



# Exploring the History of Spices: Utilization of Durstede Fort in Saparua as a Source for Critical History Learning

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**Abstract.** Learning resources are one of the most important components in history learning. The learning process of students in learning and understanding past events will be more concrete with the existence of learning resources. Learning that uses primary historical sources directly has a great influence on students, such as fostering stimulation of critical thinking and creativity in students. The historical source in this research is the utilization of Duurstede Fort. The method used in this study uses historical methods and literature and field studies. The result of this research is an exploration of Fort Durstede as a source of history learning and a learning scheme by using direct learning resources. Learning schemes using Durstede Fort, in addition to facilitating student understanding, are also designed to develop critical thinking skills.

**Keywords:** Learning resources · Duurstede Fort · outdoor learning · critical thinking

## 1 Introduction

Learning resources are one of the main points of the learning process. Learning resources are something that can help, facilitate the process of learning activities so that students and teachers can use them [1]. Teachers are required to observe a variety of learning resources. Because, the existence of learning resources can be a supporter and complement to the main learning resources that have been provided. One of the benefits of self-study resources is to help students learn to become skilled individuals and generate interest, interest and a sense of openness in students about history.

The existence of learning resources in history learning is very helpful in the learning process of students in studying and analyzing past events. Moreover, if students are given the opportunity to visit historical sites directly. Learning that uses historical sites directly has a great effect on students, such as fostering an emotional sense and creativity in students. In learning, students will tend to easily understand and remember information longer with visual rather than verbal sources [2]. Therefore, outdoor learning is an alternative choice for teachers in teaching history learning.

Learning history among students still leaves the stamp of being boring and unimportant to learn. In fact, the urgency of learning history is one of the government's pillars to help create a young generation with character for the life of the nation and state. Then, in history subjects it can also lead students to hone critical thinking patterns that must be mastered by each individual. Outdoor learning can help teachers and students achieve learning goals. In addition, visits to historical sites are effective in generating student activity and sharpening thinking power. Outdoor learning is not only a lesson outside of class, but also shapes the behavior of students to be more sensitive to the environment and responsibility [3, 4].

Duurstede Fort as a manifestation of the existence of the Dutch in the past still stands tall on Saparua Island, Central Maluku. This fort bears witness to the struggle of the Moluccan people to free their rights and lives from the binding company rules. Fortress, which is also a primary source, can be an alternative for students and teachers to create interactive, critical, and fun learning experiences so that they are able to acquire values that are embedded in memory. Through outdoor learning using historical sources for Fort Duurstede, students can awaken and hone students' thinking skills.

The novelty of this research covers various things. The first is with the potential of the site, the use of Fort Durstede as a direct learning resource is still rarely used. Several previous studies have stated that the use of the site directly in learning activities is very effective [5, 6]. The second is direct learning activities in the field, besides being able to activate students' senses, they can also develop students' critical thinking [7, 8].

## 2 Methods

### 2.1 Subject of Research

The method in writing this article is the historical method which consists of heuristics, source criticism, interpretation, and the last step is historiography [9, 10]. The historical method is used by the author to describe the history and potential of Fort Duurstede. In addition, the writing of articles also uses the method of library research (library study), where the author searches for and collects literature sources such as books and scientific works. References as a data source are articles related to Fort Duurstede material, outdoor learning, and students' critical thinking skills. At the data collection stage, researchers conducted field studies by visiting the Durstede Fort site, conducting interviews with resource persons. Some of the parties who became the source of the data were the site manager, the Saparua sub-district government, and Father Raja Saparua.

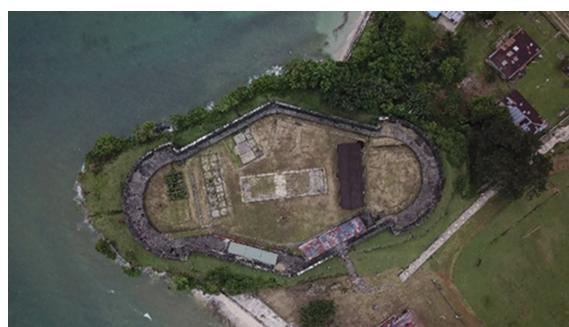
## 3 Results and Discussion

### 3.1 The Potential of Fort Duurstede

Maluku became one of the important cities in the history of the colonial period. In terms of geography, according to 2022 data by Katadata.co.id Maluku is an archipelago consisting of 1337 islands. Maluku's geographic potential has been known since the colonial period. This was proven by Maluku as the center of the government area at



**Fig. 1.** Kepulauan Lease



**Fig. 2.** Fort Duurstede top view

that time [11]. Location of the Maluku archipelago and functioned as the center of the country, the colonial government built many fortifications around the coast, one of which was on Saparua Island.

Saparua Island is an area of Central Maluku which is a series of Lease islands with an area of 175 km<sup>2</sup> according to BPS data in 2015. The Lease Islands during the colonial period were very famous as suppliers of clove spices. The arrival of the VOC in Maluku around 1652 made the Lease Islands formed to become a clove-producing area [12]. As a supplier of spices, of course Saparua Island has traces of the colonial era left behind, such as the defense aspect (Fig. 1).

Fort Duurstede was built in full in 1690 by Nicholaas Schagen as the acting Governor of Ambonia at that time [13]. Before that, in 1676 this building had been built by Arnold de Vlaming van Oudshoorn foundation. According to Karyamantha and Sutrina in Surbakti [14]). This fort is located at LS 03° 34' 30.7", BT 128° 39' 33.0", and 5 m above sea level. Duurstede Fort is rhombus-shaped facing the east coast as if prepared to monitor the movement of trading ships and threats from outside as part of maritime war tactics. However, the function of the fort slowly shifted so that it was also used as a temporary storage place for spices before they were dispatched. Based on its types, Duurstede Fort is classified as a Blokhuis benteng fort [12]. Blokhuis attached to the fort that functioned in the field of trade (Figs. 2 and 3).

Another historical potential of Duurstede Fort is a form of testimony to the struggle of the Maluku people against colonial rule. The resistance was led by Pattimura or Thomas



**Fig. 3.** Fort Duurstede front view

Matulessy. He was the son of a nobleman from the Sahulau kingdom who was born on June 8, 1783. His background had joined the British military with the rank of Sergeant. As a result of the war between Britain and France in Europe, Britain had set foot in the Moluccas for 7 years. During the British rule, the people of Maluku began to feel freedom in activities such as trading. However, the British existence had to be abolished when the 1816 Treaty of London was issued. This caused the colonial government to return again and triggered the Pattimura resistance.

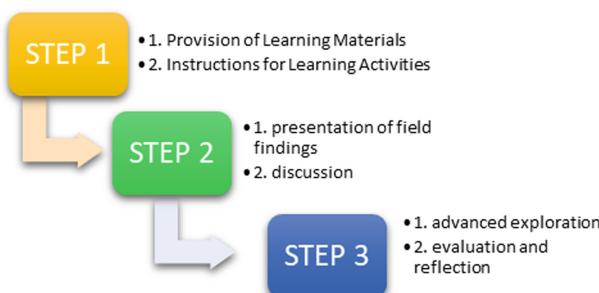
The beginning of the Pattimura resistance was triggered when the people of Maluku were urged by the colonial government to be willing to register as soldiers to be sent to Batavia. Then, the attitude of the resident leader of Saparua Island, Van den Berg, who was cruel to the people, further fostered hatred in the hearts of the people. His ruthlessness is like refusing to pay wages for selling ships, selling spices. The people of Maluku, led by Patimura, began to take control of the Duurstede fort on May 16, 1817. The resistance caused the resident of Saparua to die and leave his eldest son, Juan Lubbert Van den Berg. After the resistance, 177 troops arrived from Ambon, but the enthusiasm of the Moluccan people was so high that they failed to land in Saparua. Negotiation efforts could not take place because Pattimura strongly refused. Until on August 3, 1817, a ship came towards the fort with full weapons and attacked the fort defenses. However, Patimura and his troops were still able to survive the colonial attack. Until, due to a boycott of one of his followers who reported the whereabouts of Pattimura, he was taken prisoner by the government. Pattimura was sentenced to death in the landscape of Nieuw Victoria for leading a rebellion with his thirteen people.

### 3.2 Steps of Learning at the Site of Fort Duurstede

Learning resources also contribute significantly to the teaching and learning process in the classroom. Learning resources can be obtained from anywhere, one of which is the environment. When the environment is used as a learning resource, it includes all objects and living things around it [15]. The immediate environment can be a good alternative for learning resources such as Fort Duurstede. For the use of Fort Duurstede as a learning resource, you can use an outdoor based learning model.

Outdoor learning is learning that utilizes the environment as a learning resource [6, 16, 17]. As a teacher, creative and agile abilities are needed to see opportunities in the surrounding environment as a source of learning. Because, it is very, very important for students to be nurtured from an early age regarding their historical awareness through local history. Fort Duurstede will be an appropriate historical resource in outdoor learning history. The fort carries many historical values and characters for the struggle of the Maluku people. In addition, together with outdoor learning learning brings many benefits for students from the cognitive and psychomotor side [18].

The stages of outdoor learning learning consist of 6 phases [17, 19]. Where phase I the teacher will prepare the needs and introductions that will be explained to students. Phase II, when students go into the field to explore historical sources according to the preparations in the previous phase. Finally, phase III, where students will carry out further development to evaluation related to the results of exploration of learning resources. The following is a flow chart of the steps for outdoor learning.



Outdoor learning using Fort Duurstede as a learning resource can be adapted to high school/equivalent material in class XI for Indonesian History and Specialization History. In class XI of the history of specialization, students will carry out activities to analyze the resistance strategies carried out by the Indonesian people in the face of colonialism from Europeans (Portuguese, Spanish, English, Dutch). In the learning syntax above, phase 1 the teacher will prepare an introduction to learning such as materials and stimuli that can increase students' interests and ways of thinking. Phase 2 teachers will provide direction regarding the completeness that needs to be prepared in outdoor learning activities. In addition, the teacher also provided introductory material related to the arrival of Europeans and the conditions of the Maluku region at that time to students. Phase 3 is mentoring learning outside the classroom, to be precise at Fort Duurstede. In this phase too, throughout the activities the teacher will explain the general description of the fort site. Students will be divided by the teacher into four large groups who are given the task of collecting data that can be extracted from the site. Phase 4 is the teacher will check and monitor the understanding of each group and provide input if needed. In phase 5, students are given the opportunity to discuss the data collected. Until phase 6, the teacher provides an evaluation related to outdoor learning in the form of a worksheet project.

### 3.3 Historical Critical Thinking Skills

History is one of the subjects that has an important role in shaping the character of students in the 2013 curriculum [7, 8]. The strong reason that history subjects are mandated by this mandate is because the science of history is the foundation of other sciences. The government hopes that historical learning through the values contained in each part can be the foundation of Indonesia's young generation in the life of the nation and state. In addition, history subjects also function as a means of developing critical thinking for students [20]. The facts presented by history can stimulate students' thinking and broaden their views. Even students can achieve the highest essence by obtaining and practicing the values of each historical fact if the learning that occurs is critical and fun. However, it is often found that history learning is still not fun and does not prioritize the values that can be obtained for students.

Thinking literally uses reason to make decisions. Critical thinking is a skill that humans have with their minds to examine the opinions and strategies of one's thinking patterns based on rationality [8]. Because, critical thinking will lead people to become individuals with character, able to make decisions appropriately and quickly, and have various points of view in dealing with problems.

Through history, students will be trained to think historically and critically [21, 22]. The depiction through Duurstede Fort as a learning resource, students will be accustomed to digging up as much information as possible before going into the field regarding what the fort was, when it was built, and the figures involved with the fort. The thoughts that arise like that are a form of critical and historical thinking. Furthermore, when they are in the field, they will explore and validate the information they previously obtained with the reality on the ground. In addition, students psychologically feel happy and excited when they are in the field. Learning to use Fort Duurstede as a learning resource will bring students closer to the fact that history is not a boring lesson, and introduces the material in the textbooks closer to the reality.

The attached learning outcomes can help students hone their critical thinking skills. It can be seen in phase 3 where students are asked to explore historical sites to obtain as much data as possible [23]. In addition, students can continue in exploration activities by interviewing the guards of the fort, matching it with the literature sources encountered, observing every room in the fort, and so on. Furthermore, in phase 6, when students continue evaluation and analysis activities by giving worksheets where students are asked to complete questions related to the fort based on their observations and making historical essays.

## 4 Conclusion

Learning resources are one of the main points of the learning process in the classroom. The existence of learning resources in history learning is very helpful in the learning process of students in studying and understanding past events. Moreover, if students are given the opportunity to be able to visit historical sites directly. Duurstede Fort as a manifestation of the existence of the Dutch in the past still stands tall on Saparua Island, Central Maluku. This fort bears witness to the struggle of the Moluccan people to free their rights and lives from the company's binding regulations. Through outdoor

learning, historical sources for Fort Duurstede, students can explore and hone their critical thinking skills. The steps of outdoor learning with historical sources for Fort Duurstede have three phases, phase I the teacher will prepare the needs and introductions which will be explained to students. Phase II, when students go into the field to explore historical sources according to the preparations in the previous phase. Finally, phase III, where students will carry out further development to evaluation related to the results of exploration of learning resources. Through history, students will be trained to think historically and critically. Learning to use Fort Duurstede as a learning resource will bring students closer to the fact that history is not a boring lesson, and introduces the material in the textbooks closer to the reality.

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