

Assignment Design Based on Study Visits to Museums in History Learning

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ABSTRACT: This research aims to describe how assignments are designed in history learning based on study visits to museums. This research is a type of qualitative descriptive research that is conceptual exploration with data collection techniques through experience (observation), document and literature studies by searching, reading, and reviewing various journals, books, articles, and documents related to the world of museums and history learning methods. The research results show that study visits to museums have several advantages, First, students can learn more about the real historical heritage that exists in the field. Second, study visits have opportunity for student to have memorable memories. Third, students can find out everything about the world of museums or sites which are more complex. The assignment design can be outcome and non-outcome-oriented. "Outcome-based" learning has begun to be widely adopted, especially for educational institutions that implement the OBE (Outcome Based Education) curriculum. The output of history learning based on study visits to museums or historical sites could be in the form of written report, videos, vlogs, infographic posters, journal articles, or other tasks that can be clearly measured by the important aspects.

KEYWORDS: learning design, history learning, study visit, museums.

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I. INTRODUCTION

History is often seen as a boring subject and has less benefit in human life (Sardiman, 2017: 13; Suharso, 1992: 23). This label or stigma is generally based on the lack of "work methods" of teachers or lecturers in teaching daily history lessons. History teachers or lecturers who suffer from this label are generally those who give too many standard lectures (no variations) so the students become less enthusiastic and bored following the lessons. Furthermore, the lack of innovation in models, methods, media and sources for learning history is the main factor in this classical problematic label. History lessons are often dominated by monotonous lecture methods that rely on memorizing dates, months, years, places, and names of figures (Saidillah, 2018: 224 & 228). Even if it goes further, it is a speech paired with Power Point slides filled with long sentences or paragraphs which are only read in front of the students. Far from contextual, analytical, and stimulative.

Needs a serious breakthrough in history learning so the label or stigma will slowly disappear. This must also be attempted jointly by history teachers and educators, both teachers in schools and lecturers in universities. This negative label has become a general (wide) label indicating that history learning is often considered 'boring', does not only occur in one or a few places but has become a national and even global phenomenon which occurs in many places where history learning be taught. Both in Java and outside Java, we can't deny the negative stigma of history lessons are boring and tend to be memorized. History teachers often get the nickname "bedtime teacher" and boring "fairy tale" interpreters (Rofi'i1 & Mursidi, 2018: 20).

Problematic history learning must be borne together, it cannot be borne only by a few educators. Maybe initially it was only done and attempted by a handful of history teachers or history lecturers who were highly dedicated, creative, innovative, and continued to explore their potential. But if there is to be real, progressive change, then all history teachers and other history lecturers in Indonesia must immediately improve and follow suit in droves to carry out changes in thinking paradigms and improve skills in the use of methods, models, media, and learning resources. Talking about learning methods, many choices can be used in everyday history learning both at school and college. Some history learning methods include simple speech, interactive speech, discussions, presentations, questions and answers, demonstrations, field trips, and study visits. History teachers can use one or several methods at once in one meeting. The choice of the history learning method depends on the needs of each class.

Of the many choices of methods or models for studying history, there is one unique method, namely "study visits" or it can be call outclass. The study visit itself can be done in two ways, those are online and

offline. Online historical study visits can be done using virtual tours (online tours) such as to museums, temples, forts, buildings, or other historical sites. This media is very relevant in supporting digital history learning in the 21st century (Muhatarom, et al, 2022: 114-115). The second study visit is an offline visit or a direct visit to the field. Direct study visits to the field have their advantages, such as providing irreplaceable experiences and impressions compared to just listening to the teacher explanations, or reading from books or information on the internet or just only receiving theoretical explanations in class.

One study visit which is very interesting and educational for students is a study visit to a museum. Based on PP No. 6 of 2015, a museum is an institution whose function to protect, develop, utilize, and communicate its collections to the public or audiences (PP No. 66 of 2015). Apart from being a place to store, protect, and care for collections, museums are places that are rich in knowledge about the objects in their collections and are very suitable as alternative learning resources apart from textbooks or other learning resources that can support learning activities (Praptiwi, 2018: 202-203). However, increasingly here, museums are experiencing a decline in the number of visitors. Many factors make this happen, one of them is the decline in students interest in studying history. Many students assume that history is boring and museums are one of the places that come to mind when students hear the word history (Wibowo et al, 2020: 403).

Because of this, efforts are needed that can help increase students' interest in visiting museums. As an educator, especially in the historical scope, visiting a museum is one of the activities that you must at least do. However, sometimes some factors obstruct the realization of this activity. To overcome this, several alternatives can be used, one of them is using a virtual tour. With increasingly rapid technological developments, accessing museums doesn't always mean you have to come in person, but you can use a virtual tour service first before actually coming to the museum in person. By using a virtual tour, students can easily access the museum and its collections (Wibowo et al, 2020: 403).

In research conducted by Indah Sri Pinasti in a journal entitled *Penggunaan Museum Sebagai Model Pembelajaran Out-Class/Using Museums as Out-Class Learning Models* (2010), museums in Yogyakarta are described as suitable destinations for study visits to museums. However, this research only recommends which museums are suitable to visit. It has not been explained what the final assignment will be for the students after visiting these museums. Furthermore, research conducted by Okta Evitasari, Lelly Qodariah, and Rudy Gunawan in a journal entitled *Pemanfaatan Fungsi Museum Sebagai Sumber Belajar Sejarah Dalam Mengembangkan Kemampuan Berpikir Kritis/Utilizing the Function of Museums as a Source for Learning History in Developing Critical Thinking Skills* (2021), explains how history teachers at SMAN 5 Depok use museums as a media for learning history. The history teacher at SMAN 5 Depok designs history learning using the Project Based Learning (PBL) model which gives students the task of carrying out historical research at the Museum Kebangkitan Nasional and then presenting the results of their research to other groups and history teachers who are then evaluated. This research does not yet explain the evaluation stages of the assignments that have been given or how the assignments are prepared.

A research titled *Pemanfaatan Museum Sebagai Sumber Belajar Dalam Pembelajaran Sejarah/The Use of Museums as Learning Resources in History Teaching* conducted by Maulana Yusuf A, Nurzengky Ibrahim, and Kurniawati (2018) at SMAN 27 Jakarta, SMAN 4 Jakarta, SMAN 76 Jakarta and SMAN 89 Jakarta, is known that history teachers generally has explained in detail how assignment procedures must be carried out by students and what tasks which students must collect for their teachers as a result of their visits to several museums in Jakarta, namely the Museum Kebangkitan Nasional, Museum Joeang '45, Museum Perumusan Naskah Proklamasi, and Museum Basuki Abdullah. Even though it has been explained about the final assignment that students must submit, the research does not explain how the evaluation is carried out by the teacher, even in an interview with one of the history teachers, the assessment was still based on how much information the students got without any other aspects that would be included what influence the evaluation.

From the literature review that has been carried out previously, this article explains the design of assignments in history learning based on study visits to museums which focuses on how the assignment design and procedures are carried out. What kind of tasks which students must collect, and what evaluation stages can be carried out by the teacher or lecturer as well as the weight of the assessment of the assignments that have been given. This research is considered important to add alternative references and new knowledge for educators, both teachers and lecturers, so that learning design, especially assignment design, can become more interesting, varied, current, and educative.

II. METHODOLOGY

This research is a type of descriptive qualitative analytical research that aims to describe scientific arguments about (1) the importance of study visits to museums for students, and (2) what assignment designs and assessments based on study visits to museums are like in history learning. This research is a conceptual exploration that places more emphasis on finding alternative idea formulas regarding the design of assignments for study visits to museums. The assignment design is intended for educators, both historical teachers at the

Senior High School and historical education lecturers at the university level. Data collection techniques are obtained through experience (observation), document and literature studies by searching, reading, and reviewing various journals, books, articles, and documents related to the world of museums and history learning methods. In building a framework of ideas, the author uses a design approach, especially assignment design. This approach is important in formulating the task planning framework and the underlying philosophy that accompanies it. This approach also functions in conceptualizing the output produced in a Team-Based Project. The basic principle of Project-Based Learning is to prioritize the ability to set themes, design activity plans, and implement and produce a products (Purnama, 2018)

III. RESULTS AND DISCUSSION

Advantages of Study Visits to Museums

Direct study visits to cultural historical museums or historical sites have several advantages over just receiving theoretical explanations in class. Some of these advantages include: First, students can learn more about the real historical heritage that exists in the field. Visiting learning objects can provide opportunities for students to explore complete information so it can provide stimulation to discover and create innovative work. Direct study visits can also foster students' learning independence (Parmin & Widiyatmoko, 2011: 122). Without direct study visits, students just only have the opportunity to reach the level of theoretical memorization of historical material obtained from books, modules, journals, teachers, or videos introduced in class. In this context, direct study visits function in validating the theoretical knowledge obtained in the classroom. Student competencies become more holistic, balancing theoretical knowledge and direct experience in the field.

Second, study visits have opportunity for student to have memorable memories. By coming and seeing directly an object or historical object in the museum (whether original or just a replica), the impression that will be created will be stronger. These experiences, knowledge, and impressions, then can be shared and disseminated to other people around them. This is very different from the theoretical explanations in class which generally make the material more difficult to understand and have the potential to lose (forget) the memory quickly (Praptiwi, 2018: 203). Study visits to museums can also increase students' sensitivity and sense of how things were at that time in a more real way. So it make learning is more meaningful than just focusing on using textbooks or memorizing (Merina & Fernandez, 2018: 258). Learning activities in the museum will also provide a new atmosphere for students and increase students' learning motivation to take part in learning activities. The presence of high motivation will make students more enthusiastic in actively participating in learning so the aims of learning can be achieved optimally.

Third, students can find out everything about the world of museums or sites which are more complex. With systematic and directed assignments, students can explore knowledge about the names and types of museums visited, museum addresses, museum history, museum collections, collection techniques, display methods in museums, museum collection maintenance systems, socialization strategies (promotion), and development of the museum, the benefits of the museum's existence that can be felt by the public, challenges and obstacles experienced by the museum, as well as other interesting things (Nerdi & Merina, 2017, 9). In fact, as an opportunity, students can look for information about the professions needed in the museum world, the work system of these professions, and the ups and downs of professions working in the museum. In terms of weaknesses, direct visits to the field do require much costs, special time, and more energy to travel from one room to another, from one place to another (Pinasti, 2010: 67). Apart from that, visiting a museum there will be a transformation of a nation's cultural values and heritage which have been passed down from previous generations to the current generation. By visiting a museum, we can see and understand the journey of a nation or country as well as the wise values contained in that nation (Evitasari et al, 2021: 50). Students will understand the process of a nation's journey and the value of its wisdom from visiting the museum.

Assignment Design of Study Visit to Museums

Learning design is the framework or grand design of a learning process. The assignment design is a smaller sub-part of one part of the learning process. Assignments in learning can be outcome and non-outcome-oriented. Output is a tasks of products that must be produced by students as a real answer to the long learning process for one semester. Now "outcome-based" learning has begun to be widely adopted, especially for educational institutions that implement the OBE (Outcome Based Education) curriculum. According to this curriculum, learning no longer focuses on "only the process" but also on the "final product" produced which reflects the learning achievements themselves (Sebayar, et al, 2016: 775).

The output of history learning based on study visits to museums or historical sites can be in the form of written report, videos, vlogs, infographic posters, journal articles, or other forms of tasks. Written reports can be in the form of papers or short summaries. Even written reports can be packaged in the form of journal articles. The collection can be in the form of a printout or soft file via flash disk, Learning Management System (LMS),

Google Classroom, E-mail, WhatsApp group, Google Drive, or other media. The output in the form of a video can be packaged in the form of a creative video which combines visuals, writing, sound, and display effects. Collection can be via flash disk, LMS, Google Drive link, or YouTube link. Meanwhile, the output in the form of an infographic poster contains a profile or important findings after the study visit which is presented in the form of an infographic-based poster, which is a combination of writing, pictures, charts, tables, or other illustrations that are interesting and aesthetic so that they are easy to understand (Saptodewo, 2014: 196). Infographic posters can be collected in standard-size print (A4) or large size (A3 for example) and can also be in soft file form. In terms of implementation, these tasks can be designed individually or in groups. The collection can be individual or collective.

Good outcomes are outcomes that have been designed or targeted from the start before learning begins. In the context of the output of history learning based on direct study visits to the field, a history teacher must create and determine in what form the output will take place, group or individual assignments, carried out during lesson or outside lesson, accompanied by an educator (teacher or lecturer) or on an independent visit without educator assistance, what the format is, what the content standard limits are, and when the date of collection the tasks.

In relevance with other technical matters, an educator (lecturer or history teacher) should also determine the output format, depending on what form the output will be determined. For example, the output of a study visit is in the form of a written report, so it is necessary to have a report format that is related to the rules for writing study visit reports. The writing format must be determined at the beginning as a sign or guide for students in carrying out future assignments. The reporting standards relate to the minimum feasibility of a report that must be met both technically and substantively. Even though there is space for creativity, certain aspects should still be given "minimum standard limits" such as a minimum number of pages, a minimum amount of video duration, a minimum aspect that must be discussed, and other minimum limits. The rest of the students are given the freedom to be creative and develop their assignments independently.

In the context of the substance of the output of study visits to museums or historical sites, students can be directed to choose a "total discussion model" or a "thematic discussion model". Many things can be extracted from a museum or historical site, such as complete address, geographical location, access to the location, entrance ticket, history of existence, current condition of the object, map of the building complex, and details of the collection along with explanations. Not only that, Sutarga (1997) in his book entitled *Guidelines for Organizing and Managing Museums*, discusses many things about museums such as techniques for collecting museum collections, museum displays, museum collection maintenance systems, socialization (promotion) strategies, and museum development, and professions in museums. Many other things can be studied from a museum or historical site, such as its benefits for society, obstacles and challenges experienced by the museum/site management, things that are not given enough attention and need to be criticized, interesting and educational things that can be learned, and input from visitors (students) for the progress of the museum or historical site visited.

There are so many aspects that can be worked on seriously when making direct study visits to museums/historical sites. One of the important things is that as much as possible, students are not left alone in the field without clear standard of the tasks. If left like that, usually some students only go by their name, whereas in reality only some of the group members go. You can also visit in full but at the destination location, you are only busy taking photos without any academic goal.

The focus of this article is to discuss assignment design in the form of written reports and videos of study visits to museums. This assignment basis is carried out in groups (Team-Based Project). Each group can be designed to consist of four to five people. This number is ideal for carrying the workload evenly. If there are too many members, the division of tasks may be less effective. However, if there are too few members, the tasks burden will be too heavy. Preparation of reports on study visits to museums based on Team Based Projects. A Team Based Project is a learning model that is oriented towards the implementation of active teaching and learning activities and is based on project assignments that provide new experiences for students and are related to students' daily lives to be solved together in a group (Seidel & Godfrey, 2005).

This Team-Based Project model has several advantages when compared to other learning models. The advantages of this Team-Based Project model include training cohesiveness, togetherness, independence, critical thinking, fairness in the distribution of tasks, cooperation or synergy, and the value of caring (Nurman, et al, 2022: 139-141). This model can increase students' learning motivation in the classroom both independently and in groups, so that students can understand the material given by the teacher more effectively, however, this model is still rarely applied by teachers in schools (Nasir & Maknun, 2022). Apart from that, this model can provide opportunities for students to develop the ability to work together and collaborate between students by giving assignments that are heavier than individual student assignments. The following are important aspects that must be considered when designing a study visit assignment to a museum in the form of a written report.

First, the report cover should not be made in the standard model, which is plain white with a school or campus logo, but should be made like a book cover to make it look more attractive. Each group was allowed to be creative in making a report cover. Second, the report should also contain a table of contents containing details of the discussion and pages. The existence of a table of contents makes it easier for readers to find the pages they want to read. Apart from that, it also makes it easier for readers to understand the outline of the contents of the report.

Third, in the results and discussion section, students are asked to include pictures or tables in each sub-discussion. Each image or table contains information, sources, and discussion. In the results and discussion section, students are asked to carry out analysis by elaborating on real findings in museums (through observations, interviews, and documents) and with the help of theory or literature reviews (through books, theses, journals, articles, newspapers, and literature other). The use of theories or concepts is very important as a "guide" in analyzing and interpreting data from the field (Madekhan, 2018: 68-69).

Fourth, the report should include a bibliography (references) containing a collection of data sources used by each group in preparing the report. This section is very important in accounting for all references to data sources used in writing the report. The existence of a bibliography is also intended as a form of reward or appreciation for the author for the work or writings of other people which are used as reference sources. Apart from that, the aim of including a bibliography is to ensure that the writing is not haphazardly prepared (Adytya, 2021).

Fifth, in the attachment section you can fill in documentary evidence of the group visit. In this section, you can create a tasks for several photos with each group taken from different angles, for example, five to ten photos. Without shared documentary evidence, fraud can occur, such as simply taking pictures from the internet without actually making a study visit to the museum. The following are Table 1 and Table 2 regarding the format and standards for written report assignments and videos of study visits to museums which can be applied in history learning at both high school and college levels.

No	Aspect	Task Provision
1	Determination of museums	Visit studies to one museum (student free determine)
2	Type of process	<i>Team Based Project</i> (4-5 people)
3	Paper font	A4, margins 3-3-2-2, Times New Roman 11, spacing 1.15
4	Citation model source	<i>Bodynates</i>
5	Component book	There are: (1) Cover, (2) Table Of Contents, (3) Contents and Discussion, (4) Bibliography, (5) Appendices
6	Amount total pages	25 – 30 pages
7	Work duration	3 weeks, collected at meeting X (for example)
8	Amount report	A number member per group and 1 copy (for teacher or lecturer archives)

Table 1. Format Design and Standards for Written Reports of Study Visits to Museums

No	Aspect	Task Provision
1	Determination of museums	Visit studies to one museum (student free determine)
2	Type of process	<i>Team Based Project</i> (3 - 5 people)
3	Video duration	10-15 minutes
4	Citation model source	Creativity appearance and quality substance
7	Work duration	3 weeks, collected at meeting X (for example)
8	Collection	Sending YouTube links / sending Google Drive links

Table 2. Format Design and Standards for Video Study Visits to the Museum

Assessment Design of Study Visits to Museums

After determining the assignment design, one important thing that the teacher or lecturer must do is prepare the assignment assessment format for the written report and video of the study visit to the museum. Assessment is an important part of measuring the suitability of students' assignments. Assessment is a term that includes the methods and stages used and carried out to assess the results of assignments that have been given to students. The assessment itself is an activity that compares the size of properties or objects using relevant references or standards so that the value of an object can be obtained (Yektiana & Nursikin, 2023: 264). Apart from that, assessment means the process or activity of assessing something. Assessment itself is deciding

something concerning measures of good or bad and so on. This assessment is also presented in descriptive form, so that information about students is obtained on a scale, comprehensively and continuously (Sudijono, 2013).

In measuring the suitability of students' assignments, the measuring instrument itself must be effective, comprehensive, and representative. The measuring instrument must contain indicators which can capture the essentials of the assignment. In the context of written report assignments and video study visits to museums, written reports can be placed in a heavier task position (60% load) than video assignments (40%). This is based on the assumption that preparing written reports has a higher level of complexity. The following is Table 3 regarding the design of an assessment rubric for written reports and videos of museum study visits that can be used by teachers or lecturers in teaching history.

No	Task Type	Assessment Aspect	Proportion	Proportion
1	Written Report from a Study Visit to the Museum	a. Completeness room scope discussion	30%	60%
		b. Depth analysis discussion	40%	
		c. Authenticity / originality of writing	20%	
		d. Neatness technical report	10%	
		Amount		100%
2	Video from Study Visit to the Museum	a. Creativity and attractiveness of videos	50%	40%
		b. Quality content / message conveyed _	30%	
		c. Video originality	20%	
		Amount		100%
FINAL SCORE OF WRITTEN REPORTS & VIDEOS				100%

Table 3. Design a Grading Rubric for a Written and Video Report from a Study Visit to Museums

IV. CONCLUSION

Learning design is the framework or grand design of a learning process. The assignment design is a smaller sub-part of one part of the learning process. Assignments in learning can be outcome and non-outcome-oriented. History learning based on study visits to museums has the following advantages: First, students can learn more about the real historical heritage that exists in the field. Second, study visits have opportunity for student to have memorable memories. Third, students can find out everything about the world of museums or sites which are more complex. The types of assignments that can be used include written reports, videos, vlogs, infographic posters, journal articles, or other forms of invoices. Aspects that need to be considered when designing an assignment include the number of group members, report cover, pictures or tables along with their descriptions, bibliography, and the last is the documentation attachment that the students came to visit the museum.

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