

**The Use of museums and cultural heritages in teaching history
through e-learning: some challenges**

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Profile

Central Java Education and Culture Service is a public institution under the Central Java Government dealing with education matters for formal and informal schools from pre-elementary schools, high schools up to university level. It deals not only with human resources but also school management. Besides education matters, this office also deals with cultural preservation and enrichment for local museums, cultural heritages, fine arts, traditional art performances, native language, and local history (Local Regulation number 7/2001).

Our vision is:

To build Central Java society characterized by faithful, smart, skillful, healthy, independent and cultural based personality

Our missions are:

To increase equality, quality, and relevance for education dedicated to Central Java society through formal and informal education

To preserve, and enrich every aspects of culture ever lived and still living in Central Java Province

To prepare skillful and highly qualified human resources in education and cultural field in Central Java Province

Local regulation number 7 issued in 2001 stated that the main jobs and functions of Central Java Education and Culture Service are :

1. To run decentralization authority in education and culture fields given to Central Java Local Government
2. To run decentralization authority (100 % authority run) in education and culture fields which crossing regency border.

3. To run decentralization authority in education and culture fields which is cooperated to Central Java Local Government
4. To run deconcentrazion authority (50 % authority run) in education and culture fields

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Executive Summary

There are 41 museums and more than 3000 cultural heritages spread all over Central Java Province providing great potency of being used in teaching History-subject through e-learning. However the use of those cultural resources for learning programs through e-learning in formal schools is rare. The fact shows there is a lack of interest in using museums and cultural heritage as learning resources through e-learning This research tries to figure out the reasons why the use of museums and cultural resources for learning programs through e-learning in formal schools is rare, to find out some key factors which I named it as some challenges that make teachers and students pay a little attention on using museums and cultural heritage as learning resources through e-learning. Plans and following actions that have been doing so far are also presented.

Background

There are 41 museums and more than 3000 cultural heritages spread all over Central Java Province. These museums are located on 19 regencies and 3 municipalities which collections range from prehistoric era up to recent time (see: www.museumronggowarsito.org). Some of them present specific collections. For instance, museums for woman in Jepara and Rembang Regency present the life of Kartini, a noble woman living in the beginning of 20th century who fought for woman emancipation. Batik Museum in Pekalongan municipality presents antique hand made decorated cloths namely batik which the oldest collection was made in 1850. Sangiran Prehistoric-Man Museum presents fossils of prehistoric men and animals ever wandered in Sangiran Dome around 1.2 million years ago. There is also Steamed Train Museum in Ambarawa presenting steamed locomotives which are still in good condition though they were more than 150 years old.

Central Java Province also has various numerous cultural heritages started from prehistoric era, Hindus-Buddhist era, Islamic era up to colonial era. Three of them are even listed on the World Heritage List published by UNESCO, namely the Borobudur temple, Sangiran Prehistoric Early Man Site, and the Prambanan Temple Compounds. There is also group of Dutch Style buildings located in Semarang, my hometown, in an area being known well as “the Little Netherlands”.

Due to so many museums and cultural heritages spread all over Indonesia, the Government of the Republic of Indonesia published Act No. 32 about Local Government issued in 2004. Article 22 alphabet m of that Act stated that:

“In conducting authonomic governmental administration, all local government has an obligation to preserve social cultural values”

Cultural Heritages handed down from the previous generation plays important roles to keep the existence of national pride and to grow local identity in the global era. It's also important to give unique character for any region in the global world which has a

tendency to be similar in terms of architecture of buildings and technology. In the global era, the world becomes a global village which exchange of goods, technology and culture occurred (Friedman, 1994). Knowing more about other culture and other way of life and experience living in different culture and way of life will be prestigious. It won't make a frog lives under a coconut shell anymore. By entering different life and culture, people will get new and unusual things and experiences resulting in the enrichment of vision and spiritual experience (Lanfant, 1995). For those who think global, who doesn't want to be a frog living under a coconut shell, who has eagerness of new experiences taking from the result of diving into different culture and way of life, museums and cultural heritages will be interesting spots to visit both directly or through internet surfing (Pierce, 1989).

William W Moss, Director of the Smithsonian Institution Archive (quoted in Kotler, 1998: 29) viewed in the different way on the reason why we should preserve cultural heritages in the global era. He stated that:

“It is socially necessary and probably psychologically essential that we prevent others from fooling us about the past. If all history is inevitably interpretation, it is best that we have the most reliable and most durable interpretation available. We need durable evidence, evidence that survives over time, through changes in interpretation, to give us confidence in the information we use so freely for a reality check in a world of plentiful, competing and sometimes contradictory information”

Research Objectives

Recent trend

We have rich and various cultural resources both preserved in museums and still in situ. In Central Java Province itself, there are 41 local museums and more than 3000 cultural heritages spread all over Central Java Province. But the use of those cultural resources for learning programs through e-learning in formal schools is rare. In Semarang, itself, as the capital city of Central Java Province, there are only 2 high schools come to Central Java Museum to study and expand their students' comprehension with the real evidences of humankind history.

Based on that trend, this research tries to figure out the reason why the use of museums and cultural resources for learning programs through e-learning in formal schools is rare.

The fact:

There are a lot of local museums with various collections and a lot of cultural heritages from prehistoric to recent era that can be used as learning resources for teaching history subject through e-learning. However, the fact shows there is a lack of interest in using museums and cultural heritage as learning resources through e-learning. So there must be some key factors that make teachers and students pay a little attention on using museums and cultural heritage as learning resources through e-learning.

Research Methodology and Findings

This paper tried the fact shows there is a lack of interest in using museums and cultural heritage as learning resources through e-learning **SWOT Analysis**

The SWOT Analysis shows that:

Strength:

There are 41 local museums and more than 3000 cultural heritages spread all over Central Java Province

Those museums collect various artifacts and those cultural heritages vary in terms of era (prehistoric to recent era), and material (stones, bones, wood, bronze, iron, earthenware, ceramic, etc).

Weakness:

There is a little progress in museum display and in providing information needed by teacher and students.

Giles Velarde (1986: 394) said that it seemed that the museum visitors were eager to see something real and round, and they did not only to see it but also to touch it and walk around it. He continued to say that we as human beings are three dimensional creatures. Therefore we can't be satisfied by sitting and watching television to see two dimensional objects and then when we enter through the door of museum just to see some thing more of the same thing. So, it is essential to give visitors something that he/she can't get at home, at schools, at libraries or at shops. This is about what things museum can offer to visitors.

According to Neil and Philip Kotler (1998: 174) a museum's offerings consist of six elements. First, the museum setting itself in terms of the exterior and interior architecture and designed spaces. Second, the objects, collections and exhibitions presented to visitors. Third, interpretive materials such as labels, texts, and catalogues. Fourth, museum

programs such as lectures, performances, and social events. Fifth, museum services such as reception and orientation, food stalls, shopping and seating places. Sixth, the extent to which the museum organizes or to fail to organize the visitor's time, activities and experiences. Certain museums in Central Java even today offer visitors with the most minimal responses. So such a little responsive museum what will happen is: a visitor enters the building, walk around unguided and unaware of the museum's offering, never see or talk with any museum employee, and finally leave the museum with no impression at all.

There is not much information available for most cultural heritages in Central Java Province.

In terms of the role of information, Douglas A. Bassett (1986: 468) clearly stated that, "Archaeologists and those who employ or sponsor them in undertaking excavations have an obligation to publish his work". They also have a responsibility to preserve the significant excavated material and the full original records for reference of further scholars. Therefore, as Douglas A. Bassett (1986: 468) mentioned that archaeologists have an obligation to publish their work in a permanent form, available to everyone who wants to read it in public libraries or to buy it.

Most museum and cultural heritage employees have to face different types of enquiries such as general enquiries, administrative enquiries, research enquiries, enquiries for factual information, requests from students and teachers, enquiries for becoming lecturers, and objects for identification (David T.D, Clarke, 1986: 476-478).

Opportunity:

There are so many museums and cultural heritages containing so much information waiting to be revealed.

There are requests for talks on television and radio.

There are ICT components available on high-tech markets.

There are experts on ICT who can help to build ICT networks.

Threat:

Museum and cultural heritages administrators have a little interest to improve their skill and reveal information on these museum collections and cultural heritage that are unknown or unfamiliar for them. Most of them are getting older and there is no replacement plan so far.

Many History-subject teachers think that they don't need enrichment in their teaching method. The reasons are first, they are unfamiliar with e-learning and ICT and second, they are getting older and happy with what they have achieved.

In short there are two challenges namely:

1. Many History-subject teachers think that they don't need enrichment in their teaching method (it's about mindset)
2. Availability of E-learning topics on history is rare (it's about material contents).

Plans and Actions

Plans:

Responding those challenges, two plans are created, namely:

1. Changing teachers' mindset through cooperating program on human resource development
2. Providing e-learning material contents through museum and cultural heritage enrichment programs

Expected results:

By applying the plans, it is expected that:

1. There is a mindset change of history-subject teachers to make use available e-learning programs to enrich the way they teach.
2. There are various e-learning material contents available for teachers and students as teaching-learning resources.

Actions:

The first program is included in HRD Policy and was started in 2003 with the major targets are social science teachers both from junior and senior high schools (140 persons/year), and students of senior high schools in Central Java Province (140 persons/year). Both teachers and students are trained to be aware of the benefits they can get by using museums and cultural heritages as related sources for their learning program. Special for students (350 persons/year), they are also gathered in a cultural scout program. Each regency and municipality (there are 35 altogether) sent 10 students and 1 teacher to joint that program. At the end of August 2007, this cultural scout program was conducted in the Borobudur temple area for four days. During that program, participants were involved in cultural based activities such as games, discussions and tracking.

In terms of HRD Policy, there are also trainings provided each year for museum administrators (70 persons/year) and cultural heritage administrator (70 persons/year) conducted by my section (Museum and cultural heritage section of Central Java Education and Culture Service). Besides that, the National Museum in Jakarta also conducts trainings for provincial museum administrators (50 persons/year) in collaboration with French experts. These trainings are designed to be fulfilled with a lot of practical works instead of theoretical lessons.

The second program was started in 2006 & get emphasized more after taking part in 6th APEC e-learning training program consisting of campaigns on developing society involvement in preserving cultural heritage through interactive dialogue on TV and radio channels; also providing rich and various materials on museums and cultural heritages in Central Java VCDs, DVDs & interactive multimedia that will be accessible through internet in 2008

Some results:

Some results have been achieved so far which are mentioned below:

1. A number of 700 teachers and 700 students were enlightened of making use of museum and cultural heritage in their teaching learning process
2. A number of 1750 students and 175 teachers took part in cultural scout programs that made them enable to create history subject teaching learning process in a more exciting way.
3. A number of 5 DVD, 5 VCD, 2 interactive multimedia were produced so far, 1 interactive multimedia is still in progress
4. Interactive dialogue on a local TV station once a month and a local radio once a week.

Conclusions and suggestions

There is a potency of 41 museums and more than 3000 cultural heritages spread all over Central Java Province available to be used for teaching history through e-learning. However, the fact shows there is a lack of interest in using museums and cultural heritage as learning resources through e-learning. In short there are two challenges: first, many History-subject teachers think that they don't need enrichment in their teaching method (it's about mindset) and second, the availability of E-learning topics on history is rare (it's about material contents). Responding those challenges, two plans are created: first, changing teachers' mindset through cooperating program on human resource development and second, providing e-learning material contents through museum and cultural heritage enrichment programs.

Although some progress have been made in changing teachers' mindset and providing e-learning material contents, the progress seems move forward slowly due to limited available fund which is around \$US 100,000.- per year. It is probably because these two programs are not yet treated as the top priority programs. So, the next challenge is making any effort to push these two programs be included in the top priority programs. To accelerate the use of museums and cultural heritages in teaching history through e-learning, a continuous cooperation with other institutions and private companies is a must.

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- www.pdkjateng.go.id
- www.museumronggowarsito.org

LOCAL MUSEUMS IN CENTRAL JAVA

Number	Name of Local Museums	Address
I SEMARANG MUNICIPALITY		
1	Museum Jawa Tengah Ronggowarsito	Jl. Abdulrahman Saleh, Semarang
2	Museum Jamu Nyonya Meneer	Jl. Raya Kaligawe KM. 4 Semarang
3	Museum Perjuangan Kodam IV/ Diponegoro “Mandala Bhakti”	Tugu Muda Semarang
4	Museum AKPOL	Komp. AKPOL Candi Baru Semarang
5	Museum Rekor Indonesia (MURI)	Jl. Setiabudi – Sronдол, Semarang
II SEMARANG REGENCY		
6	Museum Isdiman/Palagan Ambarawa	Jl. Mgr. Sugiyopranoto – Ambarawa
7	Museum Kereta Api	Jl. Setasiun Kereta Api – Ambarawa
8	Museum PKK	Ungaran
III SURAKARTA MUNICIPALITY		
9	Museum Radyapustaka	Jl. Slamet Riyadi No. 235 Surakarta
10	Museum Biro Pariwisata Mangkunegaran	Komp. Istana Mangkunegaran Surakarta
11	Museum Suaka Budaya Kasunanan	Komp. Istana Kasunanan Surakarta
12	Monumen Pers Nasional	Jl. Gajahmada No. 29 Surakarta
13	Museum Batik Danarahadi	Jl. Slamet Riyadi, Surakarta
IV SRAGEN REGENCY		
14	Museum Prasejarah Sangiran	Ds. Krikilan, Kalijambe – Sragen
V KLATEN REGENCY		
15	Museum Gula Jawa Tengah	Komp. PG. Gondang Baru, Jogonalan – Klaten
VI WONOGIRI REGENCY		
16	Museum Wayang	Wuryantoro, Wonogiri
VII PURWOREJO REGENCY		
17	Museum Tosan Aji Jawa Tengah	Jl. Majen Sutoyo 10, Purworejo
VIII MAGELANG MUNICIPALITY		
18	Museum Kamar Pengabdian Diponegoro	Jl. Diponegoro No. 1 Magelang
19	Museum BEPEKA RI	Jl. Diponegoro No. 1 Magelang
20	Museum Sudirman	Jl. Ade Irma Suryani C.7 Magelang
21	Museum AJB Bumi Putra 1912	Jl. A. Yani No. 21 Magelang
22	Museum Taruna “Abdul Jalil”	Jl. Gatot Subroto – Magelang

IX	MAGELANG REGENCY	
23	Museum Seni Rupa “H. Widayat”	Jl. Letnan Tukiyat No. 32 Kota Mungkid
24	Museum Misi Muntilan	Jl. Kartini – Muntilan
25	Museum Wayang	Pondoktingal – Kota Mungkid
26	Museum Karmawibangga	Komp. Candi Borobudur
27	Museum Kapal	Komp. Candi Borobudur
X	BANYUMAS REGENCY	
28	Museum Wayang	Jl. Gatot Subroto No. 1 Banyumas
29	Museum BRI	Jl. Jend. Sudirman No. 55 Purwokerto
XI	PURBALINGGA REGENCY	
30	Museum Prof.DR.R.Soegarda Purbakawatja	Jl. Alun – Alun Utara Purbalingga
XII	KUDUS REGENCY	
31	Museum Kretek	Ds. Getas Pejaten, Kudus
32	Museum Patiayam	Patiayam – Kudus
XIII	JEPARA REGENCY	
33	Museum R.A. Kartini	Jl. Alun-Alun No. 1 Jepara
XIV	REMBANG REGENCY	
34	Museum Kamar Pengabdian Kartini	Jl. Gatot Subroto, No. 8 Rembang
XV	GROBOGAN REGENCY	
35	Museum Lokal Purwodadi	Jl. Pemuda No. 35 Purwodadi
XVI	DEMAK REGENCY	
36	Museum Masjid Agung Demak	Jl. Sultan Patah No. 57 Demak
XVII	PEKALONGAN REGENCY	
37	Museum Batik	Jl. Jetayu , Pekalongan
XVIII	TEGAL REGENCY	
38	Museum Sekolah	Jl. A. Yani - Slawi
XIX	CILACAP REGENCY	
39	Museum Susilo Sudarman	Kroya, Cilacap
XX	BANJARNEGARA REGENCY	
40	Museum Purbakala	Dieng – Banjarnegara
XXI	BLORA REGENCY	
41	Museum Mahameru	Jl. Reksodiputro - Blora

