and Tri Tarwiyani, "Dekonstruksi Peran Museum Sebagai Sumber Belajar Dalam Pembelajaran Sejarah Lokal Di Sekolah Menengah AtasS," *Historia: Jurnal Program Studi Pendidikan Sejarah* 10, no. 1 (2025): 49–65.

Nevertheless, the utilization of museums at SMPN 3 Palu remains at a promising yet underdeveloped stage. This potential is supported by the positive perceptions expressed by all participants and the substantial alignment between museum collections and the Social Studies curriculum. However, efforts to optimize museum-based learning are still constrained by several factors, including limited financial resources, the absence of visit guidelines integrated into lesson planning, and the lack of formal collaboration between the school and museum institutions. These challenges are not unique to SMPN 3 Palu. Similar findings were reported by Isnaini et al., who found that the successful use of museums as Social Studies learning resources depends largely on teachers’ ability to move beyond textbook-oriented and lecture-based instruction toward more contextualized learning approaches. In this regard, the deliberate integration of environment-based learning resources constitutes a critical factor in maximizing the pedagogical impact of museum-based learning.²⁴ This condition is also consistent with findings on the implementation of the Pancasila Student Profile Strengthening Project (P5) within the Merdeka Curriculum, which indicate that its implementation often remains largely symbolic due to educators’ limited philosophical and pedagogical understanding of the program. Consequently, strengthening teachers’ capacities and integrating character values into instructional practices are essential to ensure that curriculum mechanisms function as genuinely contextual and sustainable educational instruments. Therefore, the challenges identified in this study do not stem from a lack of potential of museums as learning resources, but rather from shortcomings in planning, management, and institutional support that have yet to be optimally developed.

Table 2. Forms of Museum Utilization and Their Alignment with Social Studies Learning

Form of Utilization	Alignment with Social Studies Content	Implementation Status
Structured field visits	Cultural diversity and local history	Implemented
Museum-based projects (P5)	Social dynamics and local wisdom	Initiated
Classroom use of museum documentation (photographs and collection catalogs)	Historical sources, cultural heritage, and local history	Implemented

Source: Processed interview data, 2026.

²⁴ Dewi Isnaini, Dian Ayu Larasati, and Ketut Prasetyo, “Pengaruh Pemanfaatan Museum Mpu Tantular Sebagai Sumber Belajar IPS Terhadap Peningkatan Hasil Belajar Sejarah Siswa,” *Dialektika Pendidikan IPS* 2, no. 2 (2022): 327–34.

Overall, this study contributes to the growing body of scholarship on learning media based on contextual learning resources, particularly within Social Studies education at the junior secondary school level. For Social Studies teachers, the findings highlight the importance of systematic visit planning, the development of well-structured student worksheets, and the implementation of post-visit follow-up activities to ensure that the pedagogical benefits of museum-based learning are both tangible and measurable. For school administrators, the findings provide a compelling rationale for establishing formal partnerships with museums and allocating adequate financial resources to support educational visit programs. From a curriculum development perspective, this study supports a more systematic integration of environment-based learning resources with the pedagogical competencies of Social Studies teachers at the junior secondary level. Such integration would enable museums to be recognized not merely as supplementary educational activities, but as integral components of a meaningful and contextually grounded Social Studies learning ecosystem. Accordingly, the successful utilization of museums as learning media requires strong synergy among teachers, schools, and museum institutions to maximize the educational potential of museums in supporting the achievement of Social Studies learning objectives.

Conclusion

Based on the findings of this study, it can be concluded that both teachers and students at SMPN 3 Palu hold positive perceptions regarding the use of museums as a medium for Social Studies learning. Museums are perceived as authentic learning resources that provide more contextual, tangible, and comprehensible learning experiences for students. Their utilization has been implemented through structured field visits, the Pancasila Student Profile Strengthening Project (P5) within the Merdeka Curriculum, and the incorporation of museum documentation into classroom instruction. Museum-based learning has also been shown to enhance students' curiosity, learning motivation, and active engagement in the learning process. Nevertheless, its implementation remains suboptimal due to several constraints, including limited financial resources, the absence of museum-visit guidelines integrated into lesson planning, and the lack of formal collaboration between schools and museum institutions.

Based on these findings, several practical recommendations can be proposed for stakeholders directly involved in the utilization of museums as learning resources in Social Studies education. Social Studies teachers should shift their perspective by viewing museums

not merely as destinations for educational visits but as learning resources that hold pedagogical value comparable to classroom-based instructional media. Schools are encouraged to establish formal partnerships with museums and allocate dedicated funding to support educational visitation programs. Furthermore, educational authorities and curriculum developers should promote the integration of museums into Social Studies learning by developing implementation guidelines and providing professional development programs that equip teachers with the knowledge and skills necessary to effectively utilize museum-based learning resources.

Reference

- Ahmad Abdillah Syahfitra, and Andres M Ginting. "FUNGSI MUSEUM SIMALUNGUN SEBAGAI SUMBER MEDIA PEMBELAJARAN IPS BAGI SISWA SISWI KELAS VIII A MTs MESRA" 4, no. 1 (2026): 1–8. <https://doi.org/https://doi.org/10.36985/xw2ydr98>.
- Asmara, Dedi. "PERAN MUSEUM DALAM PEMBELAJARAN SEJARAH." *Kaganga : Jurnal Pendidikan Sejarah Dan Riset Sosial Humaniora* 2, no. 1 (2019): 10–20.
- Evitasari, Okta, Lelly Qodariah, and Rudy Gunawan. "PEMANFAATAN FUNGSI MUSEUM SEBAGAI SUMBER BELAJAR SEJARAH DALAM MENGEMBANGKAN KEMAMPUAN BERPIKIR KRITIS." *Estoria* 1, no. 1 (2020): 43–56.
- Fitria, Dewi, Mila Lestari, Siti Aisyah, Renita, Dasmini, and Safrudin. "Meta-Analisis Pendekatan Pembelajaran Konstruktivisme Dalam Meningkatkan Hasil Belajar Siswa Pada Pembelajaran IPS Sekolah Dasar." *Jurnal Simki Economic* 4, no. 2 (2021): 192–99.
- Hartati, Umi. "MUSEUM LAMPUNG SEBAGAI MEDIA PEMBELAJARAN SEJARAH." *Jurnal HISTORLA* 4 (2016): 1–10.
- Hasan, Muhammad, Milawati, Darodjat, Khairani Harahap, Tasdin Tahrim, Ahmad Mufit Anwari, Azwar Rahmat, Masdiana, and I Made Indra P. *Media Pembelajaran*. Klaten: Tahta Media Group, 2021.
- Isnaini, Dewi, Dian Ayu Larasati, and Ketut Prasetyo. "Pengaruh Pemanfaatan Museum Mpu Tantular Sebagai Sumber Belajar IPS Terhadap Peningkatan Hasil Belajar Sejarah Siswa." *Dialektika Pendidikan IPS* 2, no. 2 (2022): 327–34.
- Nabela, Nabela, Sarah Yosevin Gultom, and Tri Tarwiyani. "Dekonstruksi Peran Museum Sebagai Sumber Belajar Dalam Pembelajaran Sejarah Lokal Di Sekolah Menengah Atas." *Historia: Jurnal Program Studi Pendidikan Sejarah* 10, no. 1 (2025): 49–65.
- Naim, Abdul, and Bahri. "OUTING CLASS DALAM PEMBELAJARAN SEJARAH." *Jurnal Kajian Ilmiah Interdisiplinier* 9, no. 4 (2025): 50–57.
- Novriyanto, Yus, Tubagus Umar, Syarif Hadi, and Agus Rustamana. "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 (2024): 656–66. <https://doi.org/10.51874/jips.v5i2.297>.

- Nurhajjah, Badarudin, and Fitri Rahmawati. "Persepsi Guru Sejarah Terhadap Eksistensi Museum Negeri Ntb Sebagai Sumber Belajar Dan Media Pembelajaran." *Fajar Historia* 4 (2020): 14–23.
- Oktaviani, Evita Dwi. "Pemanfaatan Museum Keprajuritan Indonesia Sebagai Sumber Belajar Sejarah." *Jurnal Pendidikan Sejarah* 9, no. 1 (2020): 153–71.
- Prabowo, Mohammad Rizka, and Supardi Supardi. "Pemanfaatan Museum Dan Situs Cagar Budaya Di Pontianak Sebagai Sumber Belajar Sejarah Indonesia." *Criksetra: Jurnal Pendidikan Sejarah* 11, no. 1 (2022): 1–14.
- Puspitasari, Aditya Dyah, and Priyono Tri Febrianto. "Pengaruh Pembelajaran Berbasis Penggunaan Museum Sebagai Model Pembelajaran Out-Class Terhadap Perilaku Dan Motivasi Siswa Sekolah Dasar Di Pesisir Madura." *Jurnal Masyarakat Maritim* 7, no. 1 (2023): 25–33.
- Rustono, W S, and Dindin Abdul Muiz Lidinillah. "Pengembangan Media Kartu Nusantara Untuk Pembelajaran IPS Kelas IV SD Pada Materi Keanekaragaman Suku Bangsa Dan Budaya." *PEDADIDAKTIKA: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar* 5, no. 2 (2020): 47–58.
- Ryan, Richarhard M., and Deci EL. "Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being. Am Psychological." *The American Psychologist* 55, no. 1 (2000): 68–78.
- Safitri, Dea, Dinda Oktovia, Putri Audya Sari, Radya Amalia, and Syifa Salsabila. "Prinsip Dan Tujuan Pembelajaran IPS Membangun Warga Negara Berpengetahuan Luas Dan Berpikir Kritis." *Cognoscere: Jurnal Komunikasi Dan Media Pendidikan* 2, no. 1 (2024): 53–59.
- Sapriyah. "Media Pembelajaran Dalam Proses Belajar Mengajar." *Prosiding Seminar Nasional Pendidikan FKIP* 2, no. 1 (2019): 470–77.
- Sumiatie, Sumiatie, and Yudi Susanto. "Persepsi Guru Sejarah Terhadap Keberadaan Museum Balanga Berkaitan Dengan Pembelajaran Sejarah Di Sma Negeri 4 Palangka Raya: History Teacher's Perception Of The Existence Of The Balanga Museum Related To History Learning In Sma Negeri 4 Palangka Raya." *Tunas: Jurnal Pendidikan Guru Sekolah Dasar* 6, no. 2 (2021): 86–94.
- Syawaludin, Muhammad, Puspita Pebri Setiani, Didi Pramono, and Muh. Sholeh. "Implikasi Teori Konstruktivisme Dalam Pelaksanaan Pembelajaran IPS Di Sekolah." *Maharsi: Jurnal Pendidikan Sejarah Dan Sosiologi* 7, no. 3 (2025): 54–68.
- Wijaya, T, F Alauwiyah, and M R Pahlevi. "Pemanfaatan Museum Nasional Sebagai Sumber Belajar Bagi Mahasiswa Pendidikan Sejarah Universitas Sriwijaya." *J. Pendidik. Sej. Indones* 8, no. 1 (2025): 42–60.
- Yogi, Heru Hendra, and Aditya Nugroho Widiadi. "Pemanfaatan Museum Mpu Tantular Sebagai Sumber Belajar Untuk Meningkatkan Pemahaman Sejarah Siswa Pada Materi." *Didaktika: Jurnal Kependidikan* 15, no. 1 (2026): 935–48. <https://doi.org/https://doi.org/10.58230/27454312.3665>.