

The Effectiveness of Contextual Learning Through Discussions and Visits to Cultural Heritage Sites in Improving Cultural Heritage Literacy in High School Students

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Abstrak

Penelitian ini bertujuan untuk mengkaji efektivitas pembelajaran kontekstual melalui sarasehan dan kunjungan cagar budaya dalam meningkatkan literasi cagar budaya pada siswa SMA. Metode yang digunakan adalah penelitian kuantitatif pre-eksperimental dengan desain pretes-post tes. Selain itu dilakukan juga observasi dan wawancara pendukung melibatkan yang diwakili 10 siswa dari 10 sekolah negeri dan swasta di kota Metro. Hasil penelitian menunjukkan bahwa pembelajaran kontekstual melalui sarasehan dan kunjungan langsung ke situs cagar budaya secara signifikan meningkatkan pemahaman dan literasi cagar budaya siswa. Pendekatan pembelajaran ini efektif dalam meningkatkan kesadaran historis dan keterlibatan siswa terhadap budaya lokal, sehingga direkomendasikan untuk diintegrasikan dalam pembelajaran sejarah di SMA untuk meningkatkan literasi sejarah. Kelemahan dari pembelajaran ini adalah waktu yang membutuhkan waktu panjang dan keterkaitan dengan kurikulum sekolah terutama terkait dengan pembelajaran di luar kelas.

Kata kunci: pembelajaran kontekstual, cagar budaya, model pembelajaran.

Abstract

This study aims to assess the effectiveness of contextual learning through workshops and visits to cultural heritage sites in improving cultural heritage literacy in high school students. The method used was a quantitative pre-experimental study with a pretest-posttest design. In addition, observations and supporting interviews were conducted involving 10 students from 10 public and private schools in Metro City. The results showed that contextual learning through workshops and visits to cultural heritage sites significantly improved students' understanding and cultural heritage literacy. This learning approach was effective in increasing historical awareness and student engagement with local culture, and is therefore recommended for integration into history instruction in high school to improve historical literacy. The drawbacks of this learning approach are the lengthy time required and the lack of connection to the school curriculum, particularly regarding out-of-class learning.

Keywords: contextual learning, cultural heritage, learning model.

INTRODUCTION

High school students' understanding of cultural heritage in Metro City is still relatively weak (Husna, 2023; Kurniawan et al., 2025; Mukholidah & Hamer, 2024). This can be seen from the lack of awareness of students about the existence and historical value of buildings and cultural heritage sites around them.

Cultural heritage such as the Doctor Swoning Historical Information House, Santa Maria Hospital, and Bandung Well, which are an important part of the history of Metro City, have not been fully recognized and appreciated by the younger generation, especially high school students (in Indonesian SMA) (N. P. Lestari

et al., 2025; R. D. Lestari & Karsiwan, 2024; Rahadyan & Iskandar, 2022).

One of the causes of this weak understanding is the lack of integration of cultural heritage materials in the history learning curriculum in schools. Material on cultural heritage is often only studied theoretically and limited to books, without a practical approach and direct involvement with real historical objects. This condition causes students to only understand cultural heritage conceptually without feeling emotional attachment or awareness of the importance of preservation (R. D. Lestari & Karsiwan, 2024).

The lack of learning facilities that support the understanding of cultural heritage is also an obstacle. Infrastructure such as digital museums, cultural heritage learning rooms, and educational visits to cultural heritage sites is still not optimal. In Metro City, although there have been several cultural heritage buildings that have been inaugurated, their use for student education is still minimal (Amboro, 2022). Community participation in the preservation of cultural heritage in Metro is still not optimal, including among students. In fact, the active participation of the younger generation is very important to maintain the continuity of cultural heritage, as well as encourage collective awareness so that historical values are not lost to the times. The active involvement of students will help

them understand that cultural heritage is not just a heritage of the past, but part of regional identity and pride (Kurniawan et al., 2025).

Educational approaches that are less creative and do not utilize modern technology make high school students less interested in preserving cultural heritage. For example, the use of interactive visuals, posters, or audio-visual media is rarely optimally done to introduce cultural heritage to students as a whole. In fact, this kind of media has proven to be effective in increasing student understanding and attractiveness (Husna, 2023).

The attitude of teachers and schools also affects students' understanding of cultural heritage. Teachers who do not have enough knowledge about the importance of cultural heritage find it difficult to transmit these values effectively to students. In addition, the school has not held many extracurricular programs or field activities that strengthen students' knowledge and love for local heritage (R. D. Lestari & Karsiwan, 2024).

From the legal and policy aspects, although the Metro City has implemented Law Number 11 of 2010 concerning Cultural Heritage well, the implementation is more focused on the physical protection of cultural heritage than on intensive public education, including for high school students. This

law-oriented approach has not been fully supported by sustainable education programs (Kurniawan et al., 2025).

Another problem is the lack of direct experience of students with cultural heritage sites as a learning medium. Learning methods tend to be passive and theoretical, so students cannot feel the historical atmosphere or learn contextually. In fact, direct involvement, such as field visits to cultural heritage, interactive discussions, and preservation projects, tends to increase students' understanding and sense of belonging to these cultural assets (Amboro, 2022).

Socially, the phenomenon of urbanization and modernization in Metro City also contributes to the weak attention of students to cultural heritage (R. D. Lestari & Karsiwan, 2024; Mukholidah & Hamer, 2024; Pertiwi & Shita Paramuditaningtyas, 2025; Silfia Rahmi et al., 2024). The desire to follow global trends and more dynamic popular culture makes the younger generation less interested in local cultural heritage that is considered ancient and less relevant to their daily lives. It is important to make efforts to relate cultural heritage values in the context of modern life that can be accepted by the current generation (Mukholidah & Hamer, 2024).

To overcome this problem, collaboration between schools, governments, communities, and historical experts is needed in developing

interesting and relevant cultural heritage education programs. Strengthening the curriculum, teacher training, use of educational technology, as well as student visits and active participation programs can increase their understanding of cultural heritage in Metro City so that they become the next generation who will preserve historical heritage well (Amboro, 2022; Mukholidah & Hamer, 2024).

A stronger understanding and awareness of cultural heritage among Kota Metro High School students can be realized through a comprehensive and participatory educational approach, supported by adequate policies and supporting infrastructure. This effort not only preserves cultural heritage but also strengthens local identity in the midst of the dynamics of the times.

Learning models that train students in conceptual and contextual learning are essential because they are able to enhance the deep understanding and relevance of learning to students' real lives. Conceptual learning emphasizes understanding of the basic principles and concepts that make up knowledge, while contextual learning relates these concepts to real-world situations and conditions so that the material learned becomes meaningful and applicable. This is important so that students not only memorize facts, but can internalize and apply knowledge in daily life (Ningsih et

al., 2022; Noventari, 2020; Sormin et al., 2017).

The Contextual Teaching and Learning (CTL) model encourages active involvement of students in discovering and connecting subject matter with real-world experiences in the student environment (Cuprianto & Firmansyah, 2023; Musyafak et al., 2024; Ningrum et al., 2023). In learning cultural diversity, this model helps students identify and understand cultural values better, while increasing awareness of the diversity that exists in society. Studies show that students who learn with a contextual model have a better ability to understand and apply those values in life (Yorman, 2024a).

Contextual learning is able to increase students' motivation to learn because learning that is relevant to their everyday world makes students feel that the material is important and interesting (Melinda, 2020; Syafira & Afnita, 2022; Tigert, 2020; Underwood, 2013). The integration of local wisdom in learning can make students more interested and actively involved, so that they understand concepts in depth and have a positive attitude towards the learning material. This learning model has also been proven to be effective in various subjects such as arts, culture, science, and civics, where learning outcomes increase when the material is associated with the real context of students (Jatmika, 2022).

Conceptual learning ensures that students master the core of a material with a more systematic and fundamental understanding. Without conceptual understanding, practical application in a real context can be superficial and less meaningful (Alabdulaziz, 2022; Bigozzi et al., 2018; Duit & Treagust, 2003; Martinho et al., 2021). Therefore, the incorporation of conceptual and contextual learning is highly recommended in modern learning designs so that students have a holistic and meaningful learning experience (Putri et al., 2024).

In the realm of conservation education or cultural preservation, contextual learning has also proven effective in strengthening students' understanding of historical and cultural materials. This innovative learning method combines concepts and reality in an engaging way, making it easier for students to understand and remember the material. This model can be done with collaboration between schools, libraries, archives, and museums to create inclusive and intergenerational learning programs. Learning practices combine positivistic and constructivistic approaches, and connect cultural content with critical literacy and technology (Underwood, 2013).

The application of a learning model that combines conceptual and contextual aspects is very important to form students who not only understand theory but are

also able to apply it in real life. This model also encourages student engagement, increases learning motivation, and builds positive attitudes towards subject matter, resulting in significant and sustainable learning outcomes (Alaudin & Nurjanah, 2024).

Contextual learning in improving cultural heritage literacy is important because it connects cultural knowledge with students' real experiences, thereby increasing their understanding and awareness of local cultural values. This model encourages students to actively explore, identify, and apply cultural values through materials that are relevant to their daily lives and the environment around them. With this approach, students not only learn in theory but are also able to apply cultural knowledge in their social context, so that cultural literacy becomes more meaningful and sustainable.

Research shows that the application of contextual learning models to cultural diversity materials can improve students' ability to identify and understand cultural values as well as awareness of the importance of cultural diversity in daily life. This has a positive impact on learning outcomes and students' positive attitudes towards cultural preservation (Yorman, 2024b).

Contextual learning to improve cultural heritage literacy involves: (1) relating cultural materials to students' real situations, (2) involving exploration

and discussion activities relevant to the local cultural environment, (3) instilling local wisdom values directly through learning experiences, and (4) encouraging reflection to strengthen understanding and appreciation of culture. This approach facilitates increased motivation, engagement, and critical skills of students towards cultural literacy. Contextual learning can be an effective strategy in improving students' cultural literacy, especially in understanding and preserving cultural heritage in their environment.

METHODS

This study uses a mixed research method. The process of sarseahan activities and cultural heritage visits was carried out by observation and interviews with participants. Meanwhile, the calculation of the effectiveness of learning outcomes is carried out using descriptive statistics. To calculate the effectiveness of learning in 50 participants, pre-test and post-test methods (Quasi-Experimental Design with Pretest-Posttest) were used by comparing the average scores before and after learning; After carrying out the pre-test to determine the initial ability and post-test to measure learning outcomes, the difference in score (gain), which shows an increase in the participant's ability, is calculated. Then, statistical analysis such as paired t-tests can be applied to test the significance of the difference in pre-test and post-test scores, so that it can be

concluded whether the learning is effective in improving participants' learning outcomes.

RESULTS AND DISCUSSION

The stages of the learning model of workshops and cultural heritage visits began with the formation of heterogeneous groups and the division of guides, field observations, group discussions, and presentation of the school group's findings. Participants from 10 high schools in Metro City were divided into 5 heterogeneous groups, with each group consisting of 10 participants from different schools. This sharing strategy aims to enrich interactions between participants with different backgrounds and experiences. Each group is guided by one cultural heritage guide who acts as a facilitator and field resource person to explain various important information related to the site to be visited.

Each group was assigned to conduct in-depth observations of one cultural heritage site for two hours. During these observations, the guide is in charge of providing a detailed explanation of the history, function, and cultural value of the site. Participants are encouraged to record all the information obtained, both from the guide's explanation and direct observations, so that the data and learning experience become more comprehensive and structured.

After the field observation was over, all participants reconvened at the Metro City Historical Information House. In this session, participants return to their school's home group to discuss and share findings alternately among members. This discussion aims to deepen participants' understanding of the data that has been collected, as well as build communication and cooperation skills in groups.

Each school group was then given time to present its findings in front of other participants. Through these presentations, students practice the skills of conveying information clearly and convincingly, while sharing knowledge about the cultural heritage they are learning. This stage closes the activity by strengthening the spirit of cultural literacy and strengthening community ties between students from various schools.

Table 1. Calculation of the statistical result of student learning effectiveness

| Statistics | Value |
|------------------------------|------------------------|
| Average Pre-Test | 52.75% |
| Post-Test Average | 75.83% |
| Standard Deviation Pre-Test | 9.34 |
| Standard Deviation Post-Test | 10.74 |
| t-Statistics (paired T Test) | 37.35 |
| p-Value (significance) | 1.16×10^{-37} |

The data showed that the average student comprehension score increased from 52.75% before learning to 75.83% after learning using a model that combines

workshops and field visits. A very high t-value and a p-value well below the significance limit of 0.05 confirm that this increase is statistically significant.

From the distribution of scores, there was a consistent improvement among most students, supported by a relatively stable standard deviation on both tests. These results strengthen the conclusion that this learning model is effective in significantly improving the mastery of cultural heritage materials in the student population studied.

The cultural heritage literacy learning model that combines workshops and field visits has shown significant success, several weaknesses need to be considered when applied in the field. While this model is effective and innovative, its success depends heavily on the readiness of facilities, human resources, and the support of school management. Careful planning and strengthening of these aspects are key to overcoming existing weaknesses so that this model can be sustainable and provide optimal results in the field.

This cultural heritage literacy learning model, which combines workshops, field trips, group discussions, and presentations, builds a holistic learning experience. This model integrates cognitive, affective, and psychomotor aspects and encourages cross-school collaboration, so as to not only improve material mastery but also form a critical

and appreciative attitude towards cultural heritage as an important part of regional identity.

This relatively low pre-test value can be explained by several factors. First, the lack of prior exposure and learning about cultural heritage in the school curriculum or extracurricular activities can cause students' initial understanding to be lacking. Second, students' lack of awareness and interest in cultural heritage topics may also affect the results of the pre-test, as this material may be considered less relevant or interesting.

Differences in the quality of learning resources and teaching methods between schools are also a determining factor in the variation in pre-test scores. Some schools may not yet have adequate access to teaching materials related to cultural heritage or the environment that support the exploration of local cultures.

Students' socio-cultural factors also play a role, especially for those living in areas with limited access to cultural sites or environments that lack support for cultural education. This gives an idea that a learning model that integrates workshops and field trips is essential to bridge the initial knowledge gap and improve cultural literacy across the board. Students' ability to capture and record information during a visit can vary, depending on their literacy level and concentration. Even though notebooks are provided, not all students can document

information effectively, so during final discussions and presentations, there is the potential for losing important information. This variation must be overcome with adequate mentoring and additional learning strategies so that there is no gap in understanding.

CONCLUSION

Cultural heritage workshops and visits in Metro City have succeeded in becoming an effective forum to increase cultural heritage literacy among high school students. This activity provides hands-on experience and a deeper understanding of the historical and cultural values contained in the cultural heritage of Metro City. Through interactive discussions and observation of historical sites, participants can appreciate the importance of preserving cultural heritage while strengthening collective awareness of local identity. This activity not only enriches knowledge about cultural heritage but also encourages active community participation in maintaining and developing the historical potential of Metro City in a sustainable manner. The disadvantage of this learning model is that it takes a long time and is in accordance with the school curriculum, in this case, the learning curriculum outside the classroom.

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