



Utilization of the Lampung Museum as a Learning Resource of Historical Learning at Senior High School

Pemanfaatan Museum Lampung sebagai Sumber Belajar Pembelajaran Sejarah di Sekolah Menengah Atas

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This study aims: (1) to know Lampung museum collections that can be used as a learning resource historical learning in Metro 2 State Senior High School; (2) Utilization of the Lampung museum as a learning resource historical learning in Metro 2 State Senior High School; (3) Constraints faced in the use of the Lampung museum as a learning resource historical learning. The research method used is the qualitative descriptive analysis of Milles and Hubermans models. Data collection techniques used were observation, in-depth interviews, and documentation. Data analysis is data reduction, data display, and data verification. The results showed that the Lampung museum collection was divided into 10 categories, namely geology, biology, ethnography, archeology, history, numismatics, philology, ceramics, fine arts, and technology, from all the collections can be used as a learning resource historical learning. The utilization of the Lampung museum as a learning resource historical learning has been carried out but not fully maximized. Lampung museum collections are used as a source of learning history by adjusting to the Competency Standards and Basic Competence curriculum for historical subjects. The implementation of history learning makes the Lampung museum as a source of learning done by the method of study visits.

Keywords: Learning history, Lampung Museum, Learning Resource

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INTRODUCTION

The museum is an informal institution that can be used as a source of learning history of students at the senior high school level (SMA) in exploring knowledge as well as tourist attractions/recreation that is of educational value McTavish (2012). The Lampung Museum was established for several reasons, including (1) to provide Lampung historical and cultural information, (2) as a center for education in local wisdom, and (3) as a symbol of the Lampung province Hartati (2016). In addition, the Lampung museum is economical and strategic, because it is easily accessible by visitors and schools in Bandar Lampung where it is located on the edge of the Zainal Arifin Pagar Alam road, the Meneng Building, Rajabasa, Bandar Lampung and is located not far from the city center.

Today the community and education still have the notion that museums only function as a place to store and maintain historical and cultural heritage objects and to become monuments of cities Phillips (2011). As a result, many people do not take the time to spend time visiting museums due to old-fashioned reasons and not prestige Priyanto (2018); Burrell et al., (2015). The museum can be used as a learning resource historical learning to support and encourage educational programs both competency, learning to assess, think critically and encourage students to give a response and comment on historical events that have occurred so that the learning process involves a student-centered Nuryanti et al., (2018); Altintas & Yenigül (2020).

Learning resources are components of the learning system that need to be developed by their existence and utilization in the learning process activities Supriadi (2017). Therefore, teachers and students in Lampung can use the collections in the Lampung museum as a source of history learning. Teachers, including those from historical learning sources, must play a role and make every student actively interact with the various historical learning resources available Randa et al., (2020). The teacher can utilize certain environments to become learning resources by adjusting existing material. The learning approach for students must provide meaningful learning experiences through more involvement in learning (active learning) and learning resources that are close to the environment of students (contextual learning) Irani et al., (2018).

The enthusiasm of students in learning history tends to be still low, moreover, history subjects are not used as criteria to continue to higher education. In addition, the lack of teacher skills in developing approaches, methods, and models of learning, so that the focus of learning is only centered on the teacher. As a result, student participation is less in participating in the learning process and there are still many teachers who only rely on textbooks and LKPD Suparjan (2019). This factor is one of the causes of the decline in the quality of learning history so that efforts are needed to overcome the limitations of historical learning that has been happening, one of them by using the museum as a source of history learning.

Basically, history education is the most effective educational media for introducing students to their nation in

the past Aman (2019). Through history lessons, students can conduct studies on what and if, why, how, and what consequences arising from the response of the nation's people in the past to the challenges they face and their impact on life in the period after the event and the present Kochhar (2008); Tungkasamit (2019). In addition, the purpose of historical education is to educate and provide basic abilities to students to develop themselves in accordance with their talents, interests, abilities, and environment and various provisions of students to live a life that will come well and meaningfully Susanto (2014); Fadli & Sudrajat (2020). Historical learning should always be directed towards contextual learning as part of the effort to link historical subjects with real-world conditions Sutrimah et al., (2019). The scope of the learning model in particular contextual is how students are understood that the physical environment, social environment, and natural environment is a good source of learning and is easily found in the environment of students and has interconnectedness with one another.

Research by Randa, Sapto, & Suprpta (2020), explains that the use of museums as a source of learning history is part of the most important thing to support the learning process, and also to increase student understanding. In line with Oktaviani, Umasih, & Kurniawati (2020) that if a museum is used as a source of historical learning it can make learning more interesting and make students not bored because it is recreational. In using the museum as a source of historical learning, Mursi, Zafri, & Ofianto (2019) emphasized that the learning carried out by students seemed enthusiastic in the process, because they could see directly the collections in the museum. Meanwhile, the article will focus more on the use of the Lampung Museum as a source of student learning, so that students are more interested in history lessons so that negative assumptions about history can turn into positive things, namely the history of lessons that are very interesting and very contemporary. The use of the Lampung Museum as a source of learning history is part of breaking this assumption so that history will still exist and there are many enthusiasts, this is the novelty in this article.

Learning history by making the Lampung museum as a source of learning history in the learning process will certainly be able to give its own impression for students. Because students are not only focused on textbooks, but they will also be able to see firsthand the results of the historical and cultural heritage of Lampung people in the past. The purpose of this study will dig deeper related to the use of the Lampung museum as a learning resource historical learning in Metro 2 State Senior High School.

METHODS

The method used in this study uses qualitative research methods, to get an understanding of the meaning of reality that occurs. Qualitative research is collecting data on a scientific setting using scientific methods and is carried out by scientifically interested people or researchers Moleong (2019). This type of research is a type of case study research, case study method is an intensive and thorough method of disclosure of background, status, and environmental interactions with certain individuals, groups, institutions and communities de Vries

(2020). This method will give birth to certain prototypes or characteristics that are typical of the study Kristanto (2018). Case study (case study) is part of a qualitative method that wants to explore a particular case more deeply into a particular case more deeply by involving the collection of various sources of information Creswell (2007).

The data collection used consisted of three techniques, namely (1) observation, (2) in-depth interviews, and (3) documentation studies. First, observation is a technique commonly used in qualitative data collection in addition to complementing interview data. Observations in qualitative research are direct observations of an object, situation, context and meaning in an effort to collect research data. In conducting this research, the researcher formally informs the parties concerned Suwendra (2018). In this study, the recording of data sources is done through direct observation or observation of the habits of the research object. In this study it is intended to be able to know the reality that occurs at the study site.

Second, the interview is a data collection technique to get information extracted from data sources directly through conversation or question and answer. Interviews in qualitative research are in-depth because they want to explore information holistically and clearly from informants. Informant informants were the principal, students, history teacher, and museum manager. The interview technique used in this study was an open interview conducted by not compiling a list of questions. Qualitative research to obtain meaningful data, open interviews or unstructured interviews should be used that can freely explore the data as completely as possible and as deep as possible so that the researchers' understanding of the phenomena is in accordance with the understanding of the actors themselves Maxwell & Reybold (2015).

Third, the documentation study is one of the data collection methods used in this research. The documentation technique is useful for adding information and providing evidence when the researcher is in the research location. The document is a record of events that have passed. Documents can be in the form of writings, drawings, or monumental works of a person. In qualitative research, in addition to using data collection techniques or methods that use observation and interviews also use documentation data collection. This data as secondary data (secondary data) to supplement the primary data obtained from interviews and observations Anggito & Setiawan (2018). Study documents can be in the form of writing and drawing that can tell the use of observation and interview methods in qualitative research.

Analysis of research data used qualitative descriptive analysis techniques with the model of Miles and Hubberman. The activities in qualitative data analysis are carried out interactively and take place continuously until it is complete so that the data is saturated. Activities in data analysis, namely data reduction, presentation (data display), and drawing conclusions (data verification). Sugiyono (2016)

[Figure 1 about here.]

RESULTS AND DISCUSSION

Lampung Museum Collection

The Lampung Museum is located on Zainal Arifin Pagar Alam street, Gedung Meneng, Rajabasa, Bandar Lampung. Lampung Museum began to be built in 1975 on large land with a size of 17,010 m². A few years later on September 24, 1988, which coincided with International Literacy Day, the Lampung museum was inaugurated by Prof. Dr. Fuad Hasan, Minister of Education and Culture at that time. Museum Lampung plus a name Ruwai Jurai taken from the writings of Sai Bumi Ruwai Jurai which is listed in the official logo of the Lampung Province. During the era of regional autonomy, the Lampung museum changed its status to UPTD under the guidance of the Lampung Provincial Education Office.

The Lampung Museum is a collection of historical objects from the people of Lampung, starting from the pre-literary era to the contemporary period. The Lampung Museum, complete with its collection, has been well-known and explored since ancient times until now, and even has become a tourist attraction in Lampung and outside Lampung Nurdin & Damayanti (2019). Seen in the museum yard there are some unique collections such as ancient cannons from the Dutch colonial era which have become one of the icons of the Lampung museum and can attract the attention of visitors.

In addition to ancient cannons, there are also replicas of Lampung traditional houses that stand in front of the museum. This traditional house is known to be in the form of a stage that is intended to protect homeowners from wild animals Thomas (2014). In addition, the existence of a collection of objects in the form of an Iron Ball as land clearing is identical to the identity of Lampung, which was the destination of transmigration in 1953-1956. This iron ball is also used to open up transmigration land in the Lampung area of East Lampung, Purbolinggo, East Lampung, Seputih Banyak, and Seputih Raman. The way it is used is said to be pulled by two tractors that are useful to uproot trees and bushes on a flat land area that will be the location of transmigration.

The Lampung museum collection currently has around 4652 collections which are divided into 10 categories, namely: geology (evidence of natural history and the environment); biology (objects related to nature and the environment); ethnographic (objects created by humans); archeology (pre-historic relics); historical (objects that have historical value), numismatics (currencies that were used during the Dutch colonial period); philology (Lampung ancient manuscripts); ceramics, fine arts, and technology Rizal et al., (2013). Clarification and details can be seen in the following table.

[Table 1 about here.]

Utilization of the Lampung Museum as a Learning Resource Historical Learning

The Lampung museum collection can be used as a learning resource historical learning because the collections contained in the Lampung museum include cultural and historical results from pre-literacy to modern times. The Lampung museum collection if synergized into the learning process can be adjusted to the Basic Competence, for class X KD X.1

explains the meaning and scope of history, for example, Lampung traditional clothing (tapis); KD X.2 describes the historical traditions in Indonesian society of pre-literacy and literacy, relics of pre-literacy, examples of ancient human fossils (homo Erectus and sapiens), literacy such as palm-leaf and ancient manuscripts; Basic Competency X.3 identifies the earliest civilizations in the world that affect Indonesian civilization, for example, brass objects (bowls, siger pepadun, copy of mas, etc.), these objects are relics of ancestors which are still used today by people Lampung people at certain events.

The Lampung Museum which has a collection is divided into 10 types of categories; geology (objects of evidence of natural history and the environment); biology (objects related to nature and the environment); ethnographic (objects created by humans); archeology (pre-historic relics); historical (objects that have historical value), numismatics (currencies that were used during the Dutch colonial period); philology (Lampung ancient manuscripts); ceramics (ceramic art); fine arts (miniature nuwo balak); and technology (brass objects). Based on the Basic Competencies of class X, almost all of the Lampung museum collections can be used as a learning resource historical learning in the Basic Competence analyzing the lives of ancient humans and the origins of the ancestors of the Indonesian people.

The teacher's role is to give an example of the Lampung museum collection that can be used as a learning resource historical learning, both for visits and media image projectors (LCD). The goal is to attract and interest in learning history so that students do not feel bored. So we need several alternative methods with approaches including problem-based conceptual learning (PBL), emphasis on issues, and developing interdiscipline and comparison. Also, a text analysis and narrative model needs to be developed. Learning history has the meaning that students are invited to be able to think critically and study every change in their environment, and have an awareness of the changes and values contained in each historical event. In developing the curriculum, it can be used with the method of field trips by visiting museums. Learning resources are very important in learning history so that students do not get bored, so teachers can use the museum as a learning resource correctly that suits their needs Steiner & Crowley (2013). Learning history at the senior high school level is requiring students to think critically and analyze, so that students can carry out the process of analysis that needs the necessary facilities that can support it. Textbooks, LKPD and teachers are historical learning resources used by senior high school students. The importance of textbooks include (1) knowledge, skills, insights and positive values for students, (2) ideas and encouragement of teaching and learning activities in class, (3) ideas and encouragement of students' independent activities, (4) embodiment of syllabus/curriculum in which contained learning objectives that have been determined, and (5) assistance for teachers who are less creative and lack experience to develop self-confidence.

Learning resources both teachers, LKPD (student worksheet), and textbooks used, are more focused on the teacher. The teacher is a source of history learning that is very influential for students, so the ways and methods of teaching

the teacher are not focused on the lecture without providing a more enjoyable way of teaching. Other historical learning resources need to be used to help students think critically and analyze. In the use of learning resources some things need to be considered including (1) Utilization of learning resources to motivate learning; (2) Utilization of learning resources to support the achievement of student competencies; (3) Utilization of learning resources to support teaching programs that involve research activities in certain subject areas; (4) Utilization of learning resources can help solve problems Hall & Bannon (2006).

Principles in the procurement of learning resources need to consider several things, as follows: (1) Economical or concerning funding funds Thompson & Tobin (2018); (2) There are technicalities which can operate certain tools which are used as learning resources; (3) Practical and simple, easy to operate and affordable; (4) Flexible, easy to develop and not rigid; (5) Relevant to the material and competencies that students want to achieve; (6) Efficient, precise and easy in achieving the competencies students want to master; (7) Positive value in the learning process of subject matter studies.

One other source of learning is to utilize the museum Hatala et al., (2009). Because in the use of museums that are used as a source of history learning can increase students' learning motivation, thus supporting the achievement of competencies, and supporting teaching programs that involve research activities in the field of history study. With the procurement of museums as a learning resource historical learning due to economic concerns regarding funds, relevance to the material and competencies to be achieved Pamadhi Hendra et al., (2018). Likewise, it is efficient, easy, and precise in achieving the competencies students want to achieve and has a positive value in the history learning process. For example, by visiting the Lampung Museum to learn about the history of the past and its relics.

Museums in learning history have a very important role for students J. H. Falk (2013). Although the opinions of students vary, many consider the museum as a source of learning related to local history (area), pre-history and history in general J. Falk & Dierking (2018). Some think that museums can be used as tourist attractions, but there is a value for education Clark et al., (2016). Did anyone even consider the museum as a source of learning to understand the culture of ancestors and the figure regarding the struggle in maintaining identity Marcus & Levine (2011). Thus, for them, the Lampung Museum is not merely a place containing a collection of objects that need to be admired but can increase their love for their homeland and nation. On the other hand, the participants also not only consider the museum as a source of learning but can be to arouse interest in learning the history of the nation.

In Lampung there is a museum that is named the Lampung Museum. The Lampung Museum was established to commemorate, remember, and provide local historical information to the public, to know the history of the Lampung area. The collection of historical objects in the Lampung Museum was obtained from donations from the people of Lampung, donations from the Independent Team and findings made by experts. This type of Lampung Museum collection can be used or utilized as a learning resource historical

learning tailored to the ongoing curriculum, especially in senior high school. Almost all types of collections of objects in the Lampung Museum can be used as a learning resource historical learning, such as ancient human tools (printing axes, perimbas axes, menhirs, etc.), miniature nuwo balak (traditional houses of pepadun), various traditional filter cloths, traditional saibatun bridal rooms and pepadun, and other relics. The type of collection that is used as a source of learning history can make the learning process of students more interesting, happy, active because the learning is visual.

Utilizing the museum's Lampung collection is used as a learning resource historical learning by way of revising it into Competency Standards and Basic Competencies. Utilization of the Lampung Museum collection as a source of history learning for class X senior high school students by adjusting the basic curriculum of class X semester one of KD 3.4 to understand the results and cultural values of the Indonesian pre-literate and literacy communities and their influence in the life of the nearest environment. The subject matter of the KD is to use the basic principles of historical research so that what can be used as a source of learning is the Lampung Museum collection in the form of books, folklore, ethnographic collections, historical collections, and archeological collections such as ancient human tools, weaving equipment, Lampung ancient manuscripts, and others. The use of the Lampung Museum as a source of learning history of teachers is a very necessary role for students to fit the learning objectives. How to use the Lampung Museum must be adjusted to the Competency Standards and Basic Competencies designed by the teacher. The relevance of this can indirectly facilitate the teacher in determining the subject matter of history by utilizing the Lampung Museum collection.

The learning process of museum history can be used as a source of history because museums are an inseparable part of educational institutions that teach about objects of concern and values of past human education Kelly (2006). The use of museums as a learning resource historical learning in the field of education has not been carried out optimally Charitonos et al., (2012). This can be seen from the involvement of students and teachers in the use of the museum as a source of learning, students will visit the museum if there is an assignment from the teacher at the time of writing scientific papers, either individually or in groups Aguirrezabal et al., (2014). Maksun asserted as a history teacher at Metro 2 State Senior High School, that the average Metro 2 State Senior High School student did not know the exact location of the Lampung Museum and they only visited if there was a study tour scheduled by the school. Though the use of museums can be done with observation activities carried out by students with advice from the teacher to go to the museum. This activity can be used as the emergence of new ideas and ideas that can stimulate students to use their abilities in critical thinking optimally.

The students' critical thinking skills, include: (1) Comparing and Contrasting (the ability to recognize similarities and differences in observed objects); (2) Identifying and Classifying (the ability to identify and classify objects that are observed in the group should); (3) Describing the ability to convey description verbally and in

writing about the object being observed); (4) Predicting (the ability to predict what happens for the object being observed); (5) Summarizing (the ability to conclude from information obtained at the museum in a concise and concise report) Greene et al., (1998).

The realization of the use of the Lampung Museum as a source of history learning for senior high school students is to visit the museum. The goal is that students can directly see the collections of the Lampung Museum. Filly Ariyanti, one of the students at Metro 2 State Senior High School, said that the visit to the Lampung Museum was very pleasant because learning history directly by looking at historical relics found in the Lampung Museum. Especially when I interviewed with one of the museum officials who had introduced historical and cultural collections that were not known at first. This statement has also been recognized by most students of Metro 2 State Senior High School Although knowledge about the museum has not been given fully, it turns out that the museum visit assigned by the teacher can arouse students' interest in learning history. Thus, the museum as a place to explore information and truth information about history and culture. After students visit the museum, then discuss the results of their visit with their friends and write it down in scientific work. This includes the history learning process to help students think critically related to Lampung's history and culture, as well as inviting students to analyze historical truths and check the truth of the theories they learn from history textbooks and information from the teacher.

Senior High school student visits are carried out based on the assignment of the teacher, previously given a briefing in advance in the classroom, and formed a workgroup. The directions given are related to the task as an example of group one assigned to observe collections of prehistoric objects Yıldırım (2017). After the briefing, senior high school students in the class are given instructions to conduct interviews and interviews with museum officials to obtain information about the assignments given. A visit to the museum can motivate students to start learning to do small experiments and research that supports inductive thinking. By creating a group will make students adapt to their peers and the development of cooperation between students is flexible and dynamic. In addition to the activities that have been mentioned, so that the visit to the museum is carried out optimally there are four stages: the development of questions around the themes given by the teacher, data collection, data analysis, and data synthesis. It can be seen in the following figure regarding the scheme of using the Lampung Museum as a learning resource historical learning.

[Figure 2 about here.]

The above scheme is a visit plan of the Lampung museum with the aim to fit the desired target and in accordance with basic competencies. The making of a visiting scheme is done so that there is no repetition and so that it seems fun to students. The scheme corresponds to four stages. In the first stage, students are given a theme by the teacher to identify questions that will be given to the museum manager. This stage, the activities are undertaken by students must find objects that are used as observations, ask questions, express

initial perceptions, answer questions, and learn to develop hypotheses based on answers to questions. In addition, this activity starts with students' interests related to a predetermined theme and directs questions that fit the theme. Because students are in the process of being researchers, students must learn to describe a problem. The question development stage takes place in class where students formulate questions and look for answers in the museum. The aim is to collect the data needed according to the theme.

The second stage, the data collection process that took place at the museum. At this stage, students collect data in response to questions formulated in class. At the museum, students can see and touch directly the museum collection that reflects certain aspects of the past environment. After students have finished researching in a museum, students must examine the data obtained to formulate a conclusion. This is the third step which is ongoing activities in class. By describing, classifying, and comparing information, students are taught to interpret and identify the relationships between the data that has been collected. So that the visit to the museum can be carried out optimally and produce the results as expected, it is necessary to establish mutual cooperation between the school (teacher) and the museum manager (curator). For teachers, this cooperation is needed so that students can prepare for going to the museum. As for the manager of the museum, the fabric of cooperation with the school (teacher) is very useful especially in providing various facilities needed in learning activities and student guidance while at the museum. Teaching and learning activities require interaction with learning resources that provide learning facilities.

Interaction between students and learning resources can vary. Learning by listening to lectures from the teacher is indeed one form of this interaction. However, learning just by listening, its effectiveness is doubtful. Learning will only be effective if students have many opportunities to do things, through multi-methods and multi-media. Through a variety of methods and learning resources, students will be able to interact more actively by utilizing all the potential possessed by students, one of which is using the Lampung museum as a source of learning for students as explained above. Implications obtained from history learning by utilizing the Lampung museum as a source of history learning are felt by Maksum as a history teacher that learning history that takes place outside the classroom, namely in the Lampung museum makes students more motivated and enthusiastic in accepting history lesson material by looking directly at historical relics. In addition, the use of this gives a change in student attitudes, as seen from some students who are accustomed to talking to themselves and sleepy in the classroom when learning takes place students to give more attention to asking questions that students see directly.

Museum Lampung is used as a source of learning history applied in the learning process to get a positive response from students and make it enthusiastic in following history subjects. Museum Lampung as a source of history learning can make students not feel bored and bored with history subjects because they are not monotonous or focused on the teacher when explaining. Ahmad Muzakki explained, including students of Metro 2 State Senior High School as

well that history lessons that focus only on memorization and reading coupled with teacher lectures make learning to tend to be boring. However, since our teacher used the Lampung museum as a source of history learning, it turned out to make us more enthusiastic and active in searching for historical information related to history lessons at school. We also gained new insights into the collection of historical objects in the Lampung museum.

Utilization of the Lampung Museum as a Learning Resource Historical Learning

Utilization of the Lampung museum which is used as a learning resource historical learning does not necessarily run and is carried out well and conducive. However, there are many obstacles faced, as follows:

First, time-related constraints. A visit to the museum by the student is carried out when getting an assignment from or holding a joint study tour which is carried out by the school once a year twice. This was confirmed by Nando Ari, a student at Metro 2 State Senior High School, who said that the visit to the museum was carried out after the semester examination with the time determined by the school. Meanwhile, to visit the museum itself is limited by long distances and transportation from homes that are difficult to reach. It appears that the lack of utilization of museums by students is due to limited time and lack of information from history teachers about the museum. The visiting time that can be done by students is time not to clash with other subject hours so as not to interfere with other subjects. In addition, the time set aside by the museum manager is Monday and Friday while there is no visit. Maksum said that it is necessary to pay attention to the hours in the museum's working hours, namely, 07.00-14.00 WIB, while in addition to the hours and times the museum is closed. In fact, we as teachers obey the Prosem (Semester Program) or Prota (Annual Program) which must not interfere with other lessons when visiting museums. Therefore, we expect a visit on holidays or Sundays the museum will continue to open.

Second is the constraints related to distance and cost. The distance to the museum is one of the obstacles to using the museum as a learning resource historical learning. Long-distance requires more cost. Nurul Fajriyah, including students of Metro 2 State Senior High School said that the visit to the museum was actually very pleasant. However, distance has become an obstacle so that we cannot visit the museum every day. Not to mention the costs that must be incurred to go to the museum cost a lot.

The third is the obstacle to licensing issues. Visits carried out by students must see the right time and not interfere with other class hours. In addition, licensing is also an obstacle in making a visit to the museum because there is no appeal from the Department of Education and Culture regarding the use of museums as a learning resource historical learning. So, to get permission from the school to make a visit is very difficult because it assumes history learning is more effective in the classroom.

Another obstacle faced is the manager of the museum. Museum managers do not yet have a strong awareness of the true benefits of museums in the world of education, even though education cannot be separated from the museum,

because the museum has its own educational value. There are still many managers who do not know optimally about the orientation to achieve some of the museum's objectives, such as the definition of a museum that simultaneously uses most of its resources. A very important educational purpose or task carried by the museum is not yet a priority.

In addition, the services provided by Lampung museum managers are still lacking, especially in answering and responding to questions relating to museum collections. Indirectly the museum manager is still less related to knowledge in the museum field. Maksum as a history teacher at Metro 2 State Senior High School said that the most important obstacle was the placement of museum officers with a minimum of a bachelor's degree in history, be it history, archeology, and history. The presence of officers who according to their scientific discipline can provide good service to visitors precisely, clearly, and easily understood by visitors. In addition to the museum officer who is an obstacle, the facilities and infrastructure of the museum are incomplete and neatly arranged so that it makes the museum more or less interesting.

CONCLUSION

Utilization of the Lampung museum as a source of history learning in Metro 2 State Senior High School can be done by utilizing collections in the museum. Almost all types of collections can be used as a source of learning history which is classified into 10 collections, namely geology (objects of evidence of natural history and the environment); biology (objects related to nature and the environment); ethnographic

(objects created by humans); archeology (pre-historic relics); historical (objects that have historical value), numismatics (currencies that were used during the Dutch colonial period); philology (Lampung ancient manuscripts); shampoo (ceramic art); fine arts (miniature nuwo balak); and technology (brass objects). This is adjusted to the Competency Standards and Basic Competencies that are aligned through the history learning process, with the method of field trips and assignments by the teacher to students. The use of the Lampung museum as a source of history learning in high school received appreciation and very positive responses from students. This is aimed at the emergence of student articles and scientific writings related to the Lampung museum collection or Lampung history and is exposed in the school walls and blogs. The obstacles faced by students and teachers in utilizing the Lampung museum as a learning resource historical learning are the time, cost, licensing, and Human Resources of the museum that controls the substance of the Lampung museum collection. The utilization of the Lampung museum in order to be carried out optimally requires the need for mutual cooperation between the community, the school, the local government in synergy.

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TABLE 1 | Clarification of the Lampung Museum Collection

No.	Clarification of Museum Collections	Total
1.	Geology	71
2.	Biology	55
3.	Ethnographic	1566
4.	Archeology	590
5.	Historical	282
6.	Numismatics	1347
7.	Philology	44
8.	Ceramics	666
9.	Fine Arts	8
10.	Technology	23

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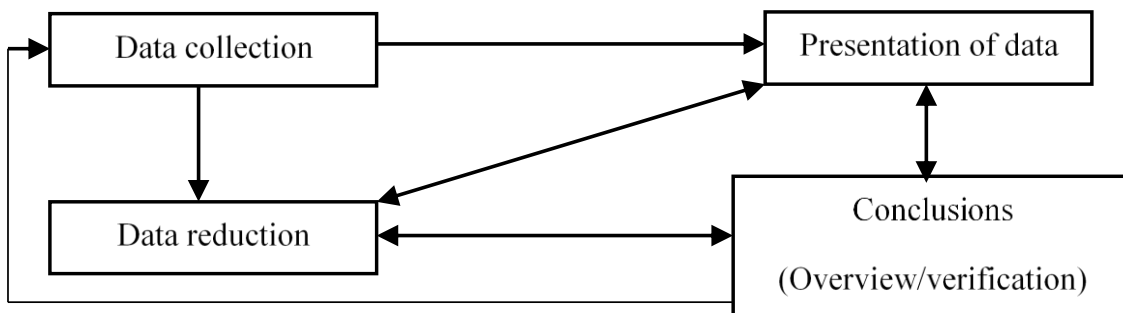


FIGURE 1 / Qualitative Model of Interactive Analysis

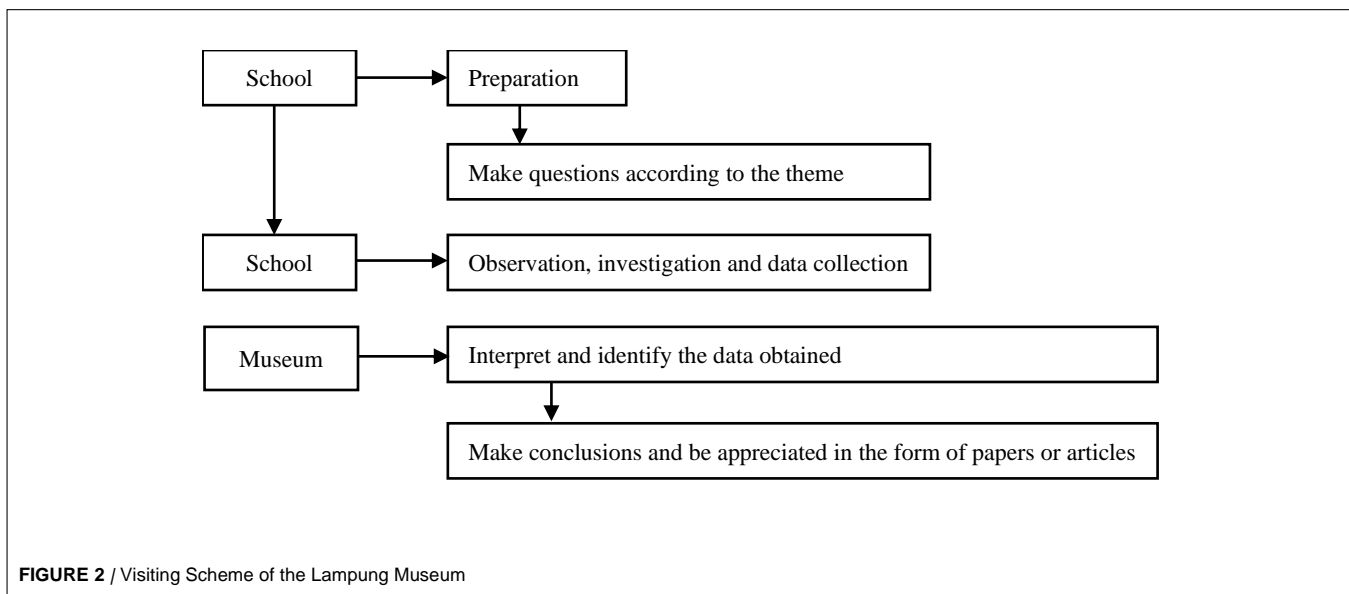


FIGURE 2 / Visiting Scheme of the Lampung Museum