

Utilization of Museum Collections as Media for Learning History at Ma Al-Khairat Batusuya Go'o

Moh Rahmat Fauzi Hamka, Misnah, Nuraedah, Juraid Abdul Latief

Universitas Tadulako Indonesia

Correspondent Email: ochifauzihamka@gmail.com

ABSTRACT

This research aimed to determine the use of museum as learning resources, learning media, and the role of history teachers in introducing museum collections as a history learning media. This research applied a qualitative descriptive research design through several stages of data collection techniques, which are observation, interviews and documentation. The results of this research indicated that the use of museums as history learning media had been going well. Visiting museums provide new insights and knowledge to students so that students are more active and their interest in learning about local history is higher. However, the implementation had not been optimal and there are still some obstacles generally experienced by teachers that were the unavailability of specific time given regarding to visit museums, and the difficulty of coordinating students when visiting UPT Cultural Park and Museum. There are also some obstacles experienced by students which are incomplete information and explanations from several collections stored at UPT Cultural Park and Museum so that students found it difficult to understand what they observed. In other words, museums as learning media in history subjects can increase student enthusiasm for learning because visiting museum provides new insights and knowledge to students so that students are more active, interested, and motivated to learn about local history even though there were several obstacles faced by both students and teachers.

Keywords: *Museum, Learning Media, History Subject*

INTRODUCTION

Museum as an institution that collects or exhibits historical objects, but becomes an institution whose job is to foster and develop the cultural values of a nation to strengthen the personality and identity of the nation (Asmara, 2019) . Museums group museums into three types, namely General Museums, Special Museums, and Local Museums. Then this grouping was changed in 1975 to become a public museum, a special museum, and an educational museum (Kiswantoro & Damiasih, 2018) . In the context of museums at the international level, the main idea for establishing a public museum in each provincial capital is so that it can reflect the general philosophy of the museum as implied in the formulation of the International Council of Museums (ICOM) (Mansur, 2014) .

The use of museums as a medium for learning history, in addition to providing recreational aspects for students, is also able to provide visualization, interpretation, and generalizations about historical events (Ahmad, 2010) . Therefore, as an effort to increase students' understanding of prehistoric material, it is necessary to optimize the use of learning media in the form of (Bramantyo & Ismail, 2021) . museums . Public museums and special museums based on their level and position are translated into national level museums, regional (provincial) level museums, and local (municipal / district) level museums (Anwari & Heldiansyah, nd) . One of the tasks of the museum is conservation and restoration, related to the meaning and duties of the museum, through conservation and restoration activities the museum collection can be repaired and preserved so that the collections in the museum can be properly looked after (Buang, 2018) .

Some of the explanations above, it is conveyed that museums also have the aim of maintaining and organizing events and exhibitions from museum collections to be shown to the wider community, and are carried out regularly (routinely) and openly. the museum has two main functions, namely as a place for the preservation and maintenance of collections of cultural heritage objects and as a source of information by carrying out utilization activities through research. History implies in science that studies all events or incidents that have occurred in the past in mankind. The significance can also be seen from an educational perspective that can be captured from history education itself. The meaning that can be captured is that history education can provide wisdom and wisdom to those who study it. Realizing the educational meaning of history means being aware of the past which is full of meaning and can then be drawn from history in the form of creative ideas as a source of solving present problems and then for realizing hopes in the future .

Media is a means of supporting the achievement of educational goals (Nurhasanah, 2021) . Learning media is used by teachers or lecturers as a means of communication to channel messages to students (Susilo, 2020) . Without media in the teaching and learning process, communication in the process will fail and the material provided by the teacher or lecturer to students or students will not be conveyed properly (Andrianti & Susanti, nd-a) . Apart from being a channel, the media can also clarify the message or material provided (Shavab, 2020) . Historical education is the most effective educational medium for introducing students to their nation in the past (Hartati, 2016) .

The word media comes from the word medium which literally means an intermediary or message delivery from the sender to the recipient of the message (Cahyono, 2015) . et al , 2011: 6). The definition of media in this study is limited to educational media, namely media used as learning support tools and materials (Agustien et al., 2018) . The quality of education, especially in the learning process, cannot be improved by increasing educators' knowledge about how to design learning methods that are more effective and attractive (Wijaya et al., 2021) . Media functions effectively in the context of learning that takes place without requiring the presence of the teacher (Husmiati, 2017) .

Based on the description above, the purpose of self-preservation is to make sure that library materials are not easily damaged, while the purpose of preserving library materials is to save the information value of documents, save the physical documents,

overcome space shortage constraints, and speed up the acquisition of information. The museum keeps many collections that require maintenance so that the collections in the museum can be maintained and cared for. The museum is an institution that is permanent, does not seek profit, serves the community and its development is open to the public, which acquires, maintains, exhibits evidence of humans and their environment for the purposes of study, education and enjoyment.

Learning frequency is an important thing in improving student learning outcomes, especially in history subjects (Sulfemi & Pd, 2016) . In the teaching and learning process, without the activeness of students, they will not achieve maximum results (Permatasari, 2014) . The teaching and learning process in schools involves two important components, namely teachers and students (Saiman, nd) . The existence of this teacher will affect teaching and learning activities in the classroom. A teacher is required to be able to become someone who is able to motivate students, increase students' interest in learning, and have competencies according to their abilities (Setiawati, 2021) .

One way is to use learning media. The use of learning media is closely related to the notion of learning as a communication process, namely the process of delivering messages from message sources through certain channels or media to message recipients (Andrianti & Susanti, nd-b) . The message to be communicated is the content of the material in the curriculum. The source of the message can be teachers, students, other people or book authors and media producers (Jumardi, 2017) . The channel is learning media and the recipients of the message are students or teachers (Isjoni & Abdul Razaq Ahmad, 2009) .

METHOD

The research method used by researchers is the qualitative research method which is often called the naturalistic research method because the research is carried out in natural conditions (natural settings), also known as the ethnographic method, because initially this method was more widely used for research in the field of cultural anthropology; referred to as a qualitative method, because the data collected and the analysis is more qualitative in nature. Qualitative research is aimed at understanding social phenomena from the perspective of participants in which people who are invited to interviews, observed, are asked to provide data, opinions, thoughts, perceptions (Sugiyono: 2019) .

This research was carried out directly with interactions in the place to be observed. Researchers observe, search, record and also explore sources related to research that will be carried out in the school environment and also in museums. In order to obtain maximum results, a research method can be needed whose truth the researcher can be responsible for Data obtained by researchers from observations, interviews, analysis, documentation, field notes, were directly compiled by researchers from the research location, and also not in the form of numbers. The researcher conducts a data analysis by multiplying information, and also searches from various sources, finds results and also compares results on an actual basis.

FINDING AND DISCUSSION

The data that has been obtained from the results of the research is data from the results of observations or observations made by researchers together with history teachers and UPT managers of cultural parks and museums. Teacher observation is carried out with the aim of being able to find out the situation when learning in class and when learning is carried out outside the classroom, namely at UPT cultural parks and museums. Observations by UPT managers of cultural parks and museums were carried out with the aim of knowing how far UPT managers of cultural parks and museums introduce information systems that can attract attention, one of which is an MA educational institution. Alkhairat Batusuya Go'O.

Museum Collections as Learning Media

The collections owned by UPT cultural parks and museums consist of the following collections:

Table 1: State of the Collection of UPT cultural parks and museums

No	Collection Type	Amount
(1)	(2)	(3)
1.	Geological Collection	59 Pieces
2.	Biology Collection	25 Pieces
3.	Ethnographic Collection	5,339 Fruit
4.	Archaeological Collection	632 Fruit
5.	Historical Collection	212 Fruit
6.	Numismatic/Heraldic collections	435 Fruit
7.	Philology Collection	27 Fruit
8.	Keramology	825 Fruit
10.	Fine Arts Collection	16 Pieces
11.	Technology Collection	5 Pieces
Amount		7,564

Source: UPT cultural park and museum documents , 2022

Based on the table above, it shows that the collection owned by the museum is 7,564 pieces consisting of 10 types of collections. Based on existing data, it can be concluded that to support history learning in MA. Alkhairat Batusuya Go'O , there is more than enough knowledge at UPT cultural parks and museums because seeing that the collections in the museum have reached 7,564 collections, apart from the collection there are also more adequate and more comfortable facilities for students. visit UPT cultural park and museum .

a) Public Collection of UPT cultural parks and museums

Of the 7,564 collections in the UPT of cultural parks and museums that are classified as public museums, there are 10 types of collections, namely:

1. Geological Collection

The Geologic Collection is based on the discipline of geology, namely the study of the earth's crust and soil layers, the mineral content of the earth and the types of rocks. One of the collections in the Central Sulawesi Museum UPT is the Ancient Elephant Fossil (Stegodon).

2. Biology Collection

The Biological Collection is the study of the origin, form and behavior of flora and fauna. Some of the collections owned by the UPT cultural park and museum are Anoa Horns and Buffalo Horns.

3. Ethnographic Collection

The Ethnographical Collection is the most numerous and varied in form, type and function. The collections owned by UPT cultural parks and museums are:

- a. Halil (Clothes)
- b. Areca nut set of tools
- c. Rambulolo (traditional cloth)
- d. suralangi
- e. Kidi-kidi
- f. Flower Bomba (Donggala sarong)
- g. Box bomb

4. Archaeological Collection

Archeology is the study of past (human) cultures through a systematic study of material data left behind. The several types found in the UPT cultural parks and museums are:

- a. Stone ax
- b. Bronze
- c. Bracelet
- d. Taiganja
- e. earthenware
- f. Replica of the Kalamba statue
- g. Vatunonju

5. Historical Collection

The Historic Collection owned by the UPT cultural park and museum consists of:

- a. A set of clothes for King Kulawi Tomaitorengke
- b. Sira shirt

- c. Cannon
- d. Cannonballs
- e. Sword
- f. Written documents (Agreement Letter and Decree on the King's appointment)

6. Numistika/Heraldika Collection

The Numistika collection owned by the UPT cultural park and museum consists of banknotes and coins, while the heraldika collection consists of district symbols and royal seals.

7. Philology Collection

The collections owned by UPT cultural parks and museums consist of handwritten texts in the form of:

- a. Lontara script in Bugis script, Makassar
- b. Arabic script
- c. Kutika is a script written on bark in the form of an elongated scroll.

8. Keramologic Collection

The ceramics collections owned by UPT cultural parks and museums are grouped into local ceramics and foreign ceramics.

Local ceramics consist of:

- a. Jar
- b. Small sized crock

Foreign ceramics consist of:

- a. Chinese ceramics
- b. Japanese ceramics
- c. Thai ceramics
- d. Cambodian Ceramics
- e. European ceramics

9. Fine Arts Collection

Fine art (visual art) collected by the museum consists of two types, namely two dimensions (painting, graphic arts, etc.) and three dimensions (sculpture).

- a. lalove playing painting (flute)
- b. Painting of the manufacture of bark cloth

10. Technology Collection

In the age of technology, there are several collections owned by UPT cultural parks and museums in the form of:

- a. Metal fan
- b. Small Mariam for decoration (leda)

In addition to collections in the form of reality (original according to the era) there are also collections in the form of replicas (copycat) both in the form of reproductions and in the form of miniatures. Reproduction collection is a collection of reproductions with the same material, shape and size as the original. Some examples of reproduction collections include: Palindo/Sepe statues, Langke Bulava statues, Kalamba and their covers, as well as miniatures, while the miniature collection is an imitation collection with a smaller size than the actual size. Some examples of miniature collections include: the Kulawi Lobo House, the Katabu House, the Palava House and the Lore Tribe Tambi House.

Results of Grouping Teaching Materials with Collections at UPT Taman Budaya and Museums .

Table 2: Classification of Teaching Materials

NO (1)	Class X Learning Materials (2)	Collection (3)
1	Indonesia in the Age of Praaksara: the beginning of Indonesian Human life <ul style="list-style-type: none"> The origins of the ancestors of the Indonesian nation (ancient human species) 	<ul style="list-style-type: none"> Homo erectus Homo sapiens
2	Paleolithic Age	<ul style="list-style-type: none"> Chopper (hand-held axe) Core Flakes
3	Neolithic Age	<ul style="list-style-type: none"> Mimicking Axe Oval Axe Square Axe
4	Megalithic	<ul style="list-style-type: none"> Pickaxe Stone Bracelet and Shell Bracelet Earthenware Jar Replica of the Palindo Statue Replica of the Tadulako Statue Stone Mortar Statue of Langke Bulava Kalamba
5	The Metal Age (the time of procreation)	<ul style="list-style-type: none"> Bronze ax and bracelet
6	Indonesia in the Hindu-Buddhist Era: Crossing Local and Global Cultures in Early Stages	<ul style="list-style-type: none"> Ceramic Jar
7	The Influence of Islamic Culture	<ul style="list-style-type: none"> Handwritten Koran Pojunu wall Kris Pasatimpo
8	The Development of Western Colonialism and Imperialism	<ul style="list-style-type: none"> Sirius's clothes Dress Hat Samurais Guma Kalama Spear Long barreled weapon Cannon

Based on the table above, it can be concluded that there are various kinds of historical heritage that can be seen directly at the UPT cultural park and museum . Some collections have a close relationship with class X student learning materials as described above in table 2 . Number 1 in the early days of human life was a collection of ancient human replicas such as Homo Erectus and Homo Sapiens. Number 2 that during the Paleolithic era there were objects left behind at that time in the form of hand axes, core

stones and fragments which are now part of the collections in the UPT cultural park and museum . At number 3 of the neolithic era there is a collection of chopping axes, oblong axes and square axes. Furthermore, table number 4 during the megalithic era contains many collections such as Kalamba and Cover, Menhirs, Menhir Statues, Pickaxes, Stone Bracelets, Shell Bracelets, Pottery Jars, Replicas of Palindo Statues, Tadulako Statues, Stone Lumpung, Langke Bulava Statues, and Pottery Statues . In table number 5 there is a collection of Bronze Axes and Bracelets. Furthermore, in number 6 the teaching material for Indonesia in the Hindu-Buddhist Era: Crossing Local and Global Cultures in the Early Stage for class X there is a collection of Ceramic Jars which can be used as a reference, although not all Hindu-Buddhist relics are in the Central Sulawesi Museum. In table number 6 the Development of Islamic Kingdoms in Indonesia has a collection related to class X teaching materials such as the handwritten Koran, Temboka pojonu, Keris, Pastimpo. And finally , in the era of the development of colonialism and western imperialism, there were relics such as Sira clothes, clothes, hats, samurai, Guma Kalama, spears, rifles and cannons.

Utilization of the Museum as a medium for learning history.

After the required data has been presented on the results of research based on a problem, then the data obtained will then be presented in the discussion of museums as a learning resource in class X in history subjects at MA. Alkhairat Batusuya Go'O . From the research results obtained, it shows that the perception of good learning will affect students in utilizing the museum. Through a good perception of learning, students tend to try their best to utilize historical heritage objects that are in the UPT Taman Budaya and Museum .

The learning process in the classroom and by carrying out learning in the museum. The teacher's strategy is more important to create an interesting learning atmosphere, one of which is the role of the museum, which is also more supportive in increasing motivation with attractiveness in introducing museums that can be accessed by students and history teachers, one of which is on social media (Instagram). Learning strategies are very necessary and this is the responsibility of a teacher so that learning is achieved as desired because learning strategies as planning are carried out to regulate interaction activities between students, educators, and or media learning resources so that the learning objectives set can be achieved (Wardana et al. :2020).

UPT Taman Budaya and Museum lessons are usually delivered by teachers and assisted by museum guides. So that students can understand the material well. One example of an innovative teacher is a teacher who is able to connect past events with the present. So that students can examine past events to be used as lessons or as additional knowledge . The activities carried out in the teaching and learning process must be able to provide a fun and useful learning experience for students.

Many students use museums as a medium for learning history, but from the results of the interviews above there are also students who do not take advantage of museums, due to several constraints that are commonly faced by the students themselves, for example a lack of willingness to know what collections are in museums. and a lack of desire to know the history of Central Sulawesi itself. Several factors led to the lack of use of the

museum as a learning medium. The first was the absence of free time provided by the school itself, so the teacher only explained how the history of Central Sulawesi was by simply describing or through media pictures showing and explaining how the relics were found . in Central Sulawesi.

Linkage of Museum Collections with History Subjects

Of the 7,564 collections in the Central Sulawesi Museum UPT which are classified as public museums as having 10 types of collections, in the several collections available, there are several collections that are closely related to historical subject matter such as the historical traditions of the Indonesian people, the script period, such as the lontara script those with Bugis script, Makassar, Arabic script, scripts written on bark in the form of elongated scrolls.

The Archeology collection can be related to history subject matter for class X the influence of world civilization on Indonesian civilization discussing Indonesian metal culture, in this case the Central Sulawesi Museum UPT at that time we can see relics such as stone axes, bronze, bracelets, taiganja, pottery, replicas statue of kalamba, vatunonju. From this relic, students can associate history subjects with relics in Central Sulawesi and also find out what relics from that period discussed metals in Indonesia. As for the ceramicology collection in the Central Sulawesi Museum UPT, in the classical period (Hindu-Buddhist) it was associated with relics in the Central Sulawesi Museum UPT such as Chinese, Japanese, Thai, Cambodian ceramics. From there we can see what are the relics from outside that are in Indonesia, precisely in Central Sulawesi.

During the Megalithic era, we can also see replicas of statues such as kalamba, statues, menhirs or dolmens. We can see replicas at the Central Sulawesi Museum UPT. replica fee. The final assessment or evaluation of the results of a visit to the museum is in the form of questions posed by the researcher. After visiting the museum, the researcher held a post test related to the visit to the museum by asking a number of questions, namely about how after visiting the museum and how the collections had been seen. From these questions students were better able to answer the questions posed by the researcher. So that optimizing the function of this museum can be said to be beneficial for history learning as well as students and teachers. After visiting the museum, learning history is more interesting and not boring because a visit to the museum provides new insights and knowledge to students. In learning history students are more active and students' interest in learning about local history is getting higher.

This is also evidenced from the observations of researchers that students feel excited to learn and take part in learning, students are also able to solve their curiosity which previously they saw weapons in the Dutch era cannon seen from the pictures now they can see directly. Using museum objects as learning resources is not only used as a place for visits, but is used as a container for the learning process which is adapted to learning materials and teaching materials in museum collections which will be taught directly with the steps or strategies taught in order to foster good results. Background learning resources are divided into two types, namely the physical and non-physical environment. Physical

environment such as buildings, schools, libraries, laboratories, homes, studios, meeting rooms, museums, parks , and so on. While the non-physical environment, such as the arrangement of study rooms, ventilation systems, the level of noise in the learning environment, weather and so on (Samsinar, 2019).

CONCLUSION

Utilization as a history learning media for MA students. Alkhairat Batusuya Go'O has been going well because the outside-class learning method used by the teacher can help students in learning history, add insight, and students are very enthusiastic about participating in the learning process. In an effort to minimize the obstacles faced, the teacher makes an approach with students, namely by forming study groups when using the museum as a learning medium, the teacher brings in the museum manager to explain to students about information and information that is still incomplete, and gives further assignments to students .

Attract students' interest in learning local history by utilizing museums, students' ability to convey what they get after visiting museums both orally and in writing. The final assessment or evaluation of the results of the visit to the museum in the form of questions posed by researchers and teachers was achieved in accordance with the expectations of teachers and researchers, namely by conducting interviews, especially regarding what they had previously observed.

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