

Transmigration Archives as History Learning Media for History Education Study Programme Students of STKIP PGRI Bandar Lampung

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Abstrak

Penelitian ini bertujuan untuk mengetahui manfaat Arsip Transmigrasi Sebagai Media Pembelajaran Sejarah Mahasiswa Program Studi Pendidikan Sejarah STKIP PGRI Bandar Lampung. Metode penelitian yang digunakan dalam penelitian ini yaitu menggunakan pendekatan kualitatif deskriptif. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah teknik studi pustaka, observasi, wawancara, dan dokumentasi. Teknik keabsahan data menggunakan triangulasi sumber data dan untuk analisis data menggunakan reduksi data, penyajian data, dan penarikan kesimpulan. Arsip Transmigrasi merupakan salah satu sumber yang bisa dijadikan sebagai media pembelajaran sejarah, dipilihnya arsip transmigrasi ini karena Provinsi Lampung Merupakan tempat transmigrasi pertama di Indonesia dan terdapat pula museum ketransmigrasian yang menyimpan arsip-arsip transmigrasi. Ada berbagai macam arsip transmigrasi yang bisa dijumpai. saat ini ada berbagai media pembelajaran digunakan agar menunjang keberhasilan dalam kegiatan pembelajaran, salah satunya dengan menggunakan arsip ketransmigrasian. Hasil penelitian menunjukkan bahwa pemanfaatan arsip ketransmigrasian sebagai media pembelajaran dapat diterima dengan baik oleh mahasiswa dan bisa dijadikan sebagai salah satu media pembelajaran sejarah.

Kata kunci: arsip transmigrasi, media pembelajaran, pembelajaran sejarah.

Abstract

This study aims to determine the benefits of the Transmigration Archive as a History Learning Media for History Education Study Programme Students of STKIP PGRI Bandar Lampung. The research method used in this research is using a descriptive qualitative approach. Data collection techniques used in this research are literature study techniques, observation, interviews, and documentation. Data validity techniques use data source triangulation and for data analysis using data reduction, data presentation, and conclusion drawing. Transmigration archives are one of the sources that can be used as a medium for learning history, the transmigration archive was chosen because Lampung Province is the first transmigration site in Indonesia and there is also a transmigration museum that stores transmigration archives. There are various kinds of transmigration archives that can be found. currently there are various learning media used to support success in learning activities, one of which is by using transmigration archives. The results showed that the use of transmigration archives as learning media can be well received by students and can be used as one of the history learning media.

Keywords: transmigration archives, learning media, history learning.

INTRODUCTION

Education is basically a conscious effort created by humans themselves which is planned to create a conducive learning atmosphere, so that students can actively

develop their potential and be more critical and innovative. In addition, it also produces colourful skills so that they can benefit themselves, society and the country. Law number 20 of 2003

concerning the national education system explains that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state.

So far, history education has been identified as boring learning in the classroom, both strategies, models, methods, media and learning techniques rely more on monotonous teacher-based approaches, and minimise learner participation. The teacher is positioned as the only source of information, students are left as objects of suffering when the teacher as the entire source and manager of information only teaches with conventional lecture and question and answer methods. So that learning history in addition to being boring is also only a vehicle for developing low-level thinking skills and does not provide opportunities for the ability to investigate or solve problems. Understanding the general reality of history learning in the field, the main cause is the teacher (Mursidi & Soetopo, 2019). For this reason, history teachers in the field are challenged to have the motivation, desire, enthusiasm and creativity to develop and improve teaching competence through enrichment and mastery of various models, media and history learning strategies. Understanding

history is absolutely necessary in order to achieve the goals of learning. There is an adage, that history makes a person wiser and wiser in action. History teaches humans how to learn from the past to make changes for the better in the future. A nation that does not know its history will be easily deceived (Amboro, 2015).

To answer these challenges, the most important thing is the role of educators in delivering history learning materials at school, both in the delivery of historical material, the models used, methods in learning history, so that students can be involved, motivated or interested in history lessons. history lessons. Based on the results of preliminary studies that have been carried out, namely from the results of interviews with history teachers, observations are obtained in the form of low historical thinking skills, especially historical thinking about transmigration archives. This can be seen from the fact that there are still many students who do not know that Lampung Province is the first transmigration site in Indonesia (Syahputra, et.al, 2021). The implementation of the transmigration policy began in 1905 during the Dutch Government era under the name of colonisation with the aim of reducing population density in Java and meeting the need for cheap labour outside Java (Nuttall, 2021).

The history of transmigration in Indonesia can be said to begin in 1905 when 155 farming families from Kedu were moved to a new village established near Gedong Tataan south of Way Sekampung in South Lampung (Nugraha, 1994). The selection of the location and the transfer of the colonists was carried out by H.G.Heijting who was then Assistant Resident of Kedu Prefecture. Furthermore, the idea behind the implementation of transmigration during the colonial period was to reduce the excess population in order to overcome the decline in welfare in Java and prepare a supply of cheap labour for plantation companies and capitalist industries that would be built outside Java through the use of manual labour (Huda, 2022). In addition, the government provided incentives including: a premium of 20 guilders per family, transport costs of 50 guilders per family, and an incentive of 0.4 guilders per day during the land preparation period (Putri, 2011).

On this basis, the researcher is interested in making the transmigration archive as a historical learning media to be used in learning local history courses on the STKIP PGRI Bandar Lampung campus. The archive is considered important because now many areas have written documents, making it easier to search for historical sources. It also makes it easier to learn local history. A good and ideal local history learning activity is if

the activity utilises learning resources, because learning resources have a very important role. This study will look at the utilisation of transmigration archives as a medium for learning history.

METHOD

This research uses a qualitative descriptive method. This method was chosen because the research conducted was based on the current conditions and in accordance with the events that were happening or taking place, where in this study tried to describe the use of migration archives as a source of learning history. According to Nazir (2011) the descriptive method is a method that examines the status of a human group, a subject, a set of conditions, a system of thought or even a class of events based on the present, or what is happening now. The aim is that this descriptive research makes a description, description or painting systematically and the relationship between the phenomena being investigated. Meanwhile, according to Winarta (2006) the qualitative descriptive analysis method is a method whose use is in the form of analysing, describing, and summarising various conditions in the field, as well as various kinds of situations from existing data collection from interviews or observations regarding the problem under study that occurred in the field. The data collection techniques used in this research are

literature study techniques, observation, interviews, and documentation, which in this case is by coming directly to the archaeological site to find data sources that can be used as audio-visual videos. Data validity techniques use data source triangulation and for data analysis using data reduction, data presentation, and conclusion drawing.

RESULTS AND DISCUSSION

Archives have an important role in organisational life, resulting in the role of archives need to be managed properly and if there are parties who need it, then the archive will be able to be presented appropriately and quickly. It needs to be considered in order to prepare a memory centre and information source that will facilitate the life and development of the organisation. With the development of modern technology as it is now, the position of archives is also increasing, especially because of its benefits (Swasono, 1986).

Archives of transmigration are starting to be traced from various sources by visiting libraries, regional archive centres and museums of transmigration, or research related to the concept. In addition, the development of technology has greatly assisted in accessing research on migration archives.

Sugiarto, A & Wahyono (2005) say that archives record past information and provide information for the future. So that

archives can be used as a tool to find out historical developments. Waluyo (2009) also says that archives are a major component and even so great is the role of archives in historical writing as a primary source in historical research or writing, so there is an understanding that if there are no documents (archives) then there is no history. Kartodirjo (1992) said that events that have occurred are impossible to repeat, but their traces can be revealed or actualised. This can be done by searching through archives related to the event. This is done to see the truth about the incident. Borrowing a sentence by Ali (2005) that the use of historical sources is the ideal of finding the truth about events that have occurred. Thus, historians are inseparable from archives as historical sources that are used to find the truth of an event and can act or re-disclose the event (Purnaman, 2016).

The use of archives as a medium for learning local history is due to the complexity of the media available as an explanation of an event contained in the archive. This makes it easier for students to understand the archives that are stored. There are various media that provide information in the form of archives in the form of records, photos and videos. these archives can be utilised in the process of learning history for students. Collections in the form of archives have vital value because they contain information from a local historical

event. This is what is needed by history education students in the process of learning history, especially local history (Wiyanarti, Supriatna, & Winarti, 2020).

In the history learning process, STKIP PGRI Bandar Lampung history education lecturers usually use a lecture and discussion system in delivering lecture material to students. Lecturers also provide media that can be used as learning resources such as the use of images, videos, films and power points. This method has an impact on the history learning process which feels interesting and not boring. However, to further improve the teaching-learning process that is more effective, some alternative learning is needed. Such as contextual learning that emphasises problem-solving, issue-emphasis, and developing interdisciplinary and comparative ideas. In addition, text analysis and narrative models also need to be developed (Warto, 2017).

In the process of learning history, students are asked to be able to think critically and be able to examine any changes in their environment. Have an awareness of the changes and values contained in each historical event. The development of learning resources, especially learning local history, can be done by utilising transmigration archives that can be found in regional libraries and transmigration museums. These archives contain a lot of information about the

local history of transmigration in Lampung (Pelzer, 1982).

To be able to utilise transmigration archives as a local history learning resource, it must be adapted to the subjects studied so that the ultimate goal of the teaching and learning process carried out by lecturers and students is achieved. The process of learning local history at the lecture level requires students to think critically and analytically. This means that in order for students to carry out the correct analysis process, they need facilities that can facilitate critical thinking and analysis. These learning resources can increase the knowledge, understanding and skills of students about the process of learning history (Sabharwal, 2015).

The utilisation of the migration archive first begins with the lecture process carried out between lecturers and students. In the early stages, lecturers provide material in the lecture process. In conducting the teaching process in addition to using a lecture and discussion system, lecturers also provide material with the help of media as a tool to facilitate students in understanding lessons such as pictures, videos, films and power points. Then history education students together with the lecturer conduct a direct learning process on learning resources, namely transmigration archives in the form of photos, documents, transmigration videos or

materials related to the topic that have been obtained from regional library archives, transmigration museums and journals or research related to transmigration. After that, students are asked to make reports and scientific papers, with the aim of strengthening students' knowledge in understanding the learning process that has been carried out. So that the purpose of the learning process is achieved properly. Here it can be seen that students are very active and interested in finding information about transmigration (Setiawan, 2006).

This makes students more motivated and enthusiastic in receiving material and digging up information related to transmigration. In addition, the use of transmigration archives provides changes in student attitudes, this can be seen from some students who are used to talking to themselves and being sleepy in class when learning takes place they pay more attention by asking questions about things related to this. Students also look very enthusiastic to explore information related to the transmigration process. Thus it can be concluded that transmigration archives can be utilised as a medium for learning history in the classroom.

CONCLUSION

Based on the results of the study, it can be concluded that the transmigration archive as a medium for learning the history of STKIP PGRI Bandar Lampung can

be used in learning, this can be seen from the results obtained showing good changes for the student learning climate, namely the learning atmosphere becomes more lively and directed and students become more active, knowledge of local history increases and the ability to describe history becomes better. Students also seemed very enthusiastic to explore information related to the transmigration process.

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