

Utilization of the Banten Great Mosque Site as Learning Resource in History Subject in Class X in Class X SMAN 1 Pontang

Asmunah^{1*}, Agus Rustamana², Eko Ribawati³

^{1,2,3}History Education, Faculty of Teacher Training and Education, Universitas Sultan Ageng Tiirtayasa, Indonesia

*correspondence email: asmunahabdullah03@gmail.com

Received 22 February 2024; Received in revised form 23 April 2024; Accepted 29 April 2024

Abstrak

Penelitian ini bertujuan untuk mengetahui pemanfaatan situs Masjid Agung Banten Sebagai Sumber Belajar pada Mata Pelajaran Sejarah di Kelas X SMAN 1 Pontang. Jenis penelitian ini kualitatif deskriptif. Teknik pengambilan data yang digunakan yaitu teknik wawancara, observasi, dokumentasi, dan angket. Ketika data terkumpul dilakukan uji validitas data menggunakan triangulasi. Adapun teknik data yang digunakan adalah model interaktif Miles & Huberman. Hasil penelitian ini menunjukkan pemanfaatan situs Masjid Agung Banten sebagai sumber belajar sejarah dilaksanakan dengan baik menggunakan metode tatap muka, yang dalam prosesnya terdapat tiga tahapan yaitu perencanaan, pelaksanaan, dan evaluasi. Dari pelaksanaan tersebut diperoleh kelemahan baik perencanaan maupun pada saat pelaksanaan. Sementara itu kelebihan yang diperoleh baik berupa ranah kognitif dan afektif.

Kata kunci: masjid agung banten, kunjungan belajar, kelemahan, kelebihan.

Abstract

This research aims to determine the use of the Banten Grand Mosque site as a learning resource in history subjects in Class X of SMAN 1 Pontang. This type of research is descriptive qualitative. The data collection techniques used were interview, observation, documentation and questionnaire techniques. When the data was collected, data validity was tested using triangulation. The data technique used is the Miles & Huberman interactive model. The results of this research show that the use of the Banten Grand Mosque site as a source of historical learning was carried out well using the face-to-face method, in which there were three stages in the process, namely planning, implementation and evaluation. From this implementation, weaknesses were obtained both in planning and during implementation. Meanwhile, the advantages obtained are in both the cognitive and affective domains.

Keywords: banten grand mosque, study visit, weaknesses, strengths.

INTRODUCTION

Education is an important thing to improve dignity the dignity of each individual, apart from that, education plays an important role as a means of self-development, in order to obtain religious spiritual strength, self-control, personality, intelligence, noble character, as well as skill he needs (Abbas, et.al, 2022). Based on the importance of

education for humans, there needs to be a proper container in shaping individual character, attitude, intelligence, self-potential (Dewi & Endang, 2021).

One of them is learning history, because in studying history student will be trained in national values national and local wisdom values which can train student character, attitude and intelligence. Apart from that, history

subject is learning related to historical events have einmalig properties, namely they only happen once and cannot be repeated therefore educators must certainly make a good effort in describing historical facts so they that can be understood well by participans educate, so as to achieve learning as well as liven up the learning process. In this regard, learning resources also play an important role an visualizing historical facts as is known learning resources, one of which is enviromental learning resources. The environment in question is in the form of historical relics that have historical value and information that is in line with the material to be taught (Eneng, 2021).

In line with the results of preliminary data at SMAN 1 Pontang which shows that has used historical heritage, namely using the old Banten area as a support for learning activities in the form of assignments. However, this activity did not last long due to several obstacles including permits and uncontrolled student conditions so that the teacher and student did not use this benefit for 8 years. Based on the use that has been Made, the provides a gap or opportunity to reuse historical sites with a smaller and more focused scope (Faudillah & SoebiBantoro, 2016).

The great mosque of Banten has a very long history of several phases, the development or peak of the grand mosque of the banten, erected by sultan maulana

hasanuddin, then followed by adding and enhancing the grand mosque of the Banten by the later Kings of the 18th century, the era of decline was when the dutch came to power and until the destruction of the Banten empire had not developed or improved, then at the beginning of the 20th century the site of the Banten Mosque Site was experiencing continuous resurrection (Juliadi, 2005).

After experiencing the phases now the Banten Agency site mosque became the symbol of Banten culture which islami, This is because the banten grand mosque has a huge contribution to the Banten community in both its social, religious and tourist areas. Furthermore, the grand mosque of the Banten also has an emotional affinity with the Banten community, which is characterized by the abundance of Banten communities to visit the Banten grand mosque good for going on pilgrimages to tombs at the grand mosque of the Banten, which in the activities of the pilgrimage has been increased to give rise to a new meaning and concept called "gift of the sultan" that means that the legacy of the sultan brings blessings (Hanifa, 2020).

As it is revealed by Juliadi (2007) that is the great mosque Banten and the mausoleum are considered as a medium of begging guidance to find a way out of trouble everyday life, therefore much communities or tourists are coming by having great hope and giving alms. In

addition, many tourists visit the grand mosque of Banten at the big day of Islam such as muludan or maulid the prophet known for mulud length, isra mi 'raj, the month of Ramadan, the month of shab hence the big mosque Banten is often used as a good logo by government agencies, profit organizations, and nongovernmental organizations (Juliadi, 2007).

The grand mosque of the Banten is located buildings like buildings Main, tower, dural and tomb. From these buildings provide symbols that have high humanistic value, with its architecture that characterizes or its uniqueness, due to architecture designed by three different architects of local nationals (Java), China and the Netherlands. So that the three architects had an impact on the style of building the grand mosque of the Banten. From the architecture it gives symbolic meaning reflects the high culture of a country, and it shows tolerance to accept other cultural elements while not at conflict with islamic teachings.

As a legacy of Banten's empire, the grand mosque of the Banten has rich historical value and can therefore be used for teaching materials or learning resources. Because the grand mosque of the banten is included in an exploited learning resource that is not built for the benefit of learning but can be used for the benefit of learning, and in the field of education which is often used as research material (Maulana, 2018).

In addition to the grand mosque of the banten can present buildings, historic relics that can encourage learners to understand and organize past events. In other words the utilization of the site of the Banten Mosque site can present the visualization of historical facts in real learners, so that the learners expected to understand the historical events in the real form (Jumardi & Silvi, 2017).

Based on the above background, researchers will be reviewing about utilization of the Banten Mosque Site as a source of learning on the history of the history in the class X SMAN 1 Pontang Aimed to describe the utilization of the Banten Great Mosque Site as a source of learning and weakness and advantages of Utilization of the Banten Mosque Site as a source of learning.

METHOD

The study employs a qualitative approach is descriptive, hence will be applied, a deep understanding of the study to be studied and accurately described the characteristics of an individual and the circumstances of an individual as well as a group. This is because the subject in this study is a social symptom in the education environment and has natural nature in reaches (Ismail, 2018). Where this research is conducted on SMAN 1 Pontang in class 10 especially class 10 space two, within the context of a tp history study material. 10.3 synchronically and

diacronic thought materials. As for the position of researchers in this study it is a key instrument in obtaining data (Sugiyono, 2016).

The data-collection techniques used are interviews, observation, documentation, and angkettes. To test the truth of the obtained data by testing the validity of the data by using source triangulation, that is, data obtained by comparison or by recheck through several sources, thereby producing valid data and the triangulation of the technique, which is data checking to the same source with different techniques. In addition, the study uses data-analysis techniques using miles and hubermans interactive model analysis composed of 4 stages of data collection, data reduction, deduction or verification (Sugiyono, 2022).

RESULTS AND DISCUSSION

Utilization of the Banten Great Mosque Site as a Learning Source

In the performance of learning, using the grand mosque of the Banten as a learning source has learning stages which are composed of planning stages, implementation stages and evaluation stages.

The first step is planning where in any activity especially in learning should make planning, so in the process of learning activities carried out by teachers have guidelines in performing them, the guidelines are helpful in performing

activities so that the activity can be well organized and time-effective. In learning planning by utilizing the Banten Agency Site as Major Learning Research by the X Class History teacher is prepared based on the needs of learners with certain considerations.

As for the planning activities using the grand mosque of the Banten as a learning source there are five steps made by the teacher: (1) reviewing the material to be presented to learners by the learning course (atp); (2) determination of the desired learning style of learners through the spread of questionnaire performed by teachers from which the questionnaire was obtained the result that most learners chose kinesthetic learning styles; (3) select and determine learning sources based on several ledges both the condition of both student and the state of the grand mosque banten; (4) permit school authorities; (5) making learning planning or teaching modules.

As to the measures the x class history teacher performs in harmony with those presented by Eneng (2021) regarding the function of the teacher's role as a facilitator and mediator among them, (1) provide learning experiences that can give learners responsibility in the process of design, execution and research; (2) providing or providing activities that stimulate learners in curiosity, helping to express their own ideas and communicate their scientific ideas; (3) providing a tool

for learners to stimulate their thinking productively (Muhammad, 2018).

The next stage is implementation, in this stage three activities consists of introductory, core and closing activities. In addition, there are two classroom and classroom learning activities: study visits to the grand mosque of the Banten.

Generally the process of implementing exercise as follows:

(1) The introductory activity

The introductory activity, which is the initial activity in preparing learners to create an atmosphere, a conducive and effective learning condition. This introductory activity includes salutations, prayers, absences, motivating, exhortations to learners, the transmission of the learning plan such as the material to be taught, the purpose of learning to be accomplished, the steps of learning, Linking material to everyday life is linking synced and diacronic concepts of thought to student orientation (MOS) and providing a related picture of the benefits of learning synchronically and dironic thought concepts (Pratama, 2021).

(2) The core activity

The core activity, consists of the performance of learning in and out of the classroom. There is an activity in the class consisting of an activity before the visit (pre-visit), which includes a problem orientation activity of asking pref questions to improve and know the early abilities of learners, Synchronically and

diacronic directional material delivery. Then organize learners into study groups of four groups and assign tasks or problems to learners to be solved in groups. The after-visitation activities (post-visit) contain the development of activities and present the work in the form of presentation of group results and analyze, evaluate the problem-solving process (Rahmawati, 2022).

Meanwhile, in an off-classroom activity the study visits are made in groups accompanied by a history teacher, At the activity the participants are particularly enthusiastic because the learners can see the building in person and can interact with the environment to dig for more information according to the materials being taught. The first two stages of this learning visit are information being dug through an informant, the tour guide, which is conducted in a question-and-answer manner The second stage of education visits several buildings at the grand mosque site of the Banten, such as the grand mosque of the Banten, tiamah, the minaret. As a result of the visit comes information on the historical, development and architecture of the grand mosque of the Banten, as follows:

- (A) A visit to the Grand Mosque of the Banten
 - (a) The history of the grand mosque of the Banten. The establishment of the Banten Great Mosque, begins when

Banten was moved from Banten Girang in the Sempu Serang area to Banten Ellor who was once an ocean or bay. It was from there that the great mosque of Banten was built during the reign of Sultan Maulana Hasanudin in 1525 to 1570, For its base, it was estimated that in 1566 the present age of the grand mosque Banten 457.

- (b) The concept of building from the grand mosque Banten is designed by several different architects of nationals namely, (1) local (Java) by raden sepat the style of the building is viewed from a rectangular or rectangular floor plan As the opinion of the Pijper (in Juliadi, 2007) that identifies one feature of the old mosque in Indonesia is the square plan. In addition to these four supporting pillars or being known as the master's doppelganger pole of Syafi'i, Maliki, Hambali, and Hanafi. (2) China by Tjek Ban Tjut so that the three architects affected the style of the building of the grand mosque of the Banten judging from the shape of the five-toed roof of the mosque and the pulpit roof like a pagoda or a Chinese temple. From the architecture provide a symbolic

meaning reflecting the high culture of a country, in addition to showing tolerance is the acceptance of the cultural element.

- (c) The condition of the building of the grand mosque of the Banten, The condition of the building in the mosque still stands sturdy and is still very worthy of use, this is because of the renovations of the renovations. But it doesn't diminish the historical value of the Banten mosque, there are also pristine objects or buildings such as mosque walls, mosque doors consisting of four doors, pulpits.
- (d) Banten's Mosque continues to walk along with the Sultan who served to this day. Beginning with Maulana Hasanuddin's reign, the foundation of the grand mosque of the banten, followed by Joseph's expansion of the colonnade and tower construction, Maulana Muhammad beautified and the making of the women's prayer places, Sultan Haji built tiamah, the colonial period no change, In the period after independence was renovated by the government, the service of Purbakala, Korem and so forth.

(e) The function of the grand mosque Banten, used for worship and religious activities all the time, Moreover, today the grand mosque of banten is often used as a place for religious instruction.

(B) A visit to Tiamah

(a) The style of building tiamah is an old Dutch style of architecture or landhuis style, in other words the building of tiamah has Dutch influence.

(b) Tiamah's function, at the beginning of his established stand during the reign of the Sultan of Haji was used as a place for concitation and discussion on religious issues. On the basis of this matter can be said at the time of the sultry social social conditions of religious origin it was well established by a place of reservations for religious matters.

(c) Tiamah development, the building has no development but in function and usage there is development, in the beginning it was made into a place of religious deliberation, After freedom was used as a historical or weapons cache, And currently tiamah is not used but there is a plan to be used as the presence

office, However, there are still pro and cons so it is still emptied.

(C) A visit to the Minaret

(a) The style of the tower, the tower of the grand mosque of Banten, built by the Dutch architect Lucas Cardeel, so it forms a Dutch style minaret, which is similar to a lighthouse.

(b) Functions and uses of the minaret The minaret was initially used as a place to call the azan and as a place to monitor conditions in the bay of Banten, after that the tower is used as a visitor of the visitor's recreation to see the site of the Great Banten Mosque and the Banten area of the height of the height. But at this time the tower is no longer used or can not be diinai, due to the prohibition of BPCB or antiquities.

(c) The postlution activity, the ultimate learning activity, it consists of a collective deduction, an evaluation of the course of learning and later material delivery.

The final step is an evaluation. Evaluation is an important thing in learning activities where an evaluation can be a quantifying factor in a learning so that educators can know whether the learning is effective or

not, therefore in learning it requires evaluation. The evaluation of teachers in learning activities using the large mosque of the Banten as a learning source is by way of the group's exposure of action from learners through percentages, in which activity there is a deductions and arguments with other groups (Mohamad, 2020).

Weakness and Advantages of Utilization of the Banten Great Mosque Site as a Learning Source

Weaknesses are weaknesses that can hamper the effectiveness of what was previously planned. The weakness arises because of several factors, as Riyanto (2010) points out the weakness of constructive learning, 1) constructive teachers are required to be more creative in planning learning and selecting or using media; 2) students and parents may need time to adapt to a new learning process. Based on that opinion is consistent with a weakness or obstacle that teachers and students feel in using the grand mosque Banten as a source of learning. Weaknesses felt by teachers are constraints such as learning planning activities, which are permit to school authorities and at the time of performing student supervision because of fairly crowded environmental conditions. While the weakness perceived by learners is the less conducive environment, which is where so many people make students feel uncomfortable

during the activity, and the information delivery given by the informer is less interesting, which in the information delivery is done like storytelling (Sari,et.al, 2023).

Meanwhile, there is an advantage to the use of the grand mosque of the Banten both in both cognitive and affective states. Cognitive alone is the ability of a child to think critically, reason and problem solving (Rudi, 2021). Based on the perspective of both teachers and students, they show the cognitive aspects acquired in the use of the grand mosque of the Banten as a source of learning new knowledge about the grand mosque of the Banten, Helping students to understand the concept of diacronic thinking, making students more active, thinking criticistically and being able to solve problems in groups (Nababan, 2019).

The semblance in the affective realm is a domain that includes behavior, feeling, value. So the affective aspects will be reflected in the behavior of learners who can produce good learning outcomes of interest and learning motivation. The advantages in the affective aspect in the utilization of the Banten Great Mosque Site are a sense of pleasure, admiration, pride, providing life values for students that are useful in everyday life such as piety to God, tolerance, In addition to the use of the grand mosque Banten as a learning source the learners feel more fun and the

learners get the motivation to study history, And learners become more enthusiastic about learning history as they go directly into the field (study visits). In conjunction with the function of historical study clarified Supardan (2009) defines the four kinds of functions or USES of history, as follows:

- (1) The inspiring function, which means that by studying history can inspire or inspire, judging by the awe, pride, love of history felt by learners.
- (2) An instructive function, which means that learning history can play a part in the learning process of one trade or skill.
- (3) The educational function, which means history brings and teaches either wisdom or prudence, that can be used as a learning material for each individual in daily life.
- (4) The purpose of recreation, which means that learning history can bring both pleasure and beauty.

CONCLUSION

Utilization of the Banten Mosque Site as a source of learning on the history of the history in the class X SMAN 1 Pontang, well implemented with face-to-face or direct learning methods which in its implementation there are several stages, namely (1) the planning stage in which there are five planning steps starting from reviewing teaching materials to making

teaching modules. (2) the implementation stage which is carried out by direct face-to-face learning methods, in the implementation of utilizing the site of the great mosque of Banten as a learning resource there are two activities, namely in the classroom and outside the classroom in the form of learning visits to the site of the great mosque of Banten. From the planning and implementation, it can be seen that the advantages felt by both teachers and students are gaining new knowledge and insights, Able to understand the concept of diacronic thinking, increasing motivation for learning history, gaining joy, admiration, pride and love of history. While it is a weakness or an obstacle that both teachers and learners feel is an execution time that cannot be done at KBM clock, And the supervision of learners, and the perceived weaknesses of learners, that is, the less conducive environment.

REFERENCES

- Abbas, E. W., Rusmaniah, R., Mutiani, M., Putra, M. A. H., & Jumriani, J. (2022). Integration of River Tourism Content in Social Studies Teaching Materials as an Efforts to Strengthen Student Understanding. *The Innovation of Social Studies Journal*, 4(1), 11-33.
- Dewi, L., & Endang, F. (2021). Thematic studies at elementary school in view of constructive theories vygotsky. *Papeda's journal*, Vol, 3 (2). 163-174
- Engeng, M. (2021). *Keraton kaibon: history, architecture, function, and potential reservations according to*

- swot analysis. Sukabumi: haura publishing
- Faudillah, I. & SoebiBantoro. (2016). Site of Nugrawan Dubolo District of Madiun District (Historical Background and Commerce). *Journal Agastya*, Vol 6 (2)
- Hanifa, R. I. (2020). The grand mosque of banten as a social and cultural study. *A journal of educational thought and research history*, Vol 7(2).119-132
- Ismail, F. (2018). *Statistics for education research and social science*. Jakarta: Renadamedia Group
- Juliadi, etc. (2005). *Banten cultural library reservoir*. Attack: antiquities preservation hall attack
- Juliadi. (2007). *The Great Mosque Banten History and Culture Breath*. Yogyakarta: Waves
- Jumardi & Silvi, M. P. (2017). The role of history learning in student character development through local history based learning at country high school of 65 west Jakarta. *The history education journal*, Vol 6 (2). 1-11
- Maulana, I. L. (2018). *Constructivism approach with a forced task learning strategy*. National Seminar and Multipisiplinary Panel Discussion Results and Results of the Community.
- Mohamad, S. (2020). Legal protection against cultural reserves in Gorontalo Province. *Journal of Legality*, Vol 3 (2). 114 - 122
- Muhammad, (2018). *A learning source*. Mataram: sanabil
- Nababan, S. A. etc. (2019). Using the Chinese city site as a local history source in the terrain city. *Intellectuals: economic journal, social & humanities*, Vol 1(4)
- Pratama, R. A. et al. (2021). Train cognitive and affective intelligence with Edmodo's based online learning media. *Occupational journal*, Vol 10 (3)
- Rahmawati, D. etc. (2022). The application of history study in an x free curriculum at a surakarta drive high school. *Temple journal*, Vol 22 (1). 80-94
- Riyanto, Y. (2010). The new paradigm of learning as a reference to deep education Implementation of effective and quality learning. *Beehive media group date*: Jakarta
- Sari, R. R., Sunardi, S., & Pelu, M. (2023). Utilization of Local History of Pengging Site as a Source of Digital Literacy-Based History Learning with a Constructivist Approach. *International Journal of Social Science and Human Research*, 6(5), 3019-3026.
- Sugiyono. (2016). *Quantitative research methodology, qualitative and R & D*. Bandung: Alfabeta
- Sugiyono. (2022). *Qualitative research methodology*. Bandung: Alfabeta
- Supardan, D. (2009). *Introduction to social sciences: a structural approach study*. Jakarta: aksara earth