



# The Monument Utilization of Pancasila Heroes as a Historical Learning Sources of Yogyakarta Senior High School

Supiyah<sup>(✉)</sup> and Zulkarnain

Department of Postgraduate Studies History Program, Yogyakarta State University, Yogyakarta, Indonesia

Supiyah.2019@student.uny.ac.id, Zulkarnain@uny.ac.id

**Abstract.** This research aims to examine (1) the collections of Pancasila Heroes Monument Museum, (2) the Monument utilization of Pancasila Heroes As a Historical Learning of Yogyakarta Senior High School, (3) the constraints faced by students and educators in the utilization of Pancasila Heroes Monument Museum. The research uses qualitative descriptive research. The data collection techniques used are observation, interviews, and documentation. The results of the research show that: (1) Pancasila Heroes Monument Museum houses a collection of the bitter historical Indonesia events of the G 30 S/PKI 1965, (2) the utilization of Pancasila Heroes Monument Museum is following by the competency standards and basic competencies contained in the 2013 curriculum syllabus. Educators use the museum as learning resources through independent activities and field trips by assigning students on the materials of the national integration threat, (3) students and educators experience some obstacles in utilizing museums as learning resources. The obstacles experienced by educators include the time required to visit the museum, the transportation used by educators and students, the difficulty of controlling students in their visit to the museum. Meanwhile, the obstacles experienced by the students consist of the long distance between the school and the museum, lack of introduction on the existence of the museum, and the Covid 19 pandemic which forces the students to do online learning.

**Keywords:** Utilization · Museum · Learning Resources

## 1 Introduction

The most effective strategy for educators to introduce historical events to students is to learn history via historical learning tools. This is supported by Mursidi's assertion that historical events contain the worth of wisdom that can be used to increase intellect and shape the character of students by informing individuals who are more dignified and have a nationalistic spirit [1]. History lessons can be taught in or out of the classroom, with one option being a museum tour. The museum has a wide range of collections that can be used to educate visitors. When compared to studying history in a class that is already known for the lecture method and sometimes cannot provide concrete examples

of a form of historical heritage, educators use museums to convey history learning so that it is more easily understood by students by looking at real examples of what is explained by educators and is not monotonous.

The existence of museums around the environment has a big role in the world of education, but the use of museums is still not optimally carried out by educators. The addition of history lessons requires educators to improve the performance and quality of learning by utilizing interesting and innovative learning resources to increase the creativity of students in developing their potential. The use of museums as a learning resource is expected to be able to overcome problems that generally often occur in schools. Problems that are often encountered are ineffective history lessons, history learning that occurs in class only focuses on rote memorization, educators still use conventional learning, educators make textbooks as the only reference for learning resources used so that students' knowledge is only limited to the textbook. The majority of educators rely more on the books that have been provided than invite students to the museum as a form of discovery learning following the 2013 curriculum.

Learning through direct experience is easier to understand, compared to learning that only uses teacher explanations and reading books. Through direct learning at the museum, students will gain new knowledge and information about historical issues that are not available in class. Visits to museums have indirectly introduced students to the fact that each museum has a different collection. This museum was built to commemorate the services of revolutionary heroes in fighting for Pancasila. This incident continued to abort two heroes in Yogyakarta. This incident can be used as a reminder to students and the general public about the latent dangers of the G 30 S/PKI incident as decided by the TAP MPRS of the Republic of Indonesia with No: XXV/MPRS/1996 deciding on the decision on the dissolution of the Indonesian communist party to declare it a prohibited organization throughout the territory the Republic of Indonesia and the prohibition of any activity to spread or develop the ideology or teachings of communism/marxism-Leninism [2]. Thus, the Pancasila Sanctity Museum was built in Jakarta and the Pancasila Hero Monument Museum in Yogyakarta.

Based on the issues raised above, the Pancasila Hero Monument Museum plays a significant role in Yogyakarta's history. The museum's collection includes the history of the revolutionary heroes who are on display in Jakarta's Pancasila Sanctity Museum. So that instructors might use the findings of this study to introduce the events of G 30 S/PKI to Yogyakarta students in a more engaging manner. As a result, the goal of this research is to introduce the Pancasila Heroes Monument Museum as a resource for learning history at Yogyakarta senior high school.

## 2 Research Methods

The method is a scientific method used to obtain certain goals and uses, this scientific method includes rational, systematic, and empirical research activities. This research uses qualitative descriptive research. Qualitative descriptive method according to Strauss and Corbin is a type of research whose findings are not obtained through statistical or computational procedures, even though the data can be calculated and presented in the form of numbers [3]. This study aims to obtain a complete The Monument Utilization of Pancasila Heroes as a Historical Learning Sources of Yogyakarta Senior High School.

The data collection techniques used are 1) observation, in obtaining more complete and sharper data, the researcher not only sees but observes, interprets, and takes notes [4]. 2) interviews, question and answer activities to informants who can provide data information by following the research problem [5]. 3) documentation, data collection is done by studying documents to obtain data or information related to research problems [6]. The data analysis techniques used are data reduction (the researcher selects the data that is considered relevant), data presentation (the researcher presents the data in the form of description), and verification/ drawing conclusions [7].

### 3 Results and Discussion

The Pancasila Heroes Monument Museum is a museum built to commemorate the heroes of the revolution. This museum is a sign of the dark events of the Indonesian nation's journey with the posthumous deaths of Brigadier General Katamso Darmokoesoemo and Posthumous Infantry Colonel R Soegijono Mangoen Wijoto for the atrocities of the PKI. This museum is located on Jl. Pandega Sakti, Kentungan Condongcatur Depok, Kec. Sleman, Kab. Sleman, Special Region of Yogyakarta 55281. This museum was built in 1988 and inaugurated on October 1, 1991, by KGPA A Paku Alam VIII. Based on a letter from the President's Military Secretary No: K.608/Sekmil/A/XI/1998 dated November 16, 1988, this museum was designated by the President of the Republic of Indonesia (Soeharto) as a Pancasila Hero Monument [8]. The architecture of the Pancasila Heroes Monument Museum is a traditional Javanese house (Joglo) style. Inside the building, there is a hole buried in which two victims of the revolutionary heroes are buried with a depth of 70 cm.

#### 3.1 Collections in the Pancasila Heroes Monument Museum

Museum collections are evidence of important objects from the relics of historical events that have occurred. Museum collections are very important because museum collections can be the identity of the existence of a museum. The identity of this museum shows the difference from the many types of museums, such as; educational museums, biographies, history, art, biology, and others. Through these museums, visitors will find it easier to get information from each museum collection. The Pancasila Heroes Monument Museum is a special history museum, whose museum collections are limited to one branch of science, technology, and art, namely each collection comes from the G 30 S/PKI event that occurred in Yogyakarta. All collections contained in the Pancasila Hero Monument Museum can be used as a source of learning history by adjusting the learning syllabus. This museum has eight collections, including; a set of clothes for Posthumous Brigadier General TNI Katamso and Posthumous Infantry Colonel Soegiono, a gas car, a size 8 motor key, stones, two sand tanks, eleven photos of the discovery and burial of corpses, nine photos of revolutionary heroes, and the graves of the two revolutionaries.

First, a set of clothes that were worn by the two heroes of the revolution during their lifetime. This outfit is equipped with a rank symbol, with the last ranks being Brigadier General TNI Katamso Posthumously and Colonel Infantry Posthumously Soegiono. Second, a gas car was used by the PKI to kidnap two heroes of the revolution. The

kidnapping of Posthumous TNI Brigadier General Katamso Danrem 072 Pamungkas was carried out from his residence on October 1, 1965, and the kidnapping of Posthumous Infantry Colonel Soegiono Kasrem 072 Pamungkas, which was carried out from the Korem headquarters on October 1, 1965. Third, the size 8 mortar wrench used to kill Two heroes of the revolution, this motor lock was used as a tool of torture and murder carried out by the PKI. This mortar wrench was used to hit the back of the head of the two heroes of the revolution. Fourth, after the two Heroes were put into the grave, both Heroes were still conscious, then PKI members threw stones at the two Heroes which resulted in the revolutionary hero's death on October 1, 1965.

Fifth, the 70 cm deep grave that PKI members had provided for the two revolutionary heroes, at the top of the grave was planted with banana and sweet potato trees. After being buried for 20 days, the local people who passed the traditional cudgel main road smelled a bad smell, so on October 21, 1965, a search was carried out and this hole was found. However, on October 20, 1965, Battalion L soldiers were dispatched to North Sumatra from Lempuyangan Station. This was done because at that time many members of the TNI had been instigated by PKI members, with promises that they would be given a more decent life and given power. Sixth, two sand tanks were used by members of the TNI to carry the bodies of two revolutionary heroes to the Kusumanegara National Hero Park (TMP) in Yogyakarta, this funeral was carried out militarily, with the ceremonial inspector of Pangdam IV Diponegoro Brigadier General Soeriosoempeno. This funeral was carried out after an autopsy at a military hospital to find out the cause of the death of the two revolutionaries.

Seventh, there are eleven photos of the posthumous discovery and burial of the bodies of Brigadier General TNI Katamso and Posthumous Infantry Colonel Soegiono. These photos depict the position of death, autopsies, and funerals of the two revolutionary heroes, with the photo evidence, it was found that the process of finding and burial of the bodies of these two revolutionaries was carried out in one day, on October 21, 1965. The Pancasila Hero Monument also contains nine photos of revolutionary heroes, who were victims of the PKI's atrocities in Jakarta and Yogyakarta. The photos of revolutionary heroes on display in the museum aim to commemorate heroic sacrifices in defending the country, with the hope that visitors will recognize all the faces of the victims of revolutionary heroes and visitors will appreciate every hero's struggle for the Indonesian nation.

Almost 80% of the collection of the Pancasila Heroes Monument Museum is still original and all the collections in the museum are in good and well-maintained condition. In addition, the museum is also equipped with facilities in the form of a TV, sitting chairs, toilets, a large parking area, a playground around the museum, a prayer room, and 12 diorama boxes. This relief tells a brief history of the G 30 S/PKI events that occurred in Yogyakarta, starting from the Madiun PKI rebellion in 1948 and its suppression to the general assembly of the MPR in 1978 by stipulating Decree No. 11/MPR/78 concerning P-4 Ekaprasetya Banakarsa.

### **3.2 Utilization of the Pancasila Heroes Monument Museum as a Source for High School Historical Learning**

The Pancasila Heroes Monument Museum as a source of history learning has a collection that contains historical values. The museum's collection comes from the G 30 S/PKI incident that took place in Yogyakarta. The Pancasila Hero Monument Museum is used as a source for learning the history of high school in Yogyakarta, it must be adjusted to the SK and KD contained in the syllabus. Based on the revised 2013 curriculum syllabus contained in the Indonesian history subject class XII with KD 3.1. Analyzing the efforts of the Indonesian nation is facing the threat of national disintegration, including PKI Madiun 1948, DI/TII, APRA, Andi Aziz, RMS, PRRI, Permesta, G 30 S/PKI.

The use of the Pancasila Heroes Monument Museum by an educator at State High School 8 of Yogyakarta by Mrs. Endar by way of the educator personally visiting the museum to add and strengthen learning resources for historical material by studying all the collections in the museum through museum reading books or museum guides.. In addition, students whose grades do not pass are required to come to visit the museum to seek and obtain information about museum collections by conducting interviews with museum officials, and reporting them to the concerned educator in the form of individual papers. Tasks carried out by students are an alternative to fulfilling tasks that must be carried out by students. Students can visit museums at any time, free time after school and on weekends, and with anyone they can be with friends or with family.

Utilization of the Pancasila Hero Monument Museum as a learning resource is also carried out by making direct visits together with students (study work tours). Planning for the use of the museum is done by looking at the suitability of the material contained in competency standards and basic competencies contained in the syllabus. This is reflected in the activities carried out by educators of SMA Islam 1 Sleman by Mr. Yudha making the Pancasila Hero Monument Museum as a source of historical learning that the use of the Museum is carried out by conducting field trips or educators together with students conducting direct studies at the Museum. (group) and independent visits.

The first thing that educators do is find the right basic competencies and if they are suitable, the educator will provide direction or an overview of the museum in general and the next step is to give assignments to students. So that when they arrive at the Museum, students will do the tasks that have been agreed upon before leaving for the Museum. A visit to this museum is a series of activities, which must be supported by other subjects as well. Thus, students in utilizing the museum are not only limited to historical subjects but to other subjects as well. For example, a visit to the Pancasila Hero Monument Museum is part of a history lesson and is associated with other museums, for example, the Biology Museum is a biology lesson. So one way, students can meet learning targets not only in history lessons but other lessons as well.

The use of the Pancasila Heroes Monument Museum as a source of history learning is not only limited to what schools do, in this case, educators, but also independent students. The observations made by these students were carried out independently and assisted by a museum guide who would readily explain in full and in more detail about the collections contained in the museum. Simple observations made by these students will be immortalized in the form of photos, videos, or writing in small book notes. By

visiting the museum, students can directly have a short discussion with the museum guide, so that students will not feel bored, afraid, or depressed.

Visits of students in visiting museums as a source of learning can increase students' motivation to learn to be passionate about learning history and make it easier for students to better understand history lessons. This is because students will more easily understand and be happy if history learning is accompanied by seeing examples of relics or collections directly from what is explained by the educator. In addition, studying at the museum can help the imagination, critical thinking, students in understanding material. This supported by Fangqing Lu that the museum built can also be considered as media and sources of storytelling, especially history time which is manifested spatially and cognitively for museum visitors [9]. This program is designed to attract student intellectuals holistically and does not care about the information provided by museum guides or educators and students to memorize facts [10]. Therefore, visits to museums are considered as a source of learning to enrich the repertoire or knowledge of students.

The last thing educators do in utilizing the Pancasila Hero Monument Museum as a source of learning history is to conduct an evaluation. This evaluation needs to be done to see the success or failure of an outdoor history lesson. This evaluation can be done by filling out quizzes and questionnaires. The provision of quizzes is needed to see how far the students' understanding of the subject matter is by utilizing a visit to the museum. Meanwhile, filling out the questionnaire sheet is needed to see how students respond to making the museum one of the learning resources. So that in the future educators can consider whether learning activities at the museum need to be done again or only this time is enough.

### **3.3 Constraints Faced in the Utilization of the Pancasila Heroes Monument Museum as a Source for High School History Learning**

Utilization of the Pancasila Heroes Monument Museum as a source of history learning is one form of innovation or alternative to support the learning process for the better. The use of the museum is for the better because it can help students develop creativity and make it easier for students to understand a historical event. Museums as organizational institutions present objects with cultural values that are used for the progress and interests of the people as places of research, education, educational tourism to support the creativity of students. However, in the use of museums, there are still some obstacles experienced by students and educators based on several reasons. Constraints to the use of museums as learning resources can be categorized into two groups, namely obstacles experienced by educators and obstacles experienced by students.

The obstacles experienced by educators include: First, time, students in utilizing the Pancasila Heroes Monument Museum as a learning resource are carried out outside school hours so as not to interfere with other subjects, this is done because when visiting the museum it takes a lot of time to be able to explore all the collections in the museum. This was emphasized by the educator of State High School 8 Yogyakarta that learning Indonesian history carried out at the museum would take a lot of time, so it would be more effective if studying at the museum was done outside of history lesson hours, during the visit, students could visit with friends or parents. Second, transportation constraints, in the departure of students to visit the Pancasila Hero Monument Museum

as a learning resource, of course, requires a safe vehicle, so that unwanted things do not happen. As happened to one of the students from Islamic High School 1 Sleman had an accident while visiting the museum to make an independent assignment. Thus, in utilizing transportation to make visits to museums, students should be accompanied by parents or go together with colleagues.

Third, the control of students is difficult, learning activities by utilizing museums as learning resources of course lead to an open and wider area that makes it educators difficult to control students. Learning visits to museums that are outdoor certainly make it difficult for educators to control students so that the initial goal is that a visit to this museum is an activity for relaxed but serious outdoor learning, not just outdoor learning but not serious. Thus, all educators who are members of these activities are required to be more active in maintaining and paying attention to the activities of students so that they remain in a good mood and concentration to pay attention to all the explanations of information conveyed by the museum guide.

The obstacles experienced by students are: First, the distance, the long distance to the Pancasila Hero Monument Museum is one of the obstacles in using the museum as a learning resource. This can happen because Yogyakarta consists of several regencies, namely Sleman, Bantul, Gunung Kidul, Kulon Progo, and Yogyakarta cities. As experienced by students from SMA 1 Wonosari who have used the museum as a learning resource, they feel that the distance that must be traversed is far. Second, the information, management, and services provided by the Pancasila Hero Monument museum can be said to have been very good, because the function of the museum guide has been running as it should. However, it was found that the museum staff did not come from the museum or historical field, but rather came from the economic, social, and other fields. In addition, information about the existence of the museum in the community, especially students or students, is still lacking. This is what causes that after visiting this museum, students know that this museum can be visited by the general public, not only TNI families. Thus, the function of the museum as truth education has not been maximally achieved.

## 4 Conclusion

The Pancasila Heroes Monument Museum is a special history museum, whose museum collections are limited to one branch of science, technology, and art, that is, each collection comes from the G 30 S/PKI incident that occurred in Yogyakarta. All collections contained in the Pancasila Hero Monument Museum can be used as a source of learning history by adjusting the learning syllabus. The adjustment of the syllabus indirectly provides educators with other learning resources that will increase the enthusiasm of students to learn history subjects. This museum has eight collections, including; a set of clothes for Posthumous Brigadier General TNI Katamso and Posthumous Infantry Colonel Soegiono, a gas car, a size 8 motor key, stones, two sand tanks, eleven photos of the discovery and burial of corpses, nine photos of revolutionary heroes, and the graves of the two revolutionaries.

The Pancasila Heroes Monument can be used as a source of history learning in groups or independently. Schools, both public and private, have taken advantage of the

museum's resources. Furthermore, the use of museums as a learning resource is not limited to what schools, in this example educators, do, but also to what students do on their own. A museum guide will accompany students who visit the museum on their own.

The use of the Pancasila Heroes Monument Museum as a historical learning resource is fraught with difficulties. Students, as well as instructors, face challenges when it comes to using museums. Educators face challenges such as time, transportation, and tough student control. Meanwhile, students face challenges in the form of distance and information. Cooperation between the school and the museum is required in order to make the best use of the museum.

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