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Utilizing the Central Sulawesi Museum as a Resource for History Learning in Grade 11 at Palu State High School 2

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ABSTRACT

Museums are important institutions for preserving history and culture and can serve as valuable learning resources. However, their use in schools remains limited due to the dominance of textbook-based instruction and students' low interest in learning history. Therefore, more contextual and interactive learning approaches are needed to make historical learning more meaningful. This study aims to analyze the utilization of the Central Sulawesi Museum (UPT Museum Sulawesi Tengah) as a history learning resource at Palu State High School 2. The research employed a qualitative method, with data collected through observation, interviews, and documentation. The participants included history teachers, eleventh-grade students, and museum guides. Data analysis was conducted through data reduction, data presentation, and conclusion drawing. The findings indicate that museum-based learning is implemented systematically through activities conducted before, during, and after visits. The museum's collections are relevant to the history curriculum, particularly topics on prehistory, enabling students to understand historical material more concretely. Furthermore, museum visits increase students' interest, motivation, and enthusiasm for learning history. Despite challenges such as limited transportation, facilities, human resources, and interactive learning materials, the Central Sulawesi Museum remains an effective and meaningful resource for supporting history education in schools.

1. Introduction

Museums are important institutions for the preservation of history and culture because they serve to preserve and display historical artifacts and documents of educational value (Alifia, 2022; Idris et al., 2023). In the city of Palu, the Central Sulawesi Museum serves as a historical learning resource that students and the public can utilize to understand local historical developments (Effendi, 2022).

Through museums, students can directly observe historical relics, making learning more concrete and meaningful (Santoso, 2017). However, the utilization of museums as learning resources remains suboptimal due to low awareness and the dominance of textbook-based learning in schools (Firmansyah et al., 2022).

Museums also serve as centers for non-formal learning because they house collections of historical, cultural, archaeological, anthropological, and other scientific value that can be used to reconstruct past life (Windayanti & Darwis, 2021). These collections make museums learning spaces rich in knowledge resources that can be utilized by various groups, including students. Thus, museums not only function as repositories of historical artifacts but also as learning tools that directly support the development of historical understanding.

Education is one of the key factors in shaping a generation equipped with critical thinking skills, creativity, and the competencies required for life in society (Murni, 2025). In the context of education, particularly at Palu State High School 2, museums can be utilized as a means of contextual history learning. Students can study topics such as the Nusantara kingdoms, colonialism, and the local history of Central Sulawesi through direct visits to the museum. This activity allows students to observe artifacts, dioramas, and historical documentation firsthand, thereby enhancing their understanding of the subject matter. Additionally, interaction with museum guides further enriches students' learning experiences. In postcolonial societies, museums face the critical task of teaching contested history, particularly narratives of colonial exploitation and local resistance that directly shape community identity (Suparti, 2026).

Various studies indicate that museums hold great potential as resources for learning history, although their implementation still faces a number of challenges. Oktaviani (2020) states that the Indonesian Military Museum can be utilized as a learning resource because its collection aligns with the core competencies of the Indonesian history curriculum at the high school level, particularly for grades 10 and 11. Research by Dewi et al. (2022) on the Tambaksari Museum indicates that the use of the museum needs to be aligned with the Lesson Plans (RPP) and the 2013 Curriculum, particularly regarding pre-literate period content. However, challenges were identified, such as limited class time, school permissions, cramped museum spaces, and the lack of historical expertise among museum staff.

The word "museum" derives from the Greek word *mouseion*, meaning the home of the Muses the nine daughters of Zeus who inspired the arts and sciences (Sitepu, 2022). In later developments, the term came to refer to a place for storing historical artifacts and offerings. According to the KBBI (Kamus Besar Bahasa Indonesia), a museum is a building for storing and exhibiting historical, artistic, and scientific artifacts (Aslah et al., 2017). Thus, museums serve as spaces for the preservation of cultural heritage and knowledge.

According to Chatulistiwa et al. (2024), museums serve to preserve, maintain, and utilize cultural artifacts for educational and research purposes. This means that museums are not merely storage facilities but also non-formal educational

institutions that support the learning process. Through exhibitions and educational visits, museums provide visitors with more meaningful hands-on learning experiences. In line with this, Santoso (2017) states that museums serve as a bridge between the past and the present because they preserve the traces of human civilization. This function makes museums important cultural institutions in preserving and conveying historical values to current and future generations (Awaliyah et al., 2022). Today, museums have also evolved into interactive learning centers that foster critical and analytical thinking skills.

In the context of education, museums are not only viewed as tourist attractions but also as effective learning tools. According to Prasetyo et al. (2021), museums can be utilized from an educational perspective as informal learning environments that enrich students' experiences. The use of technologies such as Virtual Museum Tours also expands access to learning through audio and visual features that facilitate understanding of museum collections (Arsalan, 2021). According to Ibrahim (2018) and Oktaviani (2020), the use of museums in history education allows students to see historical objects firsthand, thereby enhancing their understanding and curiosity. Visits to museums also help students think more critically in understanding historical values. Thus, museums play a crucial role in creating learning experiences that are more contextual, interactive, and meaningful.

According to Makki & Aflahah (2019), Contextual Teaching and Learning (CTL) is an approach that connects subject matter to students' real lives. Teachers act as facilitators who guide students through hands-on experiences, discussions, and group work, making learning more active, meaningful, and relevant to daily life. In line with this, Setiyawati et al. (2024) explain that learning resources are not limited to media but also include people with expertise and experience, such as teachers, experts, or practitioners. They play a role in transferring knowledge while guiding students to understand the learning material in a more tangible way.

Furthermore, Suhaemi et al. (2020) state that learning resources include people, books, mass media, and the learning environment. These four elements complement one another, where teachers and experts serve as direct sources of knowledge, books provide structured information, mass media expand access to information, and the learning environment creates an atmosphere that supports the learning process. Based on these various perspectives, it can be concluded that learning resources are anything that can be utilized to support the learning process, whether in the form of people, objects, or the environment.

The study of history essentially involves examining humanity within the dimensions of time and space through various sources such as documents, archives, and historical accounts (Sulaiman, 2012). History is not merely understood as past events, but also as a means of fostering cultural awareness and human values that broaden our understanding of human life. In school education, history encompasses interrelated cultural and social science aspects in understanding the complexity of human life (Kamsani, 2020). Therefore, history education does not focus solely on the chronology of events but also on the values, social interactions, and meanings embedded within them.

History lessons serve an important purpose in developing students' knowledge, attitudes, and skills in a balanced manner (Subagyo, 2020; Noviansah, 2020). Through history, students are expected to understand past events while fostering historical consciousness that connects the past, present, and future (Isjoni, 2007). This awareness is essential for fostering critical thinking, responsibility, and social concern in daily life. In line with this, Kartodirdjo (1992) emphasizes the importance of a local history approach to make learning more relevant to students' environments and more meaningful.

Museums, as sources of historical learning, provide a more tangible and meaningful learning experience because students can interact directly with historical artifacts (Harti, 2023). One example is the Balaputra Dewa Museum, which houses a collection spanning various periods of Indonesian history, from prehistory to the era of independence (Darne et al., 2024). These collections reflect the development of society in social, cultural, political, and economic aspects, making them a very rich learning resource.

Through museum visits, students can see historical artifacts firsthand that they previously only studied in textbooks. This experience makes learning easier to understand, more engaging, and more meaningful because it involves direct observation and emotional engagement. Thus, museums serve not only as repositories of ancient artifacts but also as active learning tools in shaping students' character, knowledge, and historical awareness.

The purpose of this study is to determine the role of the Central Sulawesi Museum (UPT Museum Sulawesi Tengah) as a medium for history education for 11th-grade students at Palu State High School 2. This study also aims to identify the types of collections at the Central Sulawesi Museum that are relevant as history teaching materials. In addition, this study aims to analyze the impact of utilizing the Central Sulawesi Museum on students' interest in and understanding of history.

2. Methodology

This study employed a qualitative method conducted in a natural setting, in which the researcher served as the primary instrument for data collection and analysis. The analysis process was conducted inductively, emphasizing the interpretation of phenomena rather than generalization (et al., 2018). This method was used to gain a deep understanding of the utilization of the Central Sulawesi Museum (UPT) as a history learning resource in the 11th-grade class at Palu State High School 2. Data were collected from teachers, students, and museum administrators to examine the museum's role in enhancing students' understanding and interest in learning history.

The research was conducted at Palu 2 State High School, located at Jl. Tanjung Dako No. 9, Lolu Selatan, Palu Timur District, Palu City, Central Sulawesi, specifically in the 11th-grade history class. The research period ran from July to September 2025. The research subjects were 11th-grade students at Palu 2 State

High School who had previously participated in learning activities or visits to the Central Sulawesi Museum. The selection of these subjects aims to understand students' experiences and responses regarding the use of the museum as a source for learning history. The research data consists of primary and secondary data. Primary data was obtained directly through observation, interviews, and questionnaires administered to students and teachers (Naamy, 2019). Meanwhile, secondary data was obtained from literature reviews, including books, journals, and relevant previous studies to support the primary data.

Data collection methods included observation, interviews, and documentation. Observation involved directly observing the learning process related to the use of museums (Fiantika et al., 2022). Interviews were conducted with teachers and students to obtain in-depth information about their learning experiences (Sugiyono, 2017). Documentation was used to supplement the data in the form of archives, photographs, and supporting research documents. Data analysis was conducted qualitatively through three stages: data reduction, data presentation, and drawing conclusions (Sugiyono, 2017).

Data reduction was performed by sorting out important information and discarding irrelevant data to focus on the core of the research. Data presentation was done in the form of narrative descriptions, tables, or visuals to make it easy to understand and analyze. Subsequently, conclusions were drawn to identify patterns and meanings from the analyzed data, thereby yielding a comprehensive understanding of the research phenomenon.

3. Result and Discussion

The Central Sulawesi Provincial Museum is a general-purpose provincial museum managed by the Central Sulawesi Provincial Government. The museum serves as a venue for the preservation, storage, and presentation of various historical artifacts and local cultural items to the public from all regencies and cities in Central Sulawesi. The museum was established in 1977 with the construction of the Museum of History and Archaeology (PSK). From its inception, the collection of historical and cultural artifacts was largely spearheaded by Central Sulawesi cultural figure Masyudin Masyuda, B.A., who gathered various relics from across the region.

The museum's institutional development was formalized in 1987 with a name change to the Central Sulawesi Museum Technical Implementation Unit (UPT) pursuant to Decree No. 0754/1987. Subsequently, following the implementation of regional autonomy policies, management of the museum was transferred to the Central Sulawesi Provincial Government as a Technical Implementation Unit under the Department of Culture and Tourism via Regional Regulation No. 06 of 2001. As a provincial museum, the Central Sulawesi Museum houses a diverse collection representing the region's natural resources, history, and culture. The collection includes geological, biological, ethnographic, archaeological, fine art, and

technological artifacts that reflect the identity and historical journey of the people of Central Sulawesi (Haliadi & Syakir Mahid, 2010).

During the planning phase, history teachers first design learning activities, identify materials relevant to the museum's collection, divide students into groups, and prepare observation tasks for students to complete during the visit. Next, the school coordinates with the Central Sulawesi Museum (UPT Museum Sulawesi Tengah) regarding the visit schedule, museum guide assistance, and the technical aspects of implementing the learning activities.

During the implementation phase, students conduct a visit and direct observation of museum collections related to historical content, such as prehistoric artifacts and the local culture of Central Sulawesi. The teacher acts as a facilitator, guiding students to take notes, document, and discuss the information gathered during the activity, while the museum guide provides explanations regarding the function and historical value of the collections. After the visit concludes, teachers evaluate the learning through discussions, group presentations, and student reflections on their museum learning experience. This evaluation indicates that utilizing the museum enhances students' understanding, interest, and enthusiasm for history learning because students gain a more concrete, contextual, and interactive learning experience.

The Role of the Central Sulawesi Museum Unit as a Resource for History Learning

Based on the research findings, the Central Sulawesi Museum plays a vital role as a resource for history education for students. The museum is utilized through field trips that are integrated with classroom instruction. Interviews with history teachers at Palu State High School 2 revealed that the museum provides significant benefits to the learning process. The list of interview questions is presented in Table 1.

Table 1. List of Interview Questions

No	Interview with a History Teacher
1	What are your views on using the Central Sulawesi Museum as a resource for learning history?
2	To what extent is the museum utilized in history lessons for 11th-grade students at Palu State High School 2?
3	What is your goal in using the museum as a resource for learning history?
4	How do you plan history lessons that include a visit to the museum?
5	What historical topics do you think are most suitable to be taught through the museum?
6	What is your role in guiding students during learning activities at the museum?
7	How do students respond and what level of enthusiasm do they show when participating in history lessons at the museum?
8	What challenges do you face in utilizing the museum as a learning resource?
9	What efforts have been made to overcome these challenges?
10	In your opinion, how does the use of the museum influence students' understanding of history, particularly the local history of Central Sulawesi?
Interview for Students	
1	Have you ever studied history by visiting the Central Sulawesi Museum?
2	In your opinion, what is it like to study history at a museum?

3	What is the difference between studying history in class and studying at a museum?
4	Which part or collection of the museum do you find most interesting?
5	Does seeing the artifacts in the museum firsthand help you understand history lessons better?
6	How do you feel when learning history at the museum?
7	Does learning at the museum make you more interested in history?
8	Did you encounter any difficulties while learning history at the museum? If so, what were they?
9	In your opinion, should learning history at the museum be done more often?
10	What suggestions do you have to make history learning activities at the museum more engaging and easier to understand?
Interview with a Museum Guide	
1	What role does the Central Sulawesi Museum play in supporting educational activities for students?
2	What types of collections do students often use in their history studies?
3	What kind of services or guidance are provided to school groups?
4	What challenges do museums typically face in supporting students' learning activities?
5	In your opinion, what would be the ideal collaboration between schools and museums in utilizing the museum as a learning resource?

The teacher stated that:

“The Central Sulawesi Museum is an excellent resource for learning history, as it houses many collections that can be used to support the learning process and broaden students' knowledge of historical artifacts. At SMAN 2 Palu, students are taken to the museum every first semester because during that semester they study material on prehistoric artifacts, such as axes, arrowheads, and others. The purpose of utilizing the Central Sulawesi Museum is to broaden students' knowledge and make it easier for them to understand history lessons, as they can directly observe the collections housed in the museum.” (Interview with Musdalipa, S.Pd., history teacher at SMAN 2 Palu, November 28, 2025, at 9:21 AM WITA)

Based on the results of this interview, it can be understood that the use of the Central Sulawesi Museum as a learning resource makes a positive contribution to the history learning process. The museum functions not only as a repository for historical artifacts but also as a concrete learning medium that helps students understand the material more tangibly. At Palu State High School 2, museum visits have become part of the teaching strategy, particularly for 10th-grade material on human life in prehistoric times. Through this activity, students not only learn from textbooks but also directly observe relevant historical evidence. Consequently, learning becomes more engaging, interactive, and meaningful.

The use of museums also aims to broaden students' horizons and facilitate their understanding of historical material. Through hands-on learning (learning by seeing), students can connect concepts learned in the classroom with tangible evidence in the field. This results in improved memory, increased interest in learning, and enhanced critical thinking skills as students interpret historical events. Thus, it can be concluded that the Central Sulawesi Museum plays a crucial role as a historical learning resource because it provides concrete learning experiences, enriches students' knowledge, and supports the effective achievement of learning

objectives. Additionally, the museum guide emphasized the museum's educational function as follows:

"A museum is a venue for informal education, so students come to the museum not just to visit but also to learn. The museum's collections are categorized into 10 types, such as biological, archaeological, ethnographic, and others. When there are school visits, we will accompany the students and explain the collections at the Central Sulawesi Museum." (Interview with Ms. Novi, museum guide, February 24, 2025, at 1:15 PM WITA)



Figure 1. Interview with the Museum Guide

Based on the results of these interviews, museums can be understood as informal educational institutions that support the learning process outside the classroom. Museums serve not only as recreational venues but also as educational tools that enable students to gain knowledge through direct observation of the exhibited collections. At the Central Sulawesi Museum (UPT), the collections have been classified into several categories such as biological, archaeological, ethnographic, and others. This categorization aims to help visitors better understand the types of collections as well as their historical and cultural contexts, thereby making the learning process more systematic.

Additionally, the museum staff actively support learning activities by providing guidance to visiting students. Museum guides not only lead the way but also provide explanations regarding the function, origin, and historical value of the collections. This interaction allows students to ask questions and engage in direct discussion, making the learning process more communicative and interactive. Thus, the museum can be considered an effective learning resource because it integrates hands-on learning experiences with the theoretical knowledge gained in school.

The Use of Museums in History Education

Based on the research findings, the use of museums in history education is carried out through structured stages: before, during, and after the visit. These stages are designed to ensure that learning activities at the museum proceed effectively, purposefully, and in line with the established learning objectives.

Pre-visit stage

Before the museum visit takes place, the teacher prepares for the lesson by dividing the students into several groups. This is intended to help students stay focused during learning activities at the museum. This aligns with the results of an interview with a history teacher: “Before conducting learning activities at the museum, I first divide the students into several groups so that when we arrive at the museum, they can immediately work on the assigned tasks” (interview with history teacher Ms. Masipa, November 28, at 9:45 AM WITA).

Based on the results of these interviews, it is clear that before conducting the museum-based learning activity, the teacher had made thorough plans to ensure that the learning activity would proceed effectively. Dividing students into groups was intended to facilitate student management and increase their engagement during the activity. With this grouping, each student had a clearer responsibility in completing the assigned tasks. Each group is usually assigned a specific topic to observe while at the museum. Thus, students do not simply wander around freely but immediately engage in learning activities according to the teacher’s instructions. Additionally, group work fosters interaction and discussion among students. This allows them to exchange information, develop critical thinking skills, and practice collaboration in understanding the historical objects being observed.

Stage of the visit

During the museum activity, the teacher served as a facilitator, guide, and supervisor of the students’ learning activities. This aligns with the statement made by the history teacher: “My role at the museum is simply to guide and supervise the students regarding what they need to write down and what they must document” (interview with history teacher Ms. Masipa, November 28, at 1:15 p.m. WITA).

Based on the results of this interview, it is evident that the teacher’s role is primarily focused on facilitating learning. The teacher provides guidance on key points students must pay attention to, such as information that must be recorded and objects that need to be documented. Additionally, the teacher monitors student activities to ensure they remain aligned with learning objectives. This supervision aims to ensure that students do not merely wander around but actually engage in observation, note-taking, and documentation of museum collections relevant to the assignment. This approach demonstrates that learning in the museum applies the concept of student-centered learning, where students play an active role in seeking and processing information, while the teacher acts as a guide who directs the learning process to remain structured.

This is also supported by a student’s statement:

“Before coming to the museum, we had already been divided into several groups, so when we arrived at the museum, our teacher immediately directed us to the respective collections that corresponded to the assigned topics” (interview with student Nikita, January 21, at 1:15 p.m. WITA).

Based on this statement, it is clear that the museum learning activity had been systematically planned starting at school. Grouping students based on assignment topics ensured each group had a clear focus of study. Upon arrival at the museum, the teacher immediately directed each group to the collection corresponding to their respective topics. This allowed students to begin their observation activities immediately without confusion, thereby ensuring that learning time was utilized effectively. Additionally, assigning tasks by group allows students to conduct more in-depth observations of specific objects. The results of these observations can then be discussed further both within the group and in class.

Overall, the process of utilizing museums in history education demonstrates that this activity can be effective if well-planned. The stages before, during, and after the visit complement one another in creating active, focused, and meaningful learning. Museum-based learning not only increases student engagement but also helps them understand historical material more concretely through direct experience with the historical objects in the museum.

Alignment of Museum Collections with Learning Materials

Based on the research findings, it was determined that the collections at the Central Sulawesi Museum Unit (UPT) align very well with history curriculum materials, particularly the pre-literate period of Indonesian history covered in 10th grade. This indicates that museums can be effectively utilized as learning resources that support the educational process in schools. This is reinforced by a statement from a history teacher:

“Learning at the UPT Museum is highly aligned with 10th-grade history lessons on pre-literate Indonesian history because the museum houses many collections related to that material, such as historical artifacts” (interview with history teacher Ms. Masipa, November 28, at 10:00 a.m. WITA).

Based on the results of these interviews, it is clear that history education at the Museum Unit (UPT) is highly aligned with the 10th-grade history curriculum, particularly regarding the topic of prehistoric Indonesian history. This is because the museum houses a variety of relevant collections, such as artifacts, stone tools, fossils, and other historical relics related to human life in the past. These collections provide students with a tangible picture of human life in the prehistoric era. Through direct observation of historical objects, students not only understand the material theoretically through textbooks but also gain a more concrete and contextual learning experience. This approach significantly aids in enhancing students' understanding, interest, and retention of the material being studied.

In addition, the alignment between the museum's collection and the learning materials makes the learning process more engaging and less monotonous. Students become more enthusiastic because they are involved in experiential learning, such as observing, taking notes, and discussing the objects they see at the museum. Thus, learning is not solely teacher-centered but also requires student participation. Thus, it can be concluded that the Central Sulawesi Museum is a relevant and effective

learning resource in supporting 10th-grade history education, particularly regarding prehistoric-era content. This alignment makes a significant contribution to helping students understand historical concepts more deeply, tangibly, and meaningfully.

This is further reinforced by students' statements:

"The museum's collection is quite interesting; we can see some artifacts from the past, such as hunting tools, which align with what I learned in class about the prehistoric period." (Interview with student Laura, January 21, at 1:25 PM WITA). "I've been to the museum twice; there, we can see artifacts from ancient times like various types of axes, adzes, spears, machetes, sickles, and many more things that are usually only seen in history books but can now be viewed in person." (Interview with student Muhammad Aska, January 21, at 1:35 PM WITA)

Based on interviews with students, it is clear that the museum's collection provides an engaging and meaningful learning experience for students. Laura's statement indicates that the museum's collection is able to present a vivid picture of human life in the past, particularly regarding hunting tools from the pre-literate era. This demonstrates a connection between the material studied in class and the items in the museum's collection, making it easier for students to grasp historical concepts in a concrete way. Meanwhile, Muhammad Aska's statement emphasizes that a visit to the museum offers a learning experience distinct from classroom instruction. Whereas students previously only viewed images or read material from books, through museum visits they can directly observe various historical artifacts such as axes, adzes, spears, machetes, and sickles. This experience not only broadens their knowledge but also strengthens their understanding, as students can directly observe the shape, size, and characteristics of these historical objects.

In addition, the frequency of student visits as noted by Muhammad Aska, who has visited the museum twice indicates that the museum serves as an attractive learning resource. These repeated visits have the potential to increase students' interest in learning history because the learning experience is direct, tangible, and engaging. Thus, it can be concluded that a relevant and engaging museum collection can create a more concrete, interactive, and enjoyable learning experience. This contributes to enhancing students' understanding of historical material, particularly regarding the pre-literate period, and fosters their interest in further studying history.

The Impact of Museum Utilization on Students

Utilizing museums as a learning resource has a positive impact on students, both in terms of learning interest and learning experience. This is evident in the increased enthusiasm of students when participating in learning activities at the museum. This is reinforced by the statement of a history teacher:

"When students are taken to a museum, they are naturally very happy and excited; even students who rarely attend class are thrilled to go." (Interview with history teacher Ms. Masipa, November 28, at 10:15 a.m. WITA).

Based on the research findings, it is clear that learning activities at the museum have a positive impact on students' motivation and enthusiasm for learning. A visit to the museum is not only viewed as an academic activity but also as a fun learning experience that differs from classroom instruction. This is evident from the students' responses, which demonstrate feelings of joy, excitement, and enthusiasm throughout the activity. Interestingly, this activity also managed to increase the engagement of students who had previously been less active in classroom learning. The learning atmosphere at the museum—which is more relaxed, interactive, and less monotonous—serves as a unique draw for students. Thus, museums can function as an effective alternative learning strategy to boost student participation, particularly for those who are less interested in conventional learning.

In addition, learning at museums allows students to interact directly with historical objects through observation, questioning, and discussion. This type of learning experience makes the learning process more meaningful because students do not merely receive information passively but are also actively engaged in the learning process. Thus, it can be concluded that utilizing museums as a learning resource not only enhances students' understanding of historical material but also boosts their motivation, interest, and engagement in the learning process. This demonstrates that varied and contextual learning plays a crucial role in creating a more effective and enjoyable learning environment.

This is further reinforced by a student's statement:

“I'm really happy with the response and enthusiasm because I get to go on vacation while learning, and I also love history.” (interview with student Salwa, January 21, at 1:55 PM WITA).

Based on the results of these interviews, it is clear that students' responses and enthusiasm toward learning activities at the museum were very positive. Students were pleased because these activities not only provided a learning experience but also created a fun, recreational atmosphere. The concept of “learning while on vacation” was a major draw because it helped alleviate boredom in the classroom learning process. Additionally, students' interest in history as a subject also influences their level of enthusiasm for participating in museum activities. Students who are interested in history tend to be more active, enthusiastic, and able to grasp the material being presented. Visits to the museum further strengthen this interest because students can see historical evidence firsthand that they had previously only studied theoretically.

Furthermore, this enjoyable learning experience also has a positive impact on students' overall motivation to learn. Students not only gain new knowledge but also realize that learning history can be done in an engaging and non-boring way. This has the potential to foster a positive attitude toward learning history in the future. Thus, it can be concluded that learning in museums is capable of creating an enjoyable learning experience, increasing students' enthusiasm, and strengthening their interest in the subject of history. This approach serves as an effective alternative for creating a more vibrant, active, and meaningful learning process.

Challenges in Utilizing Museums as Learning Resources

Although utilizing museums as learning resources offers many benefits for students, several challenges remain in practice, faced by both schools and museums. Based on interviews with history teachers, one of the main challenges relates to transportation:

“The challenge they face is regarding transportation, because if they want to go to the museum, they have to find a bus first so they can travel together.” (Interview with history teacher Ms. Masipa, November 28, at 10:20 a.m. WITA).

Based on the results of this study, it is clear that one of the main obstacles to conducting museum-based learning is the limited availability of transportation. Students face difficulties in securing transportation, especially when group visits are organized. To carry out these visits, schools must first arrange for a bus as an adequate means of transportation. This requires careful planning, both in terms of timing and cost. The process of arranging transportation is not always easy because it must be coordinated with the number of students, the availability of vehicles, and the school’s budget. If transportation is not available on time, the museum visit may be delayed or even canceled.

In addition, transportation limitations also affect the effectiveness of learning, as not all students can participate in activities in person. This can lead to disparities in learning experiences among students. Therefore, cooperation between schools, parents, and relevant parties is needed to address these challenges, for example, through earlier activity planning or the provision of transportation facilities that support out-of-classroom learning. In addition to transportation challenges, students also mentioned limitations regarding explanations from museum guides:

“A challenge in utilizing the museum is the lack of explanation from the museum guide; during our visit, the guide was only an intern, so the explanations of the collection were not very in-depth.” (interview with student Mourensia, January 21, at 2:10 PM WITA).

Based on the results of these interviews, it is clear that one of the obstacles to utilizing museums as learning resources is the suboptimal quality of explanations provided by museum guides. At the time of the visit, the guides on duty were still student interns, so their mastery of the material was limited. As a result, the explanations provided were not fully in-depth or structured. This situation results in students receiving only general information about the museum’s collections, without detailed explanations regarding the functions, historical background, and significance of the artifacts. This can diminish the quality of students’ learning experiences at the museum. Additionally, the limited explanations also lead to low levels of interaction between students and guides, thereby reducing opportunities for discussion or asking questions. Therefore, it is necessary to improve the quality of museum guides through training, mentoring, and the provision of more comprehensive educational materials so that the learning process at the museum can take place more effectively.

This is further supported by a statement from a museum guide:

“The challenges we face include limited learning support resources, a shortage of human resources, and a lack of interactive learning media.” (Interview with museum guide Ms. Novi, February 24, at 1:30 PM WITA).

Based on the results of this study, it is evident that another challenge faced by museums is the limited availability of learning support resources. The existing facilities are not yet fully capable of optimally supporting learning activities, particularly in creating engaging and interactive learning experiences for students. Additionally, limited human resources also pose a barrier to providing educational services, especially when there is a large number of school visitors. The limited number of guides makes the process of assisting students less than optimal. Furthermore, the lack of interactive learning media also affects the effectiveness of learning at the museum. The minimal use of technology or interactive media causes the learning process to tend to be one-sided and unengaging. In fact, interactive media is crucial for enhancing student engagement in understanding the material.

Thus, it can be concluded that there are several obstacles in utilizing museums as learning resources, namely transportation limitations, suboptimal guide explanations, and limitations in facilities, human resources, and learning media. Therefore, efforts are needed to develop facilities, improve the quality of human resources, and innovate learning media so that museums can function optimally as effective learning resources aligned with educational needs.

Discussion

Museums as a Source of History Learning

Museums are a valuable learning resource in history education, helping students understand the material more meaningfully through hands-on experiences (Mursidi, 2010). Utilizing museums allows students to learn not only through theoretical instruction in the classroom but also by observing collections such as artifacts, documents, and historical objects, which make learning more contextual and tangible (Sinaga, 2021). Based on research conducted at SMA Negeri 2 Palu and the Central Sulawesi Museum (UPT Museum Sulawesi Tengah), history teachers stated that museum collections are very helpful in the learning process because they facilitate understanding of the material and broaden students' knowledge. Students also expressed that learning at the museum is more engaging and enjoyable because they can directly observe historical artifacts such as traditional tools and local cultural items. This indicates that museums are capable of enhancing students' interest and motivation in learning.

In addition, museum officials explained that museums serve not only as repositories for historical artifacts but also as informal educational resources that support learning outside the classroom. As a result, students can gain hands-on learning experiences from the available collections. Overall, it can be concluded that museums, as sources of historical learning, make a positive contribution to

enhancing students' understanding, interest, and learning experiences, making them effective tools for history education (Mursidi, 2010; Sinaga, 2021).

Utilizing Museums to Enhance Student Understanding

Utilizing museums as learning resources in history education can enhance students' understanding by providing hands-on learning experiences (Astuti, 2020). Through museum visits, students not only receive theoretical material in the classroom but can also directly observe historical collections, making the concepts studied more concrete and easier to grasp. Direct interaction with artifacts and historical objects helps students understand the material more deeply and strengthens their memory of the learning material (Randa et al., 2020). Activities such as observing, taking notes, asking questions, and discussing also make students more active in the learning process.

Research findings at Palu State High School No. 2 indicate that students find it easier to understand history lessons after visiting a museum, as they are able to see historical artifacts firsthand. History teacher Ms. Masipa also stated that the combination of direct observation at the museum and explanations from teachers and guides makes material that was initially abstract clearer and easier to understand. Thus, it can be concluded that utilizing museums as a learning resource significantly contributes to improving students' understanding in history learning because it provides a more tangible and meaningful learning experience.

The Role of Teachers in Museum-Based History Learning

The role of teachers in museum-based history learning is not merely that of a content presenter but also that of a planner, facilitator, guide, director, and evaluator (Ningsih, 2018). During the planning stage, teachers formulate learning objectives, select appropriate materials, and design tasks tailored to the museum's collection to ensure learning activities are well-directed. During the implementation phase, the teacher acts as a facilitator who guides students in observing and interacting directly with the museum's collections. The teacher also directs students to ensure activities remain aligned with learning objectives, so that the museum visit becomes a meaningful learning experience, not merely recreation (Asmara, 2019).

During the evaluation phase, teachers assess students' learning outcomes through discussions, assignments, or presentations based on their observations at the museum. This aims to measure students' understanding of the material they have studied. Research findings at Palu State High School 2 indicate that the history teacher, Ms. Masipa, actively serves as a guide who directs students during museum activities. The teacher provides instructions on what to observe, record, and document, and supervises student activities to ensure they remain focused on group tasks. Thus, the teacher's role is crucial in ensuring that museum-based history learning proceeds effectively and aligns with learning objectives.

Challenges and Efforts to Optimize Museum Utilization

Challenges in utilizing museums as learning resources include budget constraints, a lack of staff training, inadequate facilities, and a shortage of experts (Mutia, 2026). Additionally, uneven training and difficulties in maintaining collections also impact the suboptimal functioning of museums as tools for education and cultural preservation (Faat et al., 2023). Optimization efforts are carried out through improving the quality of human resources via training, mentoring systems, and performance-based incentives. In addition, collection management must be carried out systematically from cataloging to digitization and supported by conservation efforts and the use of technology. Collaboration with schools and other institutions is also essential to enhance the museum's role as a more engaging and effective learning resource.

The research findings were implemented by utilizing the museum as a resource for history learning at Palu State High School 2 (Astuti, 2020). The use of museum collections in learning has proven to help students understand the material in a more concrete and engaging way. Museums effectively aid student understanding, particularly of pre-literacy material, and therefore should continue to be utilized in learning. Teachers play a crucial role as planners, mentors, and facilitators to ensure that museum-based learning is effective. Learning at museums can increase students' interest and motivation because the learning environment is more interactive and engaging. Challenges remain, such as transportation issues, a shortage of guides, and inadequate facilities; therefore, collaboration between schools and museums, along with improvements to supporting infrastructure, is necessary. Consequently, the use of museums must be further developed to provide optimal benefits for history education and cultural preservation.

4. Conclusion

The results of the study indicate that the Central Sulawesi Museum plays an effective role as a resource for history education at Palu State High School 2. The museum provides concrete, contextual, and interactive learning experiences that help students understand historical material—particularly regarding the prehistoric era—in a more meaningful way. The use of the museum is carried out in a structured manner through pre-, during, and post-visit stages, with teachers serving as learning facilitators. In addition to enhancing students' understanding, the use of the museum also has a positive impact on their interest and motivation to learn. Despite challenges such as limited transportation, facilities, human resources, and interactive learning media, the museum remains an effective alternative learning resource in supporting the quality of history education.

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