

THE USE OF *PUSAT PENELITIAN KOPI DAN KOKOA INDONESIA* TO ENRICH LOCAL HISTORY FOR STUDENT OF SENIOR HIGH SCHOOL 1 JENGGAWAH JEMBER

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Abstract—For many decades, student in high school and university always use Candi (Temple), and museum as their learning sources. This material usually correlated to the Indonesian History in the periods of Majapahit and Singasari. In fact, History of Indonesia not only confined in Hindu Buddha periods. It covers long periods until today. One periods that still beyond of reach amongst History Teacher is the Periods of Cultur Stelsel (Cultivation System) and Liberal Era that stretch from 1830 to 1930. In order to expose the important of this period, this article tried show to how does teacher used Center of Chocolate and Coffee Research to describe how colonial economic policies were implemented. It also brought to us the reality that using PUSLITLOKAS has providing more clearly explanation about the impact of plantation to social economic live of the Indigenous people in Jenggawah. This research used uses qualitative research methods by involving student from Senior High School of Jember. we observes, interviews and documented all the action of student in the fields. The result from the observation shows that student feels more comfort and satisfied with their experience in studying history by direct observation. They understand how many labors were involved in the process of production from picking the ripe coffee bean, transporting and proceeds it in the factory. They also knowing that all the infrastructure, street pattern, irrigation, bridge and factory is indispensable for plantation activity. The third conclusion is, bringing them to the middle of Coffe and Cocolate plantation will teach them how important environment preservation is

Keywords—*local history, PUSLITLOKAS*

I. INTRODUCTION

Education is a process in order to make student being able to adapt themselves to their environment and changed their attitude at least. education is always needed by everyone in their lifetime. Furthermore, education not only provide by Scholl as institution but also by any other else. Student can learn from their surrounding environments. In the other hand most part of student want a new situation, and that must be outdoor learning. Most of them bored because they spend all of their learning time in the class, reading text book, and just listening to the their teacher. At the end, with the method like this, students not pay attention to their teacher and history become not interesting subject. So it need

new strategist to change the situation. Strategy means general pattern of activities of student and teacher in the class on the learning process [1].

There are many decisive factor on the learning process others than applying learning strategy and model which able to attract student and making the situation of class conducive. It is learning sources. History subject become uninteresting one because after such a long time teacher only practice a conventional way of teaching, lecture. This is not in line with 2013 Curriculum that positioned teacher only as facilitator, not the center of learning process in the class. It emphasized to put the student as the center of learning process so that student more actively and creatively in the class. Second point of this curriculum is introducing local content in each learning sources, as mentioned in Regulation of Minister of Education and Culture no 79 2014. Local content often ignored in giving material of National History, They did not give much portion on local material despites at some points our National History based on event that took place at the local scope. Based on those problems it need to design a new method that conform to the curriculum and endorse the class activity. According to observation we will describe how the Karya wisata as part of Outdoor learning has been able to create and pushing enthusiasm of the students. Student trained to develop good cooperation and increase their outcome learning.

The next question is where is the most favorable option to become place for this research? The main character of the study in history is a researcher cannot observe the fact directly. The time splits researcher and the object, therefore historian must rely on the vestiges of the past when he writes an academic report. Invisible wall between past and present sometimes affected the way history subject being teach in the class.. They need new activities outdoor According to our long experience in teaching history, since the opening of Department of History Education in 1965, students were taken by their lecture to the same object candi and holy tomb. It has been icon that history department associated with Candi. Is there any outdoor object other than candi? One source of learning is research (PUSLITLOKAS) Research Centre of chocolate and coffee in Renteng, Jenggawah, Jember.

II. METHOD

Basic principles for qualitative research are the available historical source and research participant. Knowledge of historical fact is indispensable since all learning material rely on it. As the former Besoeki Proefstation (Besoeki Plantation Laboratory), first we have to find out the history of Dutch plantation, its origin, growth and its role in process of modernization in this Regency. Hence we used historical method as a research tool. This tool consists of four main step, compelling source, appreciating, interpreting, and presenting in written form. Primary source were obtained from National Library and Local Archives. One of the most important is the remarkable works of Broersma, *Besoeki een Gewest in Oopkomst*. The book that was published in 1911 contain a lot information about the growing of Dutch Plantation from the mid 19 century, pioneered by George Bernie. Only a few data information can we find from PUSLIKOKA because this institution is under PTP IX Jember (Nusantara Plantation Ltd Co). The access of information is very limited and the regulation is very strict as well,

Our second method is qualitative, in order to expose how important is this new methods to improve the learning outcomes and situation of the Students. Firstly we identified the problem about the lowest rate of interest to history subject. Secondly, we choose one object to visit when student making field study. This object must relevant with Kompetensi Dasar (Basic Competency) and the agenda of learning. So the visiting to PUSLITKOKA must be in order to enriching the material Indonesian under the Dutch Colonization. Then we observe the situation such as how do they responds this new situation, what they speak about, what they saw and what they wrote in the report sheet. This output will give us a clue and answer to the research question. How effective this method to increase their learning spirit.

III. FINDING AND DISCUSSION

Indonesia was the four largest coffee producers in the world. It was exploited 400 years ago by after the coming of Dutch East Indies Company. The successful of Coffee trading has made their successor, Dutch Indies Colonial Government expand their coffee area plantation in the extreme East. Formerly, the extreme east was under the hegemonies of State of Mataram. The consequence of Civil War in Mataram, that always involved VOC, has giving negative impact because Mataram has to gives their possession to Company as war compensation. The extreme East was renamed by Dutch East Indies as Besuki. After the transfer of power from British to Dutch in 1816, Besuki was integrated to the Colonial State. Since the pacification of Blambangan, Dutch Power expand their plantation area from North coast to the southern interior. The expansion of economic interest of Dutch has marked by the name "George Birnie". George Birnie is the first European that open the region from Situbondo, Bondowoso and Jember respectively. He found first tobacco industries in Jember namely *Landbouw Maatschappij Oud Djember* [2].

Jember is een afdeeling, former part of Bondowoso Regency. In 1883 Jember became a regency, apart from Bondowoso. Jember was a harsh and frontier area at that

time where no private businessman is brave enough to open this land for cultivating cash crops. Beside the Agrarian Law still forbade them to rent large portion of land, and labor, the circumstances and environment in this district is not conducive. The condition changed rapidly since the issues of Agrarian Law in 1870. The plantation business has assured that their land right will not being questioned. Moreover "Tabaksverordering" has made sure that entrepreneur no longer hire land each other and not being forced to push up their product price [2].

Coffee and Chocolate Research Centre has been established by private Dutch Plantation Owners in 1886. It was one of 13 plantation research institution in Java made by Dutch. Jember was chosen because it has been a center of Plantation in extreme, east of Java. There are two cluster of plantation owner. First is Tobacco Plantation that covers 8 plantations. Second is Highland Plantation that covers coffee, chocolate, and rubber [3]. This coffee and rubber plantation located not only in Jember but also across the southern hilly terrain di Dampit, Malang. It can be proved by the founded ruin of coffee processing plants in those area. Even so, Jember was made as center of distribution of many plantation products. Since the surrounding village is fertile because of it is a volcano area, coffee growing better in Jember and Malang. Rubber and coffee plantation is the real motives behind the construction of Tram road from Malang, Turen, Dampit. Malang Stoomtram Maatschappij has the concession of tram road until 1985. They transported coffee with WACA apanese invasion in 1942, marked the collapse of Plantation. Actually since 1930, the golden age of coffee began to fade away. Virus and other blad ziekte (leaf disease) make the production drops sharply. The lower price of coffee in world market made the Plantation owners convert part of coffee area to rubber plant. Even though the coffee production no longer reach its peak since 1930, the Coffee and Chocolate Research Center still running their activity. In 1951, this Research Centre has started their activity. Since the Signing of Round Table Conference Dutch Plantation Industries come back to Java and run their activity. Five years later, all Dutch Plantation must step off from Indonesia as the result of Nationalization. Since then, only a tiny portion of all Dutch Coffee plantations that still run today.



Fig. 1. PUSLITKOKA Collection: 2017

Is the PUSTLITKOKA quite reliable to become learning source for local history? Learning sources is all sources in form data, human and particular form that could be used in

learning process both separately and combine so that getting the goal of learning become easier. It could be human, culture, nature and other kind. There are two kind of learning sources. One is learning sources which design to learning activity such as maps, globe and 3 dimension maps. Two is learning source that formerly not being made for learning tools but it can be used as learning. Type like this can be found in Museum, natural landscape, garden, zoo, or any other physical structure. It can be concluded that learning sources is everything which can be uses to support and facilitate learning process.

Using any historical landscape for learning sources required more information of local History. Without the comprehensive information of local history, we will confront difficulty to explain everything about this site to the students. Rarely did National History told about some placed in specific region except the placed was a stage of important National event in history. National History tend to informed general history, not specific history on particular space.

On 2013 curriculum, information in local scope often was not included in National History. This propensity affected the historical outlook amongst student of Senior High School in Jenggawah Jember. They did not know that there is important historical spot nearby their home. PUSLITKOKA has been known as destination for education tourism for researcher and scholar, they came to know how the coffee and chocolate were planted, ripe and proceed. But this research institution did not told much about the history of these cash crops from Dutch era until today. Minimum effort in promoted this spot area was the reason behind this historical ignorance. Man used this place for selfie-photo, enjoying hot coffee and chocolate without knowing how important this place for the growth of Jember as centre of plantation.

We involved student of SMA Negri I Jenggawah in this research project because they have implement 2013 curriculum. One of the material included in this curriculum is the political, economic and social impact of Western Colonization to Social live at today era. By doing short interview, we conclude that students did not know the past of this institution eventhough they have come to this place many times. They even did not know that PUSLITLOKA has been operated since the Dutch Colonial Periods. By using PUSLITLOKA, they will know that this cash crops has give welfares to the Colonial State. This site located not far from Jember, only 15 minutes traveling by motorcycle. Student earns new information about cultivating, sorting coffee beans, processing, and marketing the product . By knowing this information, student can learn multi discipline sciences such as agricultural, Plantation, entrepreneurship and applied chemical.

By bringing research participant to PUSLITKOKA, the number the identified enthusiastic increase as it seen on table below.

TABLE I. RECAPITULATION OF STUDENT ACTIVITY

No	critrion	Average score	percentage	marks
1	Preparationan	81	81%	B
2	Attention	77	77%	B
3	accuracy	74	74%	B

By using PUSLITLOKA, students can reach 77% on level of succeeds, and this number including criterion B. Student become more active, enthusiast and interest in learning history by tke them to PUSLITLOKA. The enlist below depict many how the PUSLITLOKA increase the quality of learning:

1. Location: PUSLITLOKA located close to the main road with good road condition.
2. Economic: guest only pay 3000 IDR
3. Entrance: guest entering the complex without special permit.
4. Different style of learning. Student can directly expose the surrounding environment. Learning situation became more relax; student learns not only focus to the text book but also to nearby vegetation and nature.
5. Learning experiences. Communication and interaction between researcher, teacher and student more intense. It is correspond to the purpose of 2013 curriculum. Beside all 5 supporting factor, there are some obstacles that made PUSLITLOKA may not familiar to students .
6. Taking the students to PUSLITLOKA have encourage them to ask question. By offered them direct observation and experience, they receive a lot of thing that maybe attract or not to them. They admitted that direct experience has giving them many curious new. Many of them never knew how this coffee proceeds or how to make chocolate. Student knows what kind of plant the produce coffee bean looks like. Therefore they are not only studies history but also biology.



Fig. 2. Site plan of PUSLITKOKA: Collection PUSLITLOKA; 2018

Despite of all important thing that make outdoor learning in PUSLITLOKA very useful to increase attractiveness of history, there are something that should be considered as follows,

1. Unavailable time portion. Almost all state school gives a history a small portion in its learning time. History Subject only has 2X45 minutes each week. By bringing student outside the class, it will take more times. Besides that times problems, it need more preparation in before carry out this outdoor learning.
2. Teacher must prepared this outdoor class by give student operational design – or something like answer sheet that

will guide them in doing the activity and submit their report.

3. Promotion. A lot of people not recognized this place, at least as historical places. After 2 years open for public, people do not know this location. Many just pass by and giving no interest to this place.
4. Uninteresting student. Some student engaged to their smart phone while teacher explaining the material at the fields. It need more joke to attract student so they back to focus discussion.
5. Weather condition. Weather in Jember is unpredictable, sometimes clear sunny day, sometimes rain and cloudy. Each student has to prepare with extra equipment such as umbrella and rain coat in case the rain falls suddenly.
6. Some part of PUSLITKOKA are no longer genuine. After such a long time, most part of the building, coffee beans mills, furnace and truck for transporting product no longer find. The building completely new, only tiny part in this complex that still remain intact. It make difficult for teacher to “connect” the student to the past. Teachers must fully understand how these cash crops proceed in order to give clear explanation to student. Teacher also had to ask for permit before take advantage from this place.

Despites all the fact above, introducing PUSLITKOKA as learning source is a breakthrough in the search of innovative learning. They could study both, history and biology. They knew that Tanam Paksa (Cultivation System) was not only a matter of exploitation from colonial government to the people but also introducing a new way of of planting crops and post-ripe technology. Something that has strong correlation to the modernization and social transformation,

IV. CONCLUSION

In seeking the new alternative learning sources, many requirements must be fulfilled. Since this PUSLITKOKA

under auspice of PTP Nusantara, teacher can not using this place freely as we find when holding this in Candi. Moreover, teacher must have competency on the social economic history of Indonesia in order to explain every detail of this object. PUSLITLOKA is very different with Candi. Comparing to candi, there are many specific and unique character than PUSLITLOKA. Uniqueness of candi has attracted student to keep stay and watching the object. In different case, teacher has to make an attractive presentation and explanation. He must make correlation between PUSLITKOKA Dutch Indies exploitation in Jember. The production of cash crops has contribute much for wealth of Motherland. It was the reason behind the constructing of rail-road system that connecting cities and villages in East Java.

For the student using PUSLITLOKA as learning source has increased their interest and motivation in learning history, By this outdoor activity, student could study history and environment effectively, and attractively. They began to learn what we call multidisciplinary research by making relation between urbanization, social transition, and development of micro economic sector. Using outdoor activity by bringing student to such historical landscape will bridge between present and past. Furthermore it will sharpened their ability to make history imagination and inculcate their thinking history.

It recommend for further scholar to apply this method to elsewhere, for example in former Coffee and Rubber factory in South East Malang. There are more than 15 plantation estates widespread all across Southern sub-district of Malang Regency from Turen, Dampit, to Tirtoyuda. Most of this former factories only left in ruin but never being studied by any scholar and researcher until today.

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