



Not Just Visiting: Using the Sumatra Money Museum as a Source of Learning History for Students of SMA Negeri 6 Medan

H. Muhammad Ricky^(✉), Zulkarnain, Ajat Sudrajat, Saefur Rochmat, and Dyah Kumalasari

Faculty of Social Science, Yogyakarta State University, Yogyakarta, Indonesia
muhammadricky.2019@student.uny.ac.id, {zulkarnain, ajat, saefur_rochmat, dyah_kumalasari}@uny.ac.id

Abstract. This study aims to describe the planning of learning history that utilizes the Sumatra Money Museum as a source of learning history, analyzes the implementation of learning, and describes the obstacles faced by teachers and students in learning history using the Sumatra Money Museum. The subjects of this study are teachers and students of SMA Negeri 6 Medan. Types of data sources include history teachers, students, place of events, archives, and documents. Data collection techniques by conducting observations, interviews, and document analysis. Meanwhile, the validity of the research data was tested by triangulation. Research data analysis techniques using interactive models include data reduction, data presentation, and drawing conclusions. This study shows that the teacher has planned the process of utilizing the existing collections at the Sumatra Money Museum to be used as a source of learning history by integrating them into the lesson plans. At the implementation stage, it follows the stages in the learning process. Utilization of the existing collections in the museum to be used as a source of history learning is done by making a direct visit to the Sumatra Money Museum. Meanwhile, the obstacles faced are more about time, response and participation of students in the history learning process in class and the implementation of direct visits to the Sumatra Money Museum.

Keywords: History Learning · Sumatra Money Museum · Learning Resources

1 Introduction

Since the implementation of the 2013 Curriculum in the 2013/2014 school year, there has been something very exciting for history teachers who teach in Senior High schools. What's more, if it's not presented with history lessons that are specifically taught for Senior High School Social Sciences (IIS) programs, in addition to Indonesian history lessons which are mandatory to be studied at the secondary education level regardless of major.

For history teachers in Senior High School, the existence of Indonesian history lessons and history lessons are certainly a gift in itself. This is due to the increasing

number of hours of history lessons compared to the previous curriculum. The implementation of the 2013 Curriculum which in addition to requiring teachers to make changes in the learning paradigm, also aims to improve the quality of educational processes and outcomes which lead to the formation of character and noble character of students.

The demands of the 2013 curriculum which requires students to play a more active role in learning activities, inevitably require a teacher to facilitate teaching and learning activities that lead to learning activities that can make students active, interesting, and not bored. History materials are mostly focused on textbooks and the lack of emphasis on essential, actual, relevant, and prospective materials can sometimes cause boredom and end up with the assumption that history lessons are not too important to be studied in depth.

Coupled with the lack of teacher skills in developing methods, models, and approaches in learning, thus making the teachers the main focus of the activeness of students in learning. These things in fact lead to a decline in the quality of history learning [1]. Therefore, more effort is needed for a teacher in presenting a learning atmosphere that provides space for students to develop the cognitive, affective, and psychomotor aspects of students to the maximum [2].

The implementation of historical learning that is no longer centered on the teacher completely, but already on students, of course, does not only apply learning in the classroom. The application of learning outside the classroom certainly not only gives pleasure to students, but can train students in reconstructing historical events through their search.

In order for history learning to be more interesting, adding knowledge, experience and of course fun, it can be done in various ways, such as bringing students to historical heritage sites. Historical relics are very helpful for teachers in developing student discussions of the material taught in classrooms [3]. Books, be it textbooks or others, which are not always equipped with relevant illustrative images and the absence of teaching aids as a medium for learning history at school, of course result in students not getting a concrete picture of the history subject matter they are discussing [4]. Therefore, it is necessary to develop history learning that allows students to think critically and be able to reap the benefits of learning history, so that they can foster understanding and develop historical awareness, one of which is by using the existing collections in the museum as a source of history learning.

Museums have a very close relationship in the world of education. Because the museum is not only a public building that is oriented to culture, which if viewed from one of its functions, namely as a collector and safeguard of cultural natural heritage as well as the conservation and preservation of historical objects [5]. But through the available collections, it can certainly be used as a learning medium and a tool to support the history learning process [6].

As a source of learning, the existence of the museum also strongly supports a curriculum approach known as the expanding community approach (ECA). Where through the collection, students can use the closest source to the wider environment through information or direct visits to museums [7]. In addition, it can also encourage the development of student competencies such as learning to assess, think critically, and then make them skilled and brave in providing a response and comment on a historical event

that has occurred, so that the learning process centered on students will be more effective [1].

The collections exhibited by the museum are in fact a concrete learning resource for students. Because through the observations they do, of course, it will make students think from a lower level to a higher level. So it is not surprising that the museum is one of the most appropriate places to support the process of learning history. This is because the available collections can be used as a source of learning for the world of education, and research studies in the world of research.

Through the implementation of interesting history learning, it can certainly provide students with an understanding of a critical historical awareness of a historical event [8]. Historical awareness is very necessary to be instilled in students, this is because having awareness in their minds will definitely be useful in studying the important meaning of an event in the history of their nation that is useful as a guide in living life in the future [9]. For example, when discussing the colonial period during the colonial period, it is appropriate to re-actualize the values of identity and individual rights or human rights, human values, values of nationalism and patriotism [10].

As a resource that can be used as a learning media, of course, through various interesting ways of learning, the collections exhibited by the museum can also add special value to formal education in schools and universities, as part of the process of developing knowledge in the development of education. And strengthening of the material being studied [11].

One of the history subject materials based on the syllabus for high school/MA subjects, the content of history lessons for specialization groups taught in class XI IIS in the even semester is the material for the Indonesian nation's response to imperialism and colonialism in the fields of politics, economy, socio-culture, and education.

The existence of Western nations in the archipelago, which began for trading activities, in fact, in subsequent developments began to implement the efforts of imperialism and colonialism in various ways, from cultural penetration, territorial invasion, political relations, to monopoly trade activities. Imperialism and colonialism have resulted in several impacts and public responses in the fields of politics, economy, socio-culture, and education.

One of the impacts of Western imperialism and colonialism in the economic sector was when the foreign investment taps were opened as a result of the enactment of the Agrarian Law of 1870 by the Dutch East Indies Government, resulting in the large-scale clearing of wilderness in Deli, extending to almost all interior areas in Indonesia. East Sumatra [12]. The emergence of foreign and private investors has resulted in more and more Indonesian people having to work on plantations. The people who become plantation coolies do not have bargaining power in determining the position of the value and selling price of their products in the market. This is because the law gives full authority to companies to control and monopolize their economic system [13].

Even though people who work as plantation workers get paid wages from their work [14], and also the fulfillment of facilities and needs of plantation workers such as basic daily needs, education, health, even entertainment places those are always available every day. The entry of the pay period, at that time they were also unknowingly trapped by the economic system presented by the gardeners [12]. This is due to the implementation

of a plantation economic system that was deliberately created by gardeners. Where the garden masters who have power in each of their plantations apply the means of economic transactions, namely plantation tokens or garden money. Plantation tokens or plantation money that are only valid for one plantation are deliberately applied not only to pay the workers, but also to bind the workers from possible escape attempts. Because the money does not apply between different plantations. So it is not surprising that plantation tokens or garden money are also used by gardeners to control so that workers do not run away after receiving their wages, or after their savings are sufficient and the workers try to move to other plantation places [15].

As a reality, history only exists in the past and cannot be reached. The historical reconstruction that we know so far is a subjective product of a process of intellectual understanding which is symbolized in linguistic symbols [16]. Therefore, in an effort to understand it, it is quite difficult what else for a student. This is because the time span with today is very far away. In addition, the lack of creativity and even the reluctance of teachers in making history learning media also creates problems that make it increasingly difficult for students to understand a subject matter [17]. Therefore, one of the interesting ways to provide a direct understanding of the colonial era economy in history learning is through a direct visit to the Sumatran Money Museum.

Learning history by utilizing the media in the form of relics exhibited by the museum can be said to be a strategy for implementing constructivism learning. Learning that was originally carried out in the classroom and is still teacher oriented where the teacher plays more of a role in the learning process, the teacher is considered the only source and media of learning in the learning process, now it change into student oriented, where students play more roles. Students can learn from many sources, and are no longer focused or dependent on the teacher [18].

The Sumatra Money Museum is one of several museums in the city of Medan. Although using the name Sumatra, the collections in the museum do not only come from the Sumatran region. The collections in this museum come from various regions both in Indonesia and from abroad which have been valid at that time.

The collections contained in the Sumatra Money Museum can certainly provide benefits in deepening historical subject matter related to the economy. This is because the collections of relics of payment instruments in the economy on display are almost complete, starting from the Hindu-Buddhist, Islamic, Colonial, Japanese occupation, physical revolution, to contemporary times.

There are many collections of money owned by the Sumatran Money Museum related to plantation tokens or garden money that were used during the colonial period in East Sumatra or now North Sumatra, of course, this is the main reason for knowing more clearly about the history learning process at SMA Negeri 6 Medan, where teachers history and students make the Sumatran Money Museum a place to visit to support the history learning process. Based on this explanation, this paper intends to provide an explanation of how history teachers at SMA Negeri 6 Medan use the Sumatra Money Museum in learning history.

2 Research Method

This research was carried out at Negeri 6 Medan Senior High school Of, and the Sumatra Money Museum, the focus was on the use of museum collections that can be used as learning resources and inculcating historical awareness of students at Negeri 6 Medan Senoir High School. The form of this research is qualitative with descriptive analysis. Data collection techniques are in the form of observing history learning in the classroom and the Sumatra Money Museum, interviews with principals, vice principals, history teachers, students, and museum officers, reviewing learning device documents such as syllabus, annual programs, semester programs, lesson plans, learning media, and activity documentation. Meanwhile, to analyze the data using an interactive analysis model which is carried out through three components, namely data reduction, data presentation, and drawing conclusions.

3 Discussion

3.1 About the Sumatra Money Museum

The Sumatra Money Museum is one of the museums located at Jl. Pemuda No. 17, District of Medan Maimun – City of Medan. The museum, which is specifically located in Juang 45 Building, Sumatra Province, was established on May 2, 2017 and was inaugurated by the Governor of North Sumatra through the Regional Secretary Hasban Ritonga, S.H. Before it is established as a museum, the existing money collections are the savings of the money collector who is also the owner of this museum, namely Dr. (Cand). Saparuddin Barus, S.T., M.M. Because of the large number of collections owned and how important it is to be used as educational and research materials, at the insistence of several historians and numismatics, the Sumatran Money Museum was established.

The Sumatran Money Museum is a public museum, even though it uses the name Sumatra, but the collections on display are instruments of exchange or money originating from almost all parts of Indonesia and several foreign countries that were in effect at that time. This museum exhibits almost millions of collections of coins from the Hindu-Buddhist period, Islam, Colonial, Japanese occupation, physical revolution, to contemporary. The museum also exhibits printing and cutting tools for the Tapanuli regional currency (ORITA), counterfeit money detectors, materials for traditional medicine, as well as books related to general history and the economy.

In addition to a place to store, maintain, and exhibit historical heritage objects in the economic field, the Sumatra Money Museum is also a place for tourism, history learning, and research for students, university students, and various research institutions. The existence of the Sumatran Money Museum is one of the most appropriate places to support the learning process. This is because the available collections can be used as a source of learning for the world of education, and research studies in the world of research. Because through the collections on display, visitors and researchers can find out things related to the life of human civilization.

3.2 Planning a History Lesson Using the Sumatra Money Museum

In primary and secondary education, the existence of supporting sources is very necessary in history learning. This is because in addition to making it easier for teachers to convey material, learning resources that are used as media also function as the development of students' sensory abilities [19].

In the world of education, museums have a very important role in providing concrete information to the public, especially teachers and students. Where in history learning, the museum is one of the most ideal places to find sources of historical information. This is because through the collections in the museum, of course, it can be used as a learning medium that serves as a means of supporting the improvement of students' understanding of the historical event material they are studying.

The function of these learning resources is to provide opportunities for students to enrich their knowledge in terms of communicating the information they get related to these learning resources [20]. In addition, the existence of learning resources in history learning is at least useful for paving the way and developing insight into the learning process, providing various kinds of illustrations and examples relating to aspects of the scientific field being studied, informing a number of new discoveries that have been obtained by other people related to history. With certain scientific fields, and inform various problems that arise and develop problem-solving skills [21].

Through the use of museums, the process of studying history subject matter is also expected to be able to realize the ideal life of the nation and state. In addition, it is also expected to equip students with historical thinking skills and ways, form historical awareness, develop inspiration, and link local and national events with global events in a historical series [22].

Therefore, careful consideration is needed by the history teacher in the process of compiling a history lesson plan that utilizes the Sumatra Money Museum as a source of learning and instilling historical awareness. This is because learning planning is a very important factor in the implementation of learning activities. Considering that the learning design is closely related to what steps will be carried out in the process of learning activities, in order to achieve the educational goals that have been determined.

Before starting learning, the teacher is obliged to make a lesson plan first. Based on the RPP made by a teacher, it is hoped that the learning program can be implemented. Through RPP, it can also encourage teachers to be more prepared to carry out learning activities with careful planning in their implementation, and also streamline the learning process according to what has been planned [23].

Preparation of lesson program units (SAP) which includes competency standards and basic competencies, evaluation tools, teaching materials, learning methods, media/educational aids, facilities, time, place, funds, expectations, and necessary information tools are very important to consider in the determination. This is because all of them greatly affect the success or failure of the implementation of the teaching and learning process [24].

In using the Sumatran Money Museum in history learning, the history teacher of class XI IIS of Negeri 6 Medan Senior High School really considers the supporting factors that will be included in his lesson plan. This is an important part of what is considered

and stated in the lesson plan, in the implementation process both in the classroom and in the field to produce maximum results.

This is because the process of learning history using museums certainly takes time, and therefore cannot be done every time and for every subject. Therefore, in preparing learning plans, teachers must choose when the museum will be used and students must also be notified from the start [7].

If it is related to what the history teacher at Negeri 6 Medan Senior High School is doing in the learning planning process, the history teacher has prepared a lesson plan carefully, but in practice it is not so optimal. Meanwhile, to take advantage of the existing collections at the Sumatra Money Museum to serve as learning resources for class XI IIS, the method used by history teachers is to integrate a direct visit to the Sumatra Money Museum into the RPP according to KD 3.7. Analyzing the response of the Indonesian nation to imperialism and colonialism in politics (organization of movement), economy (a form of resistance to monopoly practices), socio-culture (art and literature), education (Taman Siswa, Kayu Tanam), and KD 4.7 Presents an analysis of the Indonesian nation's response to imperialism and colonialism in in the fields of politics, socio-culture, and education in the form of writing and/or other media, with the main subject being the response of the Indonesian nation to the response of the Indonesian nation to imperialism and colonialism: the impact and response of society in the economic field.

3.3 Not Just a Visit to the Sumatra Money Museum

The implementation of learning is part of the implementation of the learning plan that has been prepared by the teacher. However, in implementation, it is certainly not easy for a teacher to make students play an active role in the activities of the learning process, in order to develop the potential abilities that exist in students so that it is useful in many ways in their lives.

At the time of the research that the author did, it happened that there was a change in the implementation of learning at all levels of education. The ongoing Covid-19 pandemic has resulted in learning that was originally face-to-face or offline, becoming completely online or online. Likewise, regarding history learning at Negeri 6 Medan Senior High school, the learning activities are carried out online. However, due to the offline or face-to-face policy that was implemented at the school where the author conducted this research, history learning activities related to the material on the Indonesian nation's response to imperialism and colonialism: the impact and response of society in the economic field by history teachers are carried out offline or face-to-face at in class.

The implementation of history learning at SMA Negeri 6 Medan which will use the Sumatra Money Museum as a learning resource has been planned by the history teacher in the material on the Indonesian nation's response to imperialism and colonialism: the impact and response of society in the economic field with an allocation of 60 min through face-to-face activities.

The implementation of this learning is carried out in class XI IIS-1 and XI IIS-2. In both classes, through direct observations that the author did while conducting research on February 18, 2021, the teacher carried out three stages of activities, namely: First, preliminary activities which are stages in preparing classes to be more effective. In this section, the teacher enters the class to say greetings; second, the teacher conducts the



Fig. 1. The teacher tells one of the learning media he has, namely one VOC money that was valid during the colonial era

class for the learning process by checking health protocols such as the requirement to wear masks in class, then checking the cleanliness of the class; third, the teacher prays with the students, after finishing then checks the attendance of the students. In this section, the teacher also poses questions to students, and also stimulates students to ask questions related to the subject matter of the Indonesian nation's response to imperialism and colonialism in the economic field. Then the teacher provides direction on the subject to be studied, namely the impact and response of the community in the economic field.

When entering the core activity, the teacher carries out learning activities using general learning methods and strategies, so that students can accept and understand the brief material presented by the teacher. The method used by the teacher in this brief explanation is the lecture method. Interestingly, because the material discussed was about the economy during the colonial period, the history teacher presented several spices which were the commodities sought by Westerners in Indonesia, and the teacher also brought VOC coins which were the medium of exchange at that time (Fig. 1).

In this section, the history teacher also briefly explains about East Sumatra, which is the destination for the West to invest their capital. So that in this area many plantations have sprung up. Then the teacher explained about the existence of a medium of exchange that was deliberately imposed by the gardener. The absence of further textbooks regarding the plantation economy in East Sumatra at that time made the history teacher serious in explaining the local history of plantations in North Sumatra, while asking students questions.

After the teacher explains the discussion about the impact and response of society in the economic field, the history teacher gives students a moment's opportunity to think for a moment while compiling questions. However, because this lesson is during the Covid-19 pandemic, where the time allotted for face-to-face meetings at school is reduced, for that the teacher assigns students the task of making individual portfolio assignments regarding the history of tokens or garden money that have been applied to existing plantations. in North Sumatra during the Colonial period. Meanwhile, to collect assignments, given the emphasis on online learning activities due to Covid-19, in the next process for collecting assignments related to this theme, the history teacher informs students to collect them before the final assessment semester activity takes place.

Entering the closing activity, the teacher reminded the students about the tasks that had been submitted in the core activity, and informed the next class through the WA group about the time information that would be used to carry out direct visits to the

Sumatra Money Museum. This is because the Covid-19 pandemic still requires careful thinking in determining steps regarding learning activities outside the home.

Because of the importance of further knowledge about the material, and to make it easier for students to find and find sources related to their assignments, the teacher decided to carry out learning activities by visiting the Sumatra Money Museum. This is because in the learning process, of course, resources are needed that can help students to understand more deeply the material taught by the teacher. Learning resources are everything that it can provide convenience to students in an effort to obtain information, knowledge, experience, and skills in the teaching and learning process [25]. So that it can increase the effectiveness and efficiency of learning, increase students' passion for learning, increase interest and motivation to learn, streamline the communication process in learning, and improve the quality of learning [26].

One of the efforts made in order to realize history lessons that provide students with a critical historical awareness of a historical event is to carry out history learning which opens opportunities to think critically, express opinions wisely, and respond to differences with an open mind and attitude. Tolerant [8].

As planned and informed through the class WA Group regarding the time of the direct visit to the Sumatra Money Museum, it was agreed that this activity be carried out jointly in both classes. The agreement was made with the aim of making it easier for students to control and avoid unwanted things.

The visit was carried out on April 8, 2021, with the meeting point being the school. Before going to the Sumatra Money Museum, the history teacher gave brief directions to students regarding physical readiness such as health considering the activities are carried out during the Covid-19 pandemic. The history teacher also reminded him of matters relating to the intent and purpose of visiting the museum, such as which collections are the main focus, maintaining distance, maintaining decency and making the most effective use of short time (Fig. 2).

When making direct visits to the Sumatran Money Museum as an effort to use the existing collections to be used as sources for learning history, students in searching for data on museum collections only hear explanations from education who happens to be the history teacher as well, then records what is conveyed, and documents tokens or garden money that they will analyze. The tokens or garden coins that are the main focus for learning the history of students include *Unternehmung Tanah Radja*, *Unternehmung Tandjong Alam*, *Unternehmung Kisaran*, *Unternehmung Hessa*, *Huttenbach, & Co. Goed Voor*, *Dolok Estate O. E. Bovenkerk*, *Toentoengan Eong Hong*,



Fig. 2. Students collect information at the Sumatra Money Museum

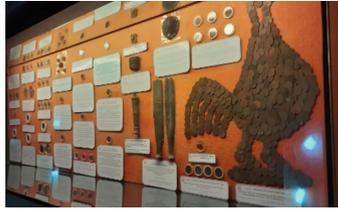


Fig. 3. Some coins from the colonial period from the Sumatra Money Museum collection

Van Steeden, Van Wijnen Lingga, & Rimboen, Poeloe Samboe, *Unternehmung Goerach Batoe, Unternehmung Bindjey, and Oong Hong Heng*. Before leaving the museum, educational staff and students together make conclusions from the search process (Fig. 3).

Learning history by utilizing media in the form of relics in the surrounding environment such as those in museums can be said to be a strategy for implementing the constructivism paradigm. Learning which was originally only carried out in the classroom and is still teacher oriented in which the teacher plays more of a role in the learning process, the teacher is considered the only source and medium of learning in the learning process, has now turned into students who have more roles. Students can learn from many sources, and are no longer focused or dependent on the teacher [18].

Museums as an alternative in finding supporting sources and of course the most appropriate place to raise awareness of the history of students. This is because the activities carried out in the teaching and learning process should be able to provide a pleasant learning experience for students, so that it is useful for their lives.

History learning that utilizes the Sumatra Money Museum is very useful in making it easier for students to increase their historical understanding, making it easier to find sources, and making it easier to build historical awareness. This is inseparable from the views of students who state that visiting museums means seeing real pictures of economic activities that have occurred and through this activity also makes history lessons more enjoyable.

3.4 Obstacles Faced

Related to the research that the author did while conducting research at Negeri 6 Medan Senior high School regarding the use of the North Sumatra Money Museum as a source of learning history, there are several obstacles that hindered the implementation process. First, in the planning process for history learning, the obstacle that arises is how history teachers design history lessons during the Covid-19 pandemic. This is because since the outbreak of the Covid-19 pandemic, there have been significant changes in all activities that will be carried out in various lines of life, including the learning process activities.

Second, there is the difficulty of history teachers in determining the time for face-to-face learning activities. This is because since the implementation of the online learning system, where students no longer study at school, there are difficulties for teachers to find common ground so that students can attend school. For example, when the teacher collides with activities to design the final assessment questions for grade twelfth, then there are students who said to be the reason they are not at home, are out of town, there

are even important family activities that create obstacles that make history teachers have to think of alternative ways other.

Third, at the implementation stage of face-to-face history learning in the classroom, including in the two classes, namely XI IIS-1 and XI IIS-2, not all students attended face-to-face learning activities at school. In addition, almost all students do not bring history textbooks, which also makes it difficult for teachers to provide information during brief presentations in class. Then, because the material in the history textbook is not in-depth, it also makes it difficult for the teacher to give a clear picture of the material presented by the history teacher.

Fourth, the delivery of learning materials using the lecture method by history teachers are also a serious obstacle. This is because from the observations that the author made when conducting research in both classes, students only listened and did not take the initiative to answer or ask questions. They will only answer and or ask if appointed by the teacher.

While the fifth, related to the historical learning process at the Sumatra Money Museum, which used it as a source of learning history, the obstacle was again the time to visit the museum. Time clashes with the final assessment process for class XII, and also the time of the month of Ramadan is also obstacles regarding learning activities outside this class.

Sixth, although the history teacher is also the education staff of the Sumatra Money Museum, when the education staff provides information about various things about the collections owned by the museum, some students ignore the explanation that was taking place at that time. Finally, the seventh, there are obstacles experienced by students when understanding the collections of money related to the material they are studying. This is because the explanations contained in the related collections of money are not so deep.

4 Conclusions

In planning a history lesson that utilizes the Sumatra Money Museum as a learning resource and instilling historical awareness, the first thing a history teacher does to design a learning device that includes an annual program, semester program, and lesson plans developed from the existing syllabus. In planning, historical materials related to the teacher's economy, in this case, always plan as much as possible to make a visit to the Sumatra Money Museum.

The implementation of history learning that utilizes the Sumatran Money Museum is also a history teacher in the implementation in accordance with what is stated in the lesson plan. Where in practice the history teacher uses the time of face-to-face activities for class XI IIS-1 and XI IIS-2 teachers with their target class to use learning activities by implementing health protocols. The limited material contained in the history textbook makes history teachers apply visits to the Sumatra Money Museum which must be carried out by students with the aim of finding sources of information in accordance with the tasks given by the history teacher during class history learning.

The use of the Sumatra Money Museum as a source of history learning by history teachers and students contains positive things, because in a well-coordinated way it can certainly make history learning not only provide knowledge about historical events, but also provide educational value that is useful in daily life.

The obstacles that arise in using the Sumatra Money Museum as a source of history learning include at the planning stage, the Covid-19 pandemic still makes history teachers inevitably have to think about the right things to design lesson plans. Concern about the dangers posed by face-to-face learning activities at school is also one of the obstacles experienced by history teachers. Then in practice almost all students do not bring history textbooks also make it difficult for teachers to provide information during brief presentations in class. Then, because the material in the history textbook is not in-depth, it also makes it difficult for the teacher to give a clear picture of the material presented by the history teacher. Finally, there are obstacles experienced by students when understanding the collections of money related to the material they are studying. This is because the explanations contained in the collections of money related to the Sumatran Money Museum are not very deep.

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