

Outstanding of learning Based on Using Historical Sites Colonial in Ternate City as a Source of Learning

Gazali Far Far

Universitas Pattimura, Indonesia

farfargazali@gmail.com

ABSTRACT

Keyword:

Outdoor Study;
Colonial Historical
Sites;
Ternate City;
Learning Resources.

Teaching and learning activities (learning), especially the subjects of history, the focus or object of their discussion about human activities (events) that are relevant to the past with their evidence based on space and time. So to explain past events with current conditions, presumably separating problems in the implementation of learning. With the classical learning method (lecture method) and learning that is always carried out in the classroom, so that it affects the interest and activeness of students in participating in learning history. So it is not surprising that stigmatization appears that history lessons seem very boring. Therefore, hopefully with this writing, it can be a solution in learning history by utilizing local historical relics as a source of learning or other activities that contain educational value. In this article, outlining and presenting examples of how to use colonial heritage buildings in the city of Ternate as a source of learning. Because it is necessary to know that, the existence of historic buildings (fortresses) with a large number in the city of Ternate. So it is very effective if the existing potential can be used as a source of learning with the Outdoor Study approach. In addition, this article also explains the steps of outdoor study-based learning in utilizing historical relics as learning resources.



Article History:

Received: 30-07-2020
Revised : 08-08-2020
Accepted: 09-08-2020
Online : 12-08-2020



This is an open access article under the **CC-BY-SA** license



<https://doi.org/10.31764/iejca.v3i2.2693>

A. INTRODUCTION

Outdoor Study based learning in principle is to invite students to participate in learning outside the classroom (James & Williams, 2017). Learning with these methods is certainly very meaningful and memorable for students because they see and interact directly with the environment outside the classroom (Deng, Qiu, Xiong, & Zhou, 2019). Besides that it can create student activity in the learning process. As by Vera states that, outdoor study is a teaching and learning activity carried out outside the classroom by presenting students in the surrounding environment by adjusting to the theme/material being taught (Vera, 2012).

Because students' motivation to learn at any time sometimes experience ups and downs. Of course this is influenced by internal conditions (personal) and external conditions (environment) of learning (Allen, 2016). Towards high learning attitudes and motivation, teachers are expected to always design a good learning atmosphere so that active interaction between teachers and students is achieved. As according to Widja that, teaching and learning activities (learning)

history that educate is, by activating all five senses in their learning activities, when all five senses can be functioned, students easily play an active role in learning activities (Widja, 2018). Strategies that are quite effective and developed in learning are Outdoor Study based learning so as to provide space for students to play an active role in learning activities. The application of outdoor study method is directing students to visit every historic object that is around their environment. This is commensurate with what Mulyasa said that in developing facilities and learning resources, besides teachers must be able to make their own learning tools and teaching aids, they must also take the initiative to utilize the environment around the school as a more concrete source of learning (Mulyasa, 2017). Utilization of the environment as a source of learning, for example utilizing rocks, soil, plants, natural conditions, markets, social conditions, economics, and life culture that develops in society.

Based on this explanation, if conceptualized in learning history, the teacher can develop learning that is not only in the classroom. Rather it creates an atmosphere of learning by directing students to come into direct contact with existing historical sites. As expressed by Dwiyantoro and Firmanto that history learning is one of learning that has a strategic position, by designing teaching and learning activities that focus directly on the environment outside the classroom that is directly related to historic objects (Dwiyantoro, 2010).

The effort is certainly greatly supported by the existence of historical objects that are almost spread outside the school environment, especially buildings or historical sites that are not possible to be moved to the museum (Padui, 2015), (Lass, 2017). Utilizing existing historical objects as sources of learning in order to provide opportunities for students to participate / actively in order to create a more memorable and interesting history teaching and learning activities. In addition, it can change the view that generally assumes that learning history tends to be boring because the presentation of materials related to past events and difficult to reach (Acim; Far-far, 2020).

In every historical relic that exists, its position until now experiences different physical conditions, there are those who still have their forms that are still intact, and there are those who have experienced extinction. Nevertheless, historical heritage buildings that are still standing and standing firmly in the city of Ternate, namely, Orange Fort (Fort Orange), Kastela fortress, Toluko, Kalamata, and Benteng City Promise. Apart from the historical relics of Europeans, other Islamic heritage buildings such as the Sultanate's Palace and Ternate Sultanate Mosque. Of the several historic buildings that are representative of that era, still stand tall today, and can be visited in several villages in the city of Ternate. These historic buildings are very relevant if integrated into learning by utilizing them as learning resources. Because historical sites are not limited to being developed as a learning medium that is always displayed by the teacher in front of the class. But as said that, teachers can direct students to the location / field where the existence of historic sites to learn and see first-hand the existence of the building. Of course this can be an attraction for students in participating in teaching and learning activities. This is actually the substance of outdoor study learning. Which is packaged in a way of learning that is done outside the classroom by visiting directly to each historical sites that separate the traces of colonial times in the city of Ternate. Even though this paper is more focused on historical sites of the colonial era. But there are other historical sites that represent each transition of historical times and all of them can be visited and utilized as materials/sources of historical learning with systematization in accordance with historical periods.

B. METHODS

Based on the title of the research, the object to be studied and explained is about the historical relics of the colonial era which are scattered in several areas of Ternate City. The results of descriptions of several historical relics presented in this article first begin with historical research in order to prove facts that have relevance to existing historical objects (Kartodirdjo Sartono, 2014) and it begins with an analysis of the importance of teaching and learning activities, especially historical learning based on outdoor study, which can take advantage of historical heritage objects using a literacy study approach.

The data analysis used in this study is an interactive data analysis technique. Conducted when data collection takes place, and after completing data collection within a certain period. If the answer to the interviewee after being analyzed is not satisfactory, the researcher will continue the question again, until a certain stage, data that is considered credible is obtained. Milles and Huberman in Sugiyono, suggest that activities in qualitative data analysis are carried out interactively and continue to completion, so that the data is saturated (Sugiyono, 2015)

C. RESULT AND DISCUSSION

1. Historical relics (strongholds) of the Colonial Age in Ternate City

Territorially, the island of Ternate is located to the west of Halmahera Island, in the form of a circle with an area of 105.73 km² which is located between 0° 46' - 0° 55' North Latitude and between 127° 18' - 127° 26' East Longitude. In addition, the existence of the island of Ternate, adjacent to the island of Hiri in the north, and in the south adjacent to the island, Tidore, Maitara. The island which has an area of only 105.73 km², has many historical relics that can support the process of developing science in the region, one of which is in the field of history science education. In addition, the potential of historical relics in the city of Ternate, can be encouraged to be developed in the tourism sector, especially in historical tourism. The island, which became the center of Ternate's royal government in 1257-1949, is one of the largest kingdoms in the eastern part of Indonesia since the XV-XVI centuries and still stands today. This condition can be seen from a number of historical heritage buildings including the Sultanate of Ternate Sultanate, and several Portuguese, Spanish and Dutch heritage fortresses (Atjo Rusli Andi, 2010). The potential of the spices makes the reason for the western nations to sail to the Indonesian territory (the archipelago) to monopolize the spice trade, and build their power by establishing fortresses. After building a fortress, they placed their rulers in charge of the government and economy in Maluku. Development of historical heritage objects (fortresses), is a strategy to strengthen the defense and at the same time as a security for warehouses to hoard cloves, before being sent to Europe.

Here are some historical sites from the colonial era that can be used as learning resources in learning history:

a. Kastela Fortress

The historical site of the colonial era that was first established was the Portuguese, which by many people is known as the Kastela fortress or commonly called the Gamlamo / Santo Paulo fortress. The mention of the name of the Kastela castle is generally based on its existence which is located in one of the names of the Kelurahan, namely KelurahanKastela. But actually if examined based on history, the name of the fort is Nostra Senora del Rosario which means "Beautiful Woman with Rose Flower".

The existence of Fort Nostra Senora del Rosario in Ternate, of course, cannot be separated from the role of an Antonio de Brito who was the first Portuguese Governor. His success in

establishing the fort in, reap praise from the King of the Portuguese, (Adnan Amal, 2010). The fort was first started construction on June 30, 1522, then continued construction by the second Portuguese Governor Garcia Henriquez in 1525 and according to Atjo, the final stage of the construction of the fort was completed by the eighth Governor, Jorge de Castro in 1540 (Atjo Rusli Andi, 2010). But reversed the grandeur of the Kastela fortress, it turns out, saves a very sad event which is always remembered. Because in this fortress too, the killings carried out by the Portuguese (Antonio Pimental) against Sultan Khairun on February 28, 1570. The assassination of Sultan Khairun was carried out on the orders of the Portuguese Governor.



Figure 1. The condition of the inside of the Kastela castle

The murder of Sultan Khairun sparked anger at the people of Ternate and Tidore at the time. So that resistance arose in the context of opposing the Portuguese, the resistance carried out by the people of Ternate against the Portuguese was directly led by Sultan Khairun's son, Sultan Baabullah, who was crowned as the Sultan in his father's place. When crowned the leader (Sultan) of Ternate, Baabullah swore before the people of Ternate that he would avenge his father's death and would not stop to drive the Portuguese from Ternate. For what he (Sultan Baabullah) said before the people of Ternate, that he would expel the Portuguese from Ternate was proven when in 1575 the Portuguese finally surrendered unconditionally and they left Ternate.



Figure 2. Monument to the assassination of Sultan Khairun which is located inside the Kastela fortress

b. Fortress City of Promise

In addition to the Kastela fortress, the City of the Promise is one of the fortresses which was the work of the Portuguese government when it occupied Ternate. The fort, which according to the residents of Ternate as the City of the Promise Fortress, was built in 1530. The existence of this fortress is located in the Ngade Sub-District of the City of South Ternate, which is located at an altitude - + 50 meters above sea level. In 1610 the fort was furnished by Spain with 6 cannons and 27 Spanish soldiers and several other people of Portuguese and Filipino nationality. After 1663 Spain left Ternate, the fort was abandoned and neglected. Based on Insus number 6 of 2003, the fort was restored by the government in 2005 at a cost of Rp. 327. 286,000 and then in 2006 at a cost of Rp. 130,000,000. From this place you can see a beautiful sea panorama with the surrounding islands namely Maitara, Moti and Makeang, and panorama of the slopes of Mount Gamalama which is located in the north. Its strategic location makes the City Promise as a recreation area that is often visited by tourists (Atjo Rusli Andi, 2010).

c. Talangame fortress

A Spanish fortress erected on the island of Ternate in the XVII century was the Talangame fortress. The construction of this fort was to protect the small fleet that contacted the surrounding islands. The consideration is that in front of this fort there is a deep and protected harbor for the ports of the Spanish ships, (Atjo Rusli Andi, 2010). This fort was also the place for the first time the Portuguese set foot on the island of Ternate in early 1512, (Adnan Amal, 2010). The position of the fort indicates the beginning of the existence of European nations (Portuguese) in the land of the kings (Maluku) which, as you believe (2015), that the presence of the Portuguese in the Moluccas began with an expedition carried out in November 1511. Although your statement certainly Galvao is very different from saying that the first expedition carried out by the Portuguese was in 1512. But despite the debate, the existence of historical sites (fortresses) has narrated the footsteps of the Portuguese in Ternate.

The mention of the name of the fort, generally like the naming of other fort names, in which the mention of the name of the fort is more attached to the name of the location / place of the fortress is located. So the naming of the fort, with the name Talangame fort. Where Talangame is one area / environment which is currently located in the Bastiong Village located in the District of South Ternate City. In addition, the Talangame fort was the first place the Dutch set foot in the city of Ternate. Where on May 22, 1599 using the ships of Amsterdam and Utrecht, led by the marine commander Wybrand van Waerwijk anchored at the port of Talangame, (Atjo Rusli Andi, 2010).

Fort Talangame has been the target of attacks from the Dutch several times, but the Dutch ambition to control Talangame fort has not been realized. This is because the strength of Spain is still very tough to beat. However, at the end of the XVIII century the fort fell into the hands of the Dutch and became a military center by placing 50 guards consisting of 20 soldiers and 30 Alifuru equipped with 6 cannons mounted on each side of the fort, and commanded by Lieutenant Sea Pietersoon.

d. Orange Fortress

When the arrival of the Dutch on May 22, 1599, led by Admiral Admiral van Waerwijk with 2 naval vessels arrived in front of the Malay, a location / village located on the coast of Ternate. The arrival of the Dutch in Ternate, received appreciation and welcome from the Sultan of Ternate in establishing trade relations. In 1601 Van Neck arrived in Ternate and

reinforced Good Understanding with the kingdom of Ternate in order to cut off relations with the Portuguese in Tidore, which at that time was an enemy of the Sultanate of Ternate. After Steven van der Hagen expelled Portuguese troops from Ambon in 1605, and then he ordered his deputy Sebastiaanz to take a similar stance to drive the Portuguese out of the Maluku / North Maluku region at the time, (Atjo Rusli Andi, 2010). In 1607 CornelesMatlief de Jong arrived in Ternate and made an agreement with the Sultan of Ternate. The substance of the agreement made by the Dutch and the sovereign (Sultan) of Ternate at that time was that the Dutch were granted a monopoly right to buy all the spices and the right to establish a powerhouse (fortresses) as a defense in Ternate. Based on this agreement the Dutch established the Orange Fortress (Fort Orange). The fort was named by Francois Wittert in 1609. With a strategic location, where the existence of the fort in the center of Ternate is not only used as a historical object. But the Orange fort has become one of the best places for the people of Ternate to spend their vacation time for recreation.

e. Kalumata Fortress

About 5 kilometers from the Orange fort there is a fort with the name Kalumata fort or another name is the KayuMerah fort. The fort was built in 1609. Subsequently the fort was emptied by GeenHuigenSchapenham in 1625, who a few years earlier arrived with the Nassau fleet in Ternate. In 1627 under the rule of Gillis van Zeist, this fortress was emptied forever. When the fort was emptied, the fort was then occupied by the Spaniards. The name of the fort was taken from the name of a Ternate prince namely, Prince Kalumata who died in Makassar in March 1676. Prince Kalumata was the younger brother of the Sultan of Ternate, MandarSyah, who was then the leader of a Makassar war expedition sent by Sultan Hasanuddin in 1666, attacking the islands of Sula, Banggai and Bungku. When in 1663 the Spanish left Ternate, the Dutch regained control of Kalumata fortress. In 1799 the fort was repaired again by Major Van Lutnow in accordance with the plans of the late Colonel Reimer. During the renovation process, a second moat was made around the fort with a depth of 5-6 feet and was equipped in such a way that it was a vein (Atjo Rusli Andi, 2010).

2. Outdoor Study Learning by utilizing the Historical Remains of the Colonial Age in Ternate City

Historical learning with outdoor study methods is done directly on the object (field) by assigning students to explore. So that the implementation of learning can be realized in class X and class XI for the history of specialization. In class X basic competence 3.2, namely understanding the concepts of change and sustainability in history; and for class XI specialization in basic competence 3.7 is to analyze the influence of Western imperialism and colonialism in Indonesia in the political, economic, socio-cultural, educational and religious fields as well as the Indonesian royal resistance to Western imperialism and colonialism.

The goal is that class X is related to Basic Competence 3.2 to direct students to take part in learning directly in the field to prove the existence of historical heritage objects so that they can provide explanations, experiences, in detail about the discussion on the material presented. Of course this is because, in addition to the material is also weighted about knowledge of historical relics that are material or non material. Historical objects / sites are material forms which are sources of history. So that students can take advantage of being a source of learning at the same time can be used as an object in conducting research in order to increase knowledge for students (Firmanto, 2010).

With this approach, students are invited to become and feel like the experts who are conducting research. Students are not only trained to live this activity, but also some

important skill aspects, especially working with their own responsibilities. To do this activity, teachers and students prepare a fairly intensive introduction before going to the field. The preparation includes topics that are considered interesting to explore, relating to an object of history, (Hamid, Abdul Rahman, 2014). Because through direct observation and learning based on the learning activities carried out, the activeness of each of the five senses can play a role and impress students more actively.

The goal is that the activities carried out, it is hoped that the learning atmosphere looks alive through the role (activeness) of students. In addition, for class XI the specialization group is in accordance with KD 3.7, namely in the study of Western colonialism in Indonesia. Students can be directly proved the impact / influence of colonialism on social and cultural aspects. That, historical evidence can be balanced and proportional when explained comprehensively according to various points of view. Proving students by the existence of historical relics of the colonial era in Ternate indirectly, the teacher has proven the existence of European nations / colonial governments (Portuguese, Spanish and Dutch) in Ternate in carrying out trade monopoly activities especially spices (Cloves, Nutmeg and Fuli).

When the knowledge has formed in students, students will think about the continuation of these historical relics. Because it is proof that the existence of historical relics as concrete evidence of the position of the colonial government which would not only be used as a source of learning, but can be used for other purposes, (Ahmad, 2013). In addition, experience with direct learning conducted at the historical site location is able to provide universal explanations other than the topics taught by the teacher in class. Therefore, the study of history based on outdoor study by utilizing historical sites in colonial times in the city of Ternate can be described with the approach in the figure below:

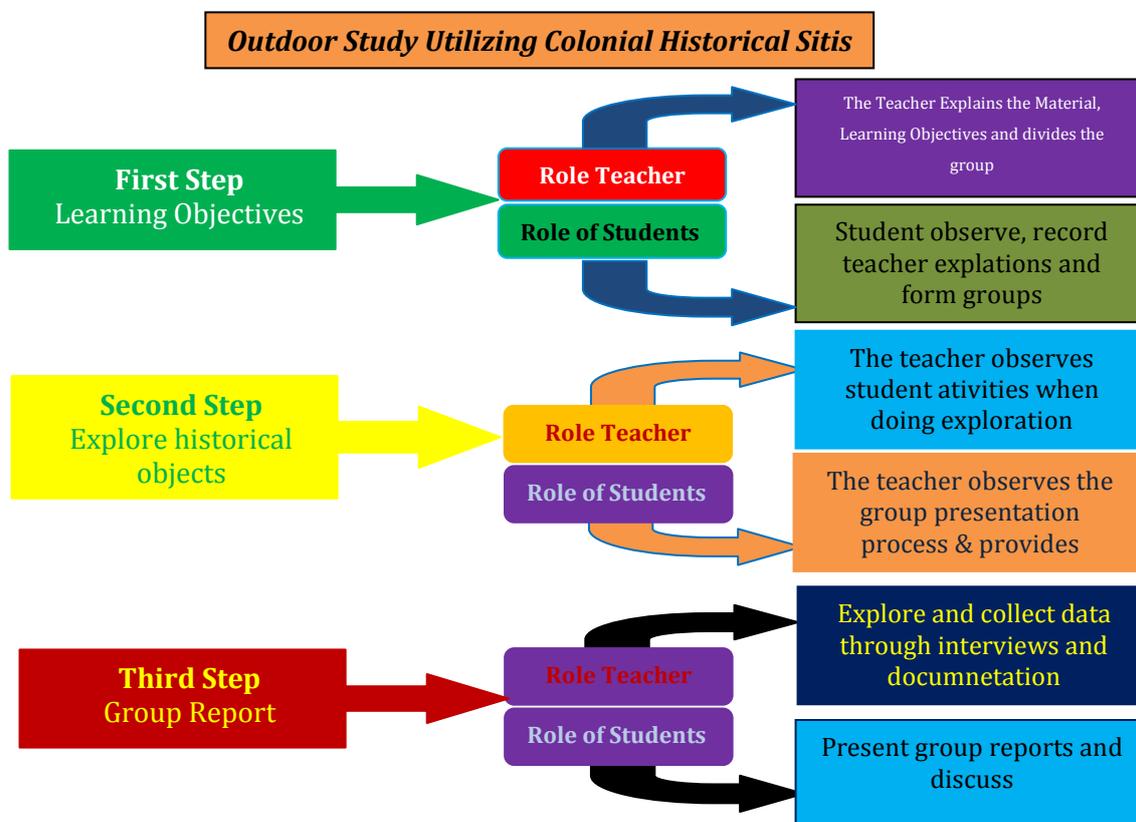


Figure 3. Steps For Learning Based on Outdoor Study with Utilization Historical Sites

The learning process can run optimally, if supported by learning planning with appropriate and systematic steps. With the learning steps as described in Figure 2, about the flow of learning based on outdoor study, of course the implementation of learning in the location (historical objects) or as learning outside the classroom (Husamah., 2013). The location can be assumed with a certain environment/region. With based on the existence of historical relics. As in the explanation of the steps above, it might be the substance of learning. As in these 3 (three) steps, students are required to play an active role, which first begins by understanding the objectives of learning, forming work groups/teams, carrying out exploration activities in relation to historical objects, presenting group work and discussing in order to exchange knowledge based on the results of field research and reflecting together with the teacher.

In each flow/steps in learning, the actual positioning/role of the teacher is only to facilitate and motivate. The teacher simply provides space and presents students at the location of the historical site. And of course the teacher consulted in advance to the manager/officer related to the permit application for the location used as a place of learning. In addition, the teacher's role in motivating students and explaining or giving an introduction related to learning objectives, and the next step students do exploration activities. In accordance with the explanation of the existing learning steps, it actually requires students to be more involved in the learning process. The role of students can be done by activating all five senses, starting from the first learning step to the last (third) step. With a learning design like this, presumably the teacher has presented an atmosphere of learning that is impressive and fun. As explained by (Baid, H., & Lambert, 2010) that learning like this certainly provides a cheerful and happy atmosphere for students in learning. In addition to creating a pleasant learning atmosphere, without realizing that the teacher has shown its role is not just teaching. But "teaching that educates", or rather teach while educating (Tilaar, 2016). Where the value of education (educating) given by teachers to students is cooperation and responsibility when given a task or mandate.

D. CONCLUSION AND SUGGESTIONS

Teaching and learning activities on historical subjects by utilizing historical objects as a source of learning are certainly very relevant and interesting so that they can be actualized concretely in the learning process. Because learning history is not only done in the classroom using learning media. But the teacher can direct students to visit objects / historical relics. Of course the approach to the method of outdoor study or study outside the classroom is not just visiting and seeing every historical sites that exist. But things must take precedence before the teacher directs students to the field, at least preparing strategies / steps that are relevant to the learning objectives.

In this paper we have explained the stages carried out in history learning that utilize historical relics with an outdoor study-based learning approach. Where in this article, try to take an example on the traces of historical relics of the colonial era that are scattered in the city of Ternate today. Apart from the nickname as the land of the kings (Sultan) and the country producing spices, the city of Ternate keeps many past events. Especially regarding the traces of foreign nations (Europe) such as, Portuguese, Spanish, English and Dutch. This statement is not only a mere figment, but can be proven by a variety of historical buildings that are spread in almost all regions in the city of Ternate. And the existence of historical relics in general until now still stands firm. Therefore, it is very effective if the existence of historical heritage can be developed and used as a source of learning and other activities that contain educational value.

So in writing this article, there are steps offered in relation to utilizing historical heritage as a source of learning as described in 3 (three) stages. The first stage, namely, the purpose of learning designed by the teacher and the teacher's knowledge about the material being taught with the connection to historical objects. The second stage is the ability to explore information about existing historical objects. And the third stage is the discovery of historical information and reflection. Presumably the teaching and learning activities described at each of these stages, of course the emphasis is more on activating each of the five senses of the learner. In order to create an atmosphere of learning that is memorable and fun, and the achievement of effective learning goals.

REFERENCES

- Acim; Far-far, G. (2020). Pengembangan Model Pembelajaran Sejarah Berbasis Situs Sejarah Lokal Di Sma Negeri Kabupaten Temanggung. *Paramita: Historical Studies Journal*, 21(2), 1–13. <https://doi.org/10.15294/paramita.v21i2.1040>
- Adnan Amal. (2010). *Portugis & Spanyol di Maluku*. Jakarta: Penerbit Komunitas Bambu.
- Ahmad, T. A. (2013). Pembelajaran Sejarah Berwawasan Lingkungan. *Indonesian Journal of Conservation*, 2(1).
- Allen, M. W. (2016). Motivation in Learning. In *Michael Allen's Guide to e-Learning* (pp. 121–129). <https://doi.org/10.1002/9781119176268.ch9>
- Atjo Rusli Andi. (2010). *Peninggalan Sejarah di Pulau Ternate*. Jakarta: Penerbit Cikoro Tritasuar.
- Baid, H., & Lambert, N. (2010). *Enjoyable learning: the role of humour, games, and fun activities in nursing and midwifery education*. *Nurse Education Today*, 30(6).
- Deng, C., Qiu, K., Xiong, R., & Zhou, C. (2019). Comparative Study of Deep Learning Based Features in SLAM. *2019 4th Asia-Pacific Conference on Intelligent Robot Systems, ACIRS 2019*, 250–254. <https://doi.org/10.1109/ACIRS.2019.8935995>
- Dwiyantoro, S. (2010). *Museum Sangiran (Historisitas dan Relevansinya Sebagai Sumber Pembelajaran Sejarah)*.
- Firmanto, A. (2010). *SITUS BITING (Historisitas dan Pemanfaatannya sebagai Sumber Belajar Sejarah)*.
- Hamid, Abdul Rahman. (2014). *Pembelajaran Sejarah*. Yogyakarta: Penerbit Ombak.
- Husamah. (2013). *Pembelajaran Luar Kelas Outdoor Learning*. Jakarta: Prestasi Pustaka.
- James, J. K., & Williams, T. (2017). School-Based Experiential Outdoor Education. *Journal of Experiential Education*, 40(1), 58–71. <https://doi.org/10.1177/1053825916676190>
- Kartodirdjo Sartono. (2014). *Pendekatan Ilmu Sosial Dalam Metodologi Sejarah*. Yogyakarta: Penerbit Ombak.
- Lass, R. (2017). Reality in a soft science: the metaphonology of historical reconstruction. *Papers in Historical Phonology*, 2, 152–163. <https://doi.org/10.2218/pihph.2.2017.2506>
- Mulyasa, E. (2017). *Pengembangan dan Implementasi Kurikulum 2013*. Bandung: PT Remaja Rosdakarya.
- Padui, R. (2015). Heidegger on the nonsense of objects: A historical backdrop to a textual ambiguity. *International Philosophical Quarterly*, Vol. 55, pp. 495–514. <https://doi.org/10.5840/ipq201510647>
- Sugiyono. (2015). *Metode Penelitian Kuantitatif Kualitatif dan R & D*. Bandung: Alfabeta.
- Tilaar, H. A. . (2016). *Guru Kita: Artis Karakter & Kecerdasan*. Yogyakarta: Lamalera.
- Vera, A. (2012). *Metode Mengajar Anak di Luar Kelas (Outdoor Study)*. Yogyakarta: Diva press.
- Widja, I. G. (2018). *Pembelajaran Sejarah yang Mencerdaskan, Suatu Alternatif Menghadapi Ancaman Kehidupan Berbangsa Berlandaskan Ke-Indonesiaan*. Jakarta: Krishna Abadi Publishing.