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## The Utilization of the Siginjai Museum as a Local Wisdom-Based History Learning Resource

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**Abstract:** History education in schools is still dominated by lecture-based methods and the use of textbooks, resulting in low student engagement and a suboptimal understanding of local history and regional cultural values. This study aims to examine the use of the Siginjai Museum as a source of history education based on local wisdom in the modern era. The study employs a qualitative approach using library research (literature review) through an analysis of 20 scholarly articles and various literature sources published between 2020 and 2025, obtained from Google Scholar, Crossref, DOAJ, and Garuda. Data analysis was conducted using content analysis techniques through the stages of data reduction, theme categorization, content interpretation, and conceptual synthesis. The results of the study indicate that the Siginjai Museum has significant potential as a source of contextual history education because it provides a collection of artifacts, cultural relics of the Jambi Malay, and historical evidence relevant to the lives of students. The research findings also indicate that the use of museums can strengthen cultural awareness, enhance understanding of local history, and instill local values such as mutual cooperation, religiosity, consensus-building, and respect for local customs. Furthermore, integrating museums into learning can be achieved through educational visits, project-based learning, artifact observation, and the use of museum digital media that support 21st-century learning. This study also found that the implementation of museum-based learning still faces challenges such as limited facilities, low museum literacy, and a lack of innovation in learning based on local resources. The novelty of this study lies in the analysis of the integration of local wisdom values within the Siginjai Museum's collection as a source of contextual history learning a topic rarely addressed in previous research. This study is expected to serve as a reference for teachers, schools, and museum administrators in developing history learning that is more interactive, reflective, and rooted in local culture.

**Keyword:** Museum, History Education, Local Wisdom, Siginjai Museum, Local History.

## INTRODUCTION

History education plays a strategic role in fostering historical awareness, national identity, and character development among students through an understanding of the dynamics of past societies. In the context of modern education, history education serves not only to convey facts and the chronology of events but also to develop students' critical, reflective, and interpretive thinking skills regarding various social and cultural phenomena. However, history education in schools still faces various challenges, particularly the dominance of lecture-based methods and the reliance on textbooks, which lead to low student engagement in the learning process. These conditions result in history education often being perceived as monotonous, rote-memorization-oriented, and irrelevant to students' daily lives (Widja, 2020; Aman, 2020).

The use of contextual learning resources is one strategy that can be employed to improve the quality of history education. The contextual approach enables students to understand historical material through social and cultural environments that are relevant to their lives, thereby making the learning process more meaningful. The local environment holds great potential as a learning resource because it contains various cultural values, traditions, and historical evidence that can be integrated into history instruction in schools. The use of environment-based learning resources is also considered capable of enhancing students' cultural awareness and critical thinking skills through direct learning experiences (Gunawan & Pratama, 2022; Kurniawati & Lestari, 2023).

One learning resource with high educational value in history education is the museum. Museums serve not only as repositories for historical objects but also as public educational institutions that provide authentic learning experiences through collections of artifacts, manuscripts, and cultural relics. The presence of tangible collections allows students to understand history visually and contextually, ensuring that learning is not merely theoretical but also grounded in empirical experience. Research indicates that the use of museums in education can enhance students' motivation to learn, their understanding of local history, and their ability to interpret historical events (Pratama & Dewi, 2021; Mawardi & Surya, 2022).

In Indonesia, regional museums play a vital role in introducing local history and cultural identity to the younger generation. These museums serve as both cultural preservation sites and educational platforms that connect students with the local values within their communities. In the context of Jambi Province, the Siginjai Museum is one of the regional museums that houses various historical collections, such as archaeological artifacts, traditional Jambi Malay textiles, traditional ceremonial items, manuscripts, and other cultural relics. These collections represent the historical journey and socio-cultural development of the Jambi community over time (Setiawan & Arifin, 2021).

The Siginjai Museum holds great potential as a source of history education rooted in local wisdom. Local wisdom refers to a system of values, norms, knowledge, and cultural practices that have developed within a community and are passed down from generation to generation. These values are important to integrate into education because they help shape students' cultural identity and character amidst the growing tide of globalization. Integrating local wisdom into history education is also considered effective in enhancing cultural awareness and strengthening students' connection with their social environment (Fajarini, 2021; Arifin & Setiawan, 2022).

Previous studies have shown that using museums as learning resources can create more active and contextual history learning. Research by Putri and Nugroho (2022) indicates that museum-based learning can increase student participation and strengthen understanding of local history. Other studies also confirm that learning based on local culture makes a significant contribution to strengthening character education and students' cultural identity (Rahmawati et al., 2023; Santoso & Wahyuni, 2022). Nevertheless, studies specifically addressing the

integration of local wisdom values in the utilization of the Siginjai Museum as a source of history learning remain relatively limited.

Furthermore, the development of digital technology in the modern era has also influenced the transformation of museums' role in education. Museums are no longer viewed merely as storage spaces for ancient artifacts but have evolved into centers of cultural literacy that can be accessed through digital media such as virtual tours, electronic catalogs, and interactive multimedia. This transformation opens new opportunities for integrating museums into technology-based history learning, making it more aligned with the characteristics of today's digital generation (Prabowo & Setiawati, 2024). However, the implementation of museum-based learning still faces various challenges, such as limited facilities, low museum literacy among students, and a lack of learning innovations based on local historical sources.

Based on the above discussion, this study is important to examine the utilization of the Siginjai Museum as a source of history education grounded in local wisdom. The novelty of this study lies in the analysis of how the values of local wisdom embedded in the museum's collection can be integrated as a source of contextual history education relevant to the educational needs of the 21st century. This study not only discusses the museum's function as an educational medium but also highlights the museum's contribution to strengthening cultural identity and shaping students' character through history education rooted in the local environment.

## **METHOD**

This study employs a qualitative approach using the library research method. The library research method was chosen because the study focuses on a conceptual analysis of the use of the Siginjai Museum as a source of history education based on local wisdom, drawing on various relevant scholarly works. This approach allows the researcher to conduct an in-depth exploration of theories, previous research findings, and various concepts related to museums, history education, and local culture-based education (Zed, 2020; Hasan, 2021).

Research data were obtained from secondary sources, including national and international journal articles, academic books, conference proceedings, research reports, and official documents related to museums, history education, education based on local wisdom, and educational transformation in the digital age. Priority was given to literature published between 2020 and 2025 to ensure alignment with the latest research developments and relevance to contemporary research needs (Sari, 2023).

A total of 20 scientific articles were analyzed in this study. The literature selection criteria included: (1) articles discussing museums as sources of learning, history education, or local wisdom; (2) articles published in nationally or internationally indexed scientific journals; (3) articles relevant to the context of history education; and (4) articles providing empirical data or conceptual analysis supporting the research focus. Literature that had no direct connection to the research theme or did not meet academic standards was not used in the analysis process (Arifin & Setiawan, 2022).

Data collection was conducted through a literature search using scientific databases such as Google Scholar, Crossref, DOAJ, and Garuda. Keywords used included "museums as learning resources," "history learning based on local wisdom," "regional museums," "local wisdom in history learning," and "Siginjai Museum." The search phase involved identifying article titles, abstracts, and keywords to ensure alignment with the research objectives. Following this identification process, articles were selected based on content relevance, publication quality, and relevance to the research topic (Putri & Nugroho, 2022).

Data analysis was conducted using content analysis techniques through several stages: data reduction, theme categorization, content interpretation, cross-study comparison, and conceptual synthesis. During the data reduction stage, the researcher selected information

relevant to the study's focus. The categorization stage involved grouping findings based on themes such as the educational function of museums, the value of local wisdom, contextual history learning, and the transformation of museums in the digital age. Subsequently, the researcher interpreted and synthesized the various findings to gain a comprehensive understanding of the utilization of museums as a source of history learning (Rahmawati et al., 2023).

To enhance data validity, this study employed source triangulation by comparing research results from various articles and scientific documents. This technique was used to ensure the data obtained is more objective, consistent, and capable of providing a comprehensive picture of the integration of the Siginjai Museum as a source of history learning based on local wisdom in the modern era (Mulyana & Suryadi, 2021).

## **RESULT AND DISCUSSION**

### **Museums as a Source of Contextual History Education**

The results of the literature review indicate that museums play a crucial role as a source of contextual history education because they provide learning experiences based on real objects. History education that utilizes museums allows students to directly observe artifacts, documents, and cultural relics, so that historical material is understood not merely as a collection of facts, but also as a representation of the lives of past societies. This approach is considered more effective than rote-learning-based instruction because students are actively engaged in the process of observing, interpreting, and reflecting on museum collections (Pratama & Dewi, 2021; Mawardi & Surya, 2022).

Museum-based learning is also relevant to the constructivist approach, which positions students as active agents in the construction of knowledge. In this context, museums serve as learning spaces that provide authentic experiences, enabling students to connect historical concepts with the sociocultural realities of their environment. Research by Rahmawati et al. (2023) shows that the use of museums in history education can enhance students' critical thinking abilities and interpretive skills because learners are encouraged to analyze the meaning of each observed artifact. Additionally, Ningsih and Rahman (2022) emphasize that museums can increase student engagement in the learning process through direct observation activities and reflective discussions.

However, previous research has also shown that the use of museums in history education in schools is still not optimal. Most teachers still rely on textbooks and lecture-based methods because they are considered more practical in the learning process. Additionally, time constraints, the cost of visits, and a lack of training on museum-based learning are factors contributing to museums not being fully utilized as active learning resources (Putri & Nugroho, 2022). This situation highlights a gap between the potential of museums as educational tools and their actual implementation within formal educational settings.

### **The Educational Potential of the Siginjai Museum in History Education**

As a regional museum, the Siginjai Museum houses a collection that reflects the historical and cultural development of the people of Jambi. Based on a literature review, the museum's collection includes archaeological artifacts, traditional Malay Jambi regalia, manuscripts, traditional textiles, regional musical instruments, and various other cultural artifacts of high historical value. The existence of this collection provides an opportunity for history teachers to integrate local history into the learning process so that students can understand the history of their region in a more concrete and contextual manner (Setiawan & Arifin, 2021).

The collection of traditional textiles and Jambi Malay traditional attire, for example, not only possesses aesthetic value but also represents the cultural identity and social structure of the community in the past. Through an analysis of the motifs, colors, and forms of traditional

attire, students can grasp the symbolic values as well as the evolution of local culture passed down through generations. Hasan's research (2021) indicates that the use of local cultural artifacts in history education can enhance students' cultural awareness, as learners gain educational experiences that are more closely aligned with their social identity.

In addition, the collection of archaeological artifacts and historical relics from the Malay Kingdom of Jambi can be used to illustrate the dynamics of local civilization, trade relations, and cultural interactions in the past. Museum-based learning allows students to understand that local history is interconnected with both national and global history. Thus, museums serve not only as repositories of historical artifacts but also as spaces for cultural and historical literacy that support contextual learning (Mulyana & Suryadi, 2021).

### **Integrating Local Wisdom into History Education**

The results of the analysis show that the Siginjai Museum's collection contains various values of local wisdom that are relevant for integration into history education. These values include mutual cooperation, religiosity, respect for customs, deliberation, and ecological wisdom, which are reflected in various cultural artifacts of the Jambi Malay community. The value of mutual cooperation, for example, is evident in traditional production tools and the community's way of life, which prioritizes collective work in social and economic activities (Fajarini, 2021).

The value of religiosity is also a crucial component of the cultural history of the Jambi community. Various Islamic cultural artifacts found in museums demonstrate that religion has significantly influenced the formation of the social identity of the Jambi Malay community. Integrating the value of religiosity into history education is essential so that students not only understand the chronological aspects of history but also grasp the value systems that developed within society in the past (Arifin & Setiawan, 2022).

Furthermore, the value of respect for customs and traditions is reflected in various traditional ceremonial items as well as in the social system of the Jambi Malay community. This value is relevant for development in character education because it fosters an appreciation for local culture and strengthens students' social identity. Previous research indicates that learning based on local wisdom is effective in enhancing cultural awareness and a sense of ownership regarding regional cultural heritage (Rahmawati et al., 2023; Santoso & Wahyuni, 2022).

### **Analysis of the Advantages and Disadvantages of Utilizing Museums**

Using museums as a source of history education offers several advantages. First, museums provide an authentic learning experience that allows students to directly observe historical evidence, making the learning process more concrete and interactive. Second, museums support the development of critical thinking skills because students are encouraged to observe, interpret, and analyze the collections on display. Third, museums can boost student motivation because the learning process is more varied compared to conventional lecture-based methods (Fitri & Putra, 2023).

On the other hand, there are several drawbacks to implementing museum-based learning. Research findings indicate that limited museum facilities, a lack of interactive digital media, and low museum literacy among students are the primary barriers to integrating museums into history education. Furthermore, not all schools have the access or budgetary support to conduct regular educational visits. These conditions result in the use of museums remaining sporadic and not yet an integral part of history education in schools (Putri & Nugroho, 2022).

Another issue identified is the still-limited ability of teachers to design museum-based learning. Some teachers are not yet accustomed to using learning resources beyond textbooks, so museum visits often consist solely of observational tours without reflective or analytical

activities. Therefore, museum visits should be designed as active learning experiences through the use of worksheets, collaborative projects, interpretive discussions, and reflective assignments so that students gain a deeper understanding of historical material (Ningsih & Rahman, 2022).

### **The Role of Museums in 21st-Century Education**

Educational transformation in the 21st century demands learning that is not only focused on mastering subject matter but also on developing critical thinking, creativity, communication, and collaboration skills. In this context, museums hold significant relevance as innovative learning resources capable of supporting the development of these competencies. The use of museums in history education enables students to engage in independent exploration, group work, presentations of observational findings, and critical interpretation of historical sources (Kurniawati & Lestari, 2023).

Advances in digital technology have also opened up new opportunities for integrating museums into history education. Museums are no longer viewed merely as physical spaces, but also as technology-based centers of cultural literacy through virtual tours, digital catalogs, and interactive multimedia. Research by Hidayat and Nugroho (2024) indicates that museum digitization can enhance the accessibility of history education and expand educational reach to students. Additionally, Prabowo and Setiawati (2024) emphasize that virtual museums can boost students' interest in learning by offering more flexible and interactive learning experiences.

Nevertheless, the digital transformation of museums still faces various challenges, such as limited technological infrastructure and low utilization of digital media in the history learning process in schools. Therefore, collaboration between schools, local governments, and museum administrators is needed to develop museum-based learning innovations that are more adaptive to the needs of the digital generation.

### **CONCLUSION**

Based on the results of the literature review, the Siginjai Museum has significant potential as a source of history education rooted in local wisdom, as it houses a diverse collection of artifacts and cultural relics relevant to the social life of the people of Jambi. The use of museums in history education can create a learning process that is more contextual, interactive, and experience-based, so that students not only understand historical facts but are also able to interpret the cultural values and local identity embedded in each museum collection (Pratama & Dewi, 2021; Mawardi & Surya, 2022).

Research findings indicate that local wisdom values such as mutual cooperation, religiosity, respect for customs, deliberation, and ecological wisdom as reflected in museum collections are highly relevant to strengthening character education and cultural awareness among students. The integration of these values into history education can be achieved through educational visits, project-based learning, artifact observation, and the use of museum digital media that support 21st-century learning (Fajarini, 2021; Rahmawati et al., 2023).

This study also found that the use of museums in history education still faces various challenges, such as limited facilities, low museum literacy among students, a lack of innovation in learning based on local resources, and limited teacher capacity in designing museum-based learning. Therefore, strengthened collaboration between schools, local governments, and museum administrators is needed to develop more innovative and sustainable educational programs (Putri & Nugroho, 2022; Hidayat & Nugroho, 2024).

The main contribution of this study lies in its analysis of the integration of local wisdom in the use of the Siginjai Museum as a source of contextual history education a topic that has rarely been addressed in previous research. As such, this study is expected to serve as a

reference for history teachers, educational institutions, and museum administrators in developing history education that is more reflective, grounded in local culture, and relevant to the needs of modern education.

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