



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

Wahyu Djoko Sulisty<sup>(✉)</sup>, Ulfatun Nafiah, Najib Jauhari,  
Moch. Nurfahrul Lukmanul Khakhim, and Sya'fa Nabila Kurnia Wahyuda

Universitas Negeri Malang, Malang, Indonesia  
wahyu.djoko.fis@um.ac.id

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

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 Nicolaas 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 Oudshoor 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

Matulessey. 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.

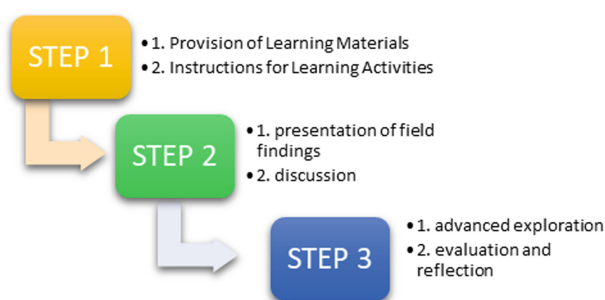
The beginning of the Pattimura resistance was triggered when the people of Maluku were urged by the colonial government to be willing to register as soldiers to be sent to Batavia. Then, the attitude of the resident leader of Saparua Island, Van den Berg, who was cruel to the people, further fostered 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 brings many benefits for students from the cognitive and psychomotor side [18].

The stages of outdoor 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.

## References

1. R. Abdullah, "Pembelajaran Berbasis Pemanfaatan Sumber Belajar," *Jurnal Ilmiah Didaktika*, vol. 12, no. 2, pp. 216–231, 2012, doi: <https://doi.org/10.22373/jid.v12i2.449>.
2. R. Bušljeta, "Effective Use of Teaching and Learning Resources," *Czech-polish historical and pedagogical journal*, vol. 5, no. 2, pp. 55–69, 2013, doi: <https://doi.org/10.2478/cphpj-2013-0014>.
3. P. C. Crismono, "Pengaruh Outdoor Learning Terhadap Kemampuan Berpikir Kritis Matematis Siswa," *Jurnal Pendidikan Matematika dan Sains*, vol. 4, no. 2, pp. 106–113, 2017.
4. J. Dillon, M. Rickinson, and K. Teamey, "The value of outdoor learning: evidence from research in the UK and elsewhere," in *Towards a Convergence Between Science and Environmental Education*, Routledge, 2016, pp. 193–200.
5. W. D. Sulisty, M. N. L. Khakim, and B. Kurniawan, "Learning experience from learning sources: exploiting geographic and historical potential of guerrilla sites in Wonokarto Pacitan as a source of historical learning," in *IOP Conference Series: Earth and Environmental Science*, 2020, vol. 485, no. 1, p. 012109.
6. H. Bilton, *Outdoor learning in the early years: Management and innovation*. Routledge, 2010.
7. J. E. McPeck, *Critical thinking and education*. Routledge, 2016.
8. A. Fisher, *Critical thinking: An introduction*. Cambridge university press, 2011.
9. H. Wasino, M., & Endah Sri, *Metode Penelitian Sejarah: Dari Riset hingga Penulisan*. 2018.
10. D. Abdurahman and A. Safa, *Metodologi penelitian sejarah*. Ar-Ruzz Media, 2007.
11. P. Dan, P. Situs, and R. Boko, "Pengelolaan sumber daya arkeologi," vol. 29, no. 2, 2020.
12. S. Mansyur, "Perdagangan Cengkih Masa Kolonial dan Jejak Penaruhnya di Kepulauan Lease," *Kalpataru: Majalah Arkeologi*, vol. Vol. 22, no. No. 1, Mei, pp. 43–60, 2013, doi: <https://doi.org/10.24832/kpt.v22i1.120>.
13. S. Mansyur, "Sistem Pertahanan Di Maluku Abad XVII-XIX (Kajian terhadap pola sebaran benteng)," *Kapata Arkeologi*, pp. 47–63, 2006.
14. K. Surbakti, "Pengelolaan Sumber Daya Arkeologi di Pulau Haruku dan Saparua, Kabupaten Maluku Tengah," *KALPATARU*, vol. 29, no. 2, pp. 101–116, 2020.
15. D. Andrianto, "Memanfaatkan Lingkungan Sekitar," pp. 1–22, 2011.
16. Melikhatun; Dr. Aman, "Implementasi metode," vol. 1, pp. 41–52, 2017.
17. J. Sayono, L. Ayundasari, W. D. Sulisty, and R. Ridhoi, "Utilization of Syphon Metro Kepanjen as Outdoor Learning Site for History Students," in *1st International Conference on Social Knowledge Sciences and Education (ICSKSE 2018)*, 2019, pp. 69–73.
18. W. D. Sulisty and M. A. Dewanti, "'Sumberawan water site': History, sustainable preservation and use as a learning source," in *Development, Social Change and Environmental Sustainability: Proceedings of the International Conference on Contemporary Sociology and Educational Transformation (ICCSET 2020)*, Malang, Indonesia, 23 September 2020, 2021, p. 34.



19. P. Perangkat and P. Ips, "Pengembangan Perangkat Pembelajaran Ips Terpadu Berbasis Outdoor Learning," *Journal of Primary Education*, vol. 2, no. 2, pp. 77–83, 2013.
20. S. M. Waring and K. S. Robinson, "Developing critical and historical thinking skills in middle grades social studies," *Middle School Journal*, vol. 42, no. 1, pp. 22–28, 2010.
21. S. Y. Alfian, "Pararaton Sebagai Sumber Sejarah: Pemanfaatannya dalam Pembelajaran di Era Digital," *Jurnal Pendidikan Sejarah Indonesia*, vol. 2, no. 1, pp. 38–48, 2019, doi: <https://doi.org/10.17977/um033v2i12019p038>.
22. N. J. Alsaleh, "Teaching Critical Thinking Skills: Literature Review.," *Turkish Online Journal of Educational Technology-TOJET*, vol. 19, no. 1, pp. 21–39, 2020.
23. J. P. Greene, B. Kisida, and D. H. Bowen, "The educational value of field trips: Taking students to an art museum improves critical thinking skills, and more," *Education Next*, vol. 14, no. 1, pp. 78–87, 2014.
24. *Abstracts and Workshops (VRW)*, 2021, pp. 291–296.
25. E. Fokides and P. A. Arvaniti, "Evaluating the effectiveness of 360 videos when teaching primary school subjects related to environmental education," *J. Pedagog. Res.*, vol. 4, no. 3, pp. 203–222, 2020.
26. K. M. Nelson, E. Anggraini, and A. Schlüter, "Virtual reality as a tool for environmental conservation and fundraising," *PLoS One*, vol. 15, no. 4, p. e0223631, 2020.
27. L. Phipps, V. Alvarez, S. de Freitas, K. Wong, M. Baker, and J. Pettit, "Conserv-AR: A virtual and augmented reality mobile game to enhance students' awareness of wildlife conservation in Western Australia," *Mob. Learn. Futur. Qual. Res. Pract. Mob. Learn.*, vol. 214, 2016.
28. Y. Sun, R. C. K. Chan, and H. Chen, "Learning with geographical sensitivity: Place-based education and its praxis," *Prof. Geogr.*, vol. 68, no. 4, pp. 574–583, 2016.
29. A. K. Putra, I. Purwanto, and H. MN, "WN, & Fahmi, MR (2022). Development Of Mobile Virtual Field Trips In Ijen Crater Geosites Based On 3600 Auto Stereoscopic And Geospatial Technology As Geography Learning Media," *Geoj. Tour. Geosites*, vol. 41, no. 2, pp. 456–463.
30. P. D. Sugiyono, *metode penelitian kuantitatif, kualitatif, dan R&D*. 2016.
31. A. Sari and A. Setiawan, "The development of internet-based economic learning media using moodle approach," *Int. J. Act. Learn.*, vol. 3, no. 2, pp. 100–109, 2018.
32. J. van den Akker, B. Bannan, A. E. Kelly, N. Nieveen, and T. Plomp, *Educational Design Research Part A: An Introduction*. 2013.
33. S. Haryati, "Research and Development (R&D) sebagai salah satu model penelitian dalam bidang pendidikan," *Maj. Ilm. Din.*, vol. 37, no. 1, p. 15, 2012.
34. T. Plomp and N. Nieveen, "Educational design research," *Enschede Netherl. Inst. Curriculum Dev.*, 2013.
35. G.-A. Gottini, L. O. S. Bozzi, M. Kunde, R. Lorenz, and T. H. Netland, "Creating VR content for teaching operations management," 2021.
36. T. Amiel and T. C. Reeves, "Design-based research and educational technology: Rethinking technology and the research agenda," *J. Educ. Technol. Soc.*, vol. 11, no. 4, pp. 29–40, 2008.
37. N. Nieveen, "Prototyping to reach product quality," in *Design approaches and tools in education and training*, Springer, 1999, pp. 125–135.
38. L. Li and R. Guo, "A student-centered guest lecturing: A constructivism approach to promote student engagement," *J. Instr. Pedagog.*, vol. 15, 2015.
39. X. Muianga, T. Klomsri, M. Tedre, and I. Mutimucuo, "From Teacher-Oriented to Student-Centred Learning: Developing an ICT-Supported Learning Approach at the Eduardo Mondlane University, Mozambique.," *Turkish Online J. Educ. Technol.*, vol. 17, no. 2, pp. 46–54, 2018.
40. L. Pattacini, "Experiential Learning: the field study trip, a student-centred curriculum," *Compass J. Learn. Teach.*, vol. 11, no. 2, p. 2, 2018.



41. S.-C. Chang, T.-C. Hsu, and M. S.-Y. Jong, "Integration of the peer assessment approach with a virtual reality design system for learning earth science," *Comput. Educ.*, vol. 146, p. 103758, 2020, doi: <https://doi.org/10.1016/j.compedu.2019.103758>.
42. Z. Zhang, B. Cao, J. Guo, D. Weng, Y. Liu, and Y. Wang, "Inverse virtual reality: intelligence-driven mutually mirrored world," in *2018 IEEE Conference on Virtual Reality and 3D User Interfaces (VR)*, 2018, pp. 735–736.
43. T. Edensor, "Introduction: Thinking about rhythm and space," in *Geographies of rhythm*, Routledge, 2016, pp. 13–30.
44. P. A. Burrough, *Natural objects with indeterminate boundaries*. CRC Press, 2020.
45. P.-A. Balland and D. Rigby, "The Geography of complex knowledge," *Econ. Geogr.*, vol. 93, no. 1, pp. 1–23, 2017.
46. K. Frank, A. E. Gardner, I. N. Ciobanescu Husanu, R. Y. Chiou, and R. Ruane, "Green STEM: Virtual Reality Renewable Energy Laboratory for Remote Learning," in *ASME International Mechanical Engineering Congress and Exposition*, 2021, vol. 85659, p. V009T09A018.
47. A. G. Renatovna and A. S. Renatovna, "Developing Critical Thinking on Elementary Class Pupils Is the Most Important Factor for Preparing Social Relationship," *JCR*, vol. 7, no. 17, pp. 438–448, 2020.
48. M. A. Britt, T. Richter, and J.-F. Rouet, "Scientific literacy: The role of goal-directed reading and evaluation in understanding scientific information," *Educ. Psychol.*, vol. 49, no. 2, pp. 104–122, 2014.
49. J. Zhao and A. Klippel, "Scale-unexplored opportunities for immersive technologies in place-based learning," in *2019 IEEE Conference on Virtual Reality and 3D User Interfaces (VR)*, 2019, pp. 155–162.
50. D. Li, B. J. Xiao, and J. Y. Xia, "High-resolution full frame photography of EAST to realize immersive panorama display," *Fusion Eng. Des.*, vol. 155, p. 111545, 2020.
51. N. S. Schutte, "The impact of virtual reality on curiosity and other positive characteristics," *Int. J. Human-Computer Interact.*, vol. 36, no. 7, pp. 661–668, 2020.
52. M. Barrera-Ángeles, S. Aleix-Guillaume, and A. Pereda-Baños, "Virtual reality storytelling as a double-edged sword: Immersive presentation of nonfiction 360-video is associated with impaired cognitive information processing," *Commun. Monogr.*, vol. 88, no. 2, pp. 154–173, 2021.

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

