



## The Utilization of Historical Heritage in Bengkulu City as a Source of Social Studies Learning: Study at SMP Negeri 13 Kota Bengkulu

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### **ABSTRACT:**

Bengkulu has many historical heritages that have the potential to be used as social studies learning resources in secondary schools. This research aims to: 1) describe the historical heritage used by social studies teachers at SMP Negeri 13 Bengkulu City as a social studies learning resource; 2) analyze the social studies teacher's strategy in utilizing historical heritage as a learning resource. This research was conducted using a qualitative descriptive method. The research was conducted at SMP Negeri 13 Bengkulu City. Data collection was carried out using several techniques, namely in-depth interviews with teachers and students, teacher teaching observations and document analysis in the form of lesson plans and syllabi. Based on the research carried out, the results were obtained that: 1) there are three historical heritages in Bengkulu City which are used as social studies learning resources, namely Fort Marlborough, Bung Karno's residence and Fatmawati's house. These three historical relics were chosen by teachers as social studies learning resources because they are relevant to the learning topic and close to the students' environment; 2) in utilizing historical heritage as a social studies learning resource, teachers use field trip learning methods as the main strategy. This method is used because it is considered to arouse students' enthusiasm and attraction. Apart from that, teachers also utilize existing historical heritage through pictures, videos and visual aids/miniatures; 3) The use of historical heritage in social studies learning at SMP Negeri 13 Bengkulu City has a positive impact because it can make learning more enjoyable, meaningful and easier to understand.

**Keywords:** Historical Heritage, Learning Resources, Social Studies Learning

### **ABSTRAK:**

Bengkulu memiliki banyak peninggalan bersejarah yang potensial untuk dijadikan sebagai sumber belajar IPS di sekolah menengah. Penelitian ini bertujuan untuk: 1) mendeskripsikan peninggalan bersejarah yang digunakan oleh guru IPS di SMP Negeri 13 Kota Bengkulu sebagai sumber belajar IPS; 2) menganalisis strategi guru IPS dalam memanfaatkan peninggalan bersejarah sebagai sumber belajar. Penelitian ini dilakukan dengan metode deskriptif kualitatif. Penelitian dilakukan di SMP negeri 13 Kota Bengkulu. Pengumpulan data dilakukan melalui beberapa teknik, yakni wawancara mendalam kepada guru dan siswa, observasi mengajar guru dan analisis dokumen berupa RPP dan silabus. Berdasarkan penelitian yang dilakukan maka diperoleh hasil bahwa: 1) terdapat tiga peninggalan bersejarah di Kota Bengkulu yang dimanfaatkan sebagai sumber belajar IPS, yakni Benteng Marlborough, rumah kediaman Bung Karno dan rumah Fatmawati. Ketiga peninggalan bersejarah ini dipilih guru sebagai sumber belajar IPS karena relevan dengan topik pembelajaran

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serta dekat dengan lingkungan peserta didik; 2) dalam memanfaatkan peninggalan bersejarah sebagai sumber belajar IPS, guru menggunakan metode pembelajaran karya wisata sebagai strategi utama. Cara ini digunakan karena dianggap dapat memancing rasa semangat dan daya Tarik para siswa. Selain itu, guru juga memanfaatkan peninggalan bersejarah yang ada melalui gambar, video dan alat peraga/miniature; 3) pemanfaatan peninggalan bersejarah dalam pembelajaran IPS di SMP Negeri 13 Kota Bengkulu memiliki dampak positif karena dapat membuat pembelajaran menjadi lebih menyenangkan, bermakna dan mudah dipahami.

**Kata Kunci:** Peninggalan Bersejarah, Sumber Belajar, IPS.

## **A. INTRODUCTION**

Bengkulu is an area that has many historical heritages, from prehistoric times to the era of independence. These historical remains include tombs, mosques, monuments, monuments, forts, houses, weapons, buildings, rails, bridges, ancient manuscripts, etc. (Syaputra, 2020; Mentari, 2022; Syaputra, Mentari & Nugraha, 2022). The condition of these remains is currently very diverse, ranging from those that are very well maintained, such as the Marlborough fort and Bung Karno's residence, to those that are neglected and in danger of being damaged/destroyed, such as the rails and bridges in Lebong Tandai Village (Syaputra & Mentari, 2023).

These various historical relics are very valuable historical sources, which can be used for various things, especially as material for building the nation's collective memory through education. In the world of education, the social studies subject in junior high school is one that is very relevant. This is mainly because social studies learning in junior high school is an integration of several social science disciplines such as history, sociology-anthropology, economics and geography (Bank, 1990; Sapriya, 2016; Syaputra & Dewi, 2020). In this way, there is a match in terms of social studies learning materials in schools with historical heritage.

Apart from that, utilizing historical heritage in social studies learning can also make learning more interesting and meaningful. By seeing directly the historical

relics around them, it will be easier for students to remember the material being studied. Apart from that, this kind of learning will also leave a deep impression on students.

This argument is supported by many previous studies. Research by Rokhim, Banowati & Setyowati (2017) regarding the use of the Demak Grand Mosque site as a source of historical learning shows that by utilizing the site, there is a positive influence on students' knowledge, behavior and creativity. Apart from that, students are also able to implement the values contained in it. historical material for the Great Mosque of Demak. Safi & Bau's (2021) research on the use of historical sites in Ternate also shows the same results, where by utilizing historical heritage students can develop the ability to think chronologically in every historical event properly.

Based on the explanation above, the various historical relics in Bengkulu City should be used by social studies teachers as learning resources. Social studies teachers can utilize the historical heritage in Bengkulu as a learning resource, either directly or indirectly. Direct use can be done by directly visiting historical heritage such as forts, monuments, buildings, houses, mosques and so on and connecting them with learning materials (Feille, 2016; Bilton, 2010). Meanwhile, indirectly this can be done by packaging historical relics in the form of media and teaching materials such as videos and the like (Setiono et al, 2021).

Based on preliminary research conducted by the author, SMP (Junior High School) Negeri 13 Bengkulu City is one of the schools that has utilized historical heritage as a social studies learning resource. Therefore, through this research the author will discuss the following points: 1) what historical relics are used by social studies teachers at SMP (Junior High School) Negeri 13 Bengkulu City in their learning; 2) what is the teacher's strategy for utilizing historical heritage as a social studies learning resource; and 3) what are the results or impacts of using historical heritage as a social studies learning resource.

## **B. METHOD**

This research is qualitative research with a qualitative descriptive approach. According to Sugiyono (2018) qualitative research is a research method that is often called naturalistic research because the research is carried out in natural conditions. According to Bogdan & Taylor (1982) qualitative research is a research procedure that produces descriptive data in the form of speech or writing and the behavior of the people being observed. This research focuses on the use of historical heritage as a source of integrated social science learning at SMP Negeri 13 Bengkulu City. Therefore, the informants in the research were social studies teachers and students studying social studies.

Data collection in this research was carried out using three main techniques, namely observation, in-depth interviews and documentation. Meanwhile, data analysis was carried out using an interactive model which consisted of three stages, namely data reduction, data presentation and drawing conclusions (Milles & Huberman, 2014).

## **C. RESULT AND DISCUSSION**

### **1. List of Historical Heritage in Bengkulu City as a Source of Social Studies Learning**

Based on research conducted at SMP Negeri 13 Kota Bengkulu, there are several historical relics that are used as sources for learning social studies, namely: 1) Marlborough Fort; 2) Bung Karno's exile house; and 3) Fatmawati's residence. A brief description of the three relics is as follows:

First, Marlborough Fort. Marlborough Fort is located on Jalan Benteng, Kebun Keling Village, Teluk Segara District, Bengkulu City. This fort stands on 44,000 square meters of land with a length of 240.5 and a width of 170.5 meters (Muhardi, 2016). This fort was built by the British Colonial Government (East Indian Company) in 1714 when they controlled the Bengkulu region. The name "Marlborough" was taken from the name of John Churchill, Duke of Marlborough, a famous British general who was also known as a great military figure. Like forts in general, the main purpose of building this fort was to protect British trade interests, especially to secure the pepper trade, which was the main commodity at that time (Anatona, 2018).

In addition, this fort also functioned as a place of defense from attacks by other European nations as well as an administrative and business center for the British government in Bengkulu (Serasi & Hakim, 2019:36). Currently, Marlborough Fort is a building with the status of National Cultural Heritage (Cagar Budaya Nasional) which is managed under the Cultural Preservation Center of Region VII (BPK Wilayah VII). The current condition of Marlborough Fort is also very good and well maintained and is one of the most visited historical tourist attractions by tourists.

Below is a view of Fort Marlborough during colonial times:



**Figure 1. Fort Marlborough. Source:**  
<https://digitalcollections.universiteitleiden.nl/imagecollection-kitlv>

Second, Bung Karno's Exile House in Bengkulu. This house is located on Jl. Soekarno Hatta No. 8, Angkut Atas, Kec. Gading Cempaka, Bengkulu City. As is known, Soekarno is one of the nationalist figures in Indonesia and is also known as the Father of the Proclamation of Indonesia. Soekarno was born in Surabaya on June 6, 1901 with the real name Koesno Sosrodihardjo. During the national movement, Bung Karno was arrested and exiled by the colonial government due to his non-cooperative struggle. After serving a political prisoner in Ende, in 1938 Bung Karno was transferred to Bengkulu. In Bengkulu, Bung Karno served as a prisoner until 1942, when the Dutch surrendered to Japan (Setiyanto, 2018: 130).



**Figure 2. Rumah Pengasingan Bung Karno.**  
Source: detik.com

Third, Fatmawati's residence. Fatmawati was a princess from Bengkulu, the daughter of Hasan Din and Siti Chadijah who was born on February 5, 1923. On June 1, 1943 Fatmawati married Soekarno, a movement figure who later became the first president of Indonesia. In addition, Fatmawati is also known as a tailor of the Red and White flag and a National Hero. Fatmawati's residence is located in Turun Village which is not far from Simpang Lima in Bengkulu City. Although there are differences of opinion regarding the authenticity of this house, this house is visited by many visitors who come to Bengkulu City.



**Figure 3. Rumah Kediaman Fatmawati.**  
Source: Wikipedia

## 2. Learning Strategy in Utilization Historical Heritage in Social Studies

In utilizing some of the historical relics above in learning, social studies teachers at SMP Negeri 13 Kota Bengkulu use the outdoor learning method as the main strategy.

Outdoor learning is almost identical to field trip learning, meaning that student learning activities are taken outside the classroom that provides learning resources. This learning must be planned, implemented, and evaluated systematically and systemically. Outdoor learning is when teachers invite students to learn outside the

classroom to see events directly in the field with the aim of familiarizing students with their environment. Through outdoor learning, the role of the teacher is as a motivator, meaning that the teacher is a guide so that students learn actively, creatively, and are familiar with the environment.

In relation to historical heritage, the social studies teacher at SMP 13 Kota Bengkulu invited students to visit historical sites such as Marlborough Fort, Bung Karno's residence and Fatmawati's house. Marlborough Fort was visited to explain the practice of British colonialism in Bengkulu. At Marlborough Fort, students will be asked to collect information related to learning materials such as the beginning of the arrival of the British in Bengkulu, the function of Marlborough Fort during the colonial era and various events related to the Fort.

Meanwhile, for Bung Karno's residence and Fatmawati's house, the visit was conducted on material about the national movement. Bung Karno's residence and Fatmawati's house were chosen because they are traces of Bung Karno's struggle as the main figure in fighting for Indonesian independence. When visiting Bung Karno's residence, students were asked to collect information about the beginning of Bung Karno's arrival in Bengkulu, Bung Karno's activities while in Bengkulu until Bung Karno left Bengkulu.

From the information obtained by researchers from teachers and students of SMP 13 Kota Bengkulu, learning with outdoor learning strategies makes students interested in learning social studies. Although these objects are not new, students feel that they never get bored of visiting historical relics in Bengkulu. Not only that, they also feel that there is something

new that they know about these historical relics.

In addition to outdoor learning, social studies teachers also utilize historical relics through videos, images and miniatures as learning media. This is done because of limited time to conduct direct visits. Through this strategy, social studies teachers can more easily utilize existing historical relics as sources for social studies learning. For learning videos, social studies teachers utilize videos available on various media such as YouTube. Likewise with images, social studies teachers obtain images through various sites on the internet. Meanwhile, for miniatures, social studies teachers make miniatures made of used cardboard as media. This is as quoted from an interview with a social studies teacher below:

"If time does not allow for a direct visit, I will introduce historical relics through videos, pictures or miniatures. Videos about Bung Karno's struggle or Marlborough Fort for example are widely available on YouTube. Old pictures or photos are also widely available on the internet. Meanwhile, for miniatures, I together with students make miniatures made of cardboard or other used goods." (Interview With Respondent 1. Bengkulu, 07/09/2023).

### **3. Impact of Using Historical Heritage in Social Studies Learning**

From the results of data collection conducted, it was found that the use of historical relics in social studies learning at SMP Negeri 13 Bengkulu City has a positive impact on the process and learning outcomes of students.

First, learning becomes fun and meaningful. By using historical relics in the surrounding environment in social studies learning, students feel happy in learning. Students who have only studied in class and only know historical relics from a distance can see and study the existing historical

relics directly. This is as stated by the following informant:

"By visiting historical relics such as forts or Bung Karno's exile house, students are seen to be very happy in learning. With them being happy, it is hoped that this will be something meaningful, which they will always remember" (Interview with Respondent 1. Bengkulu, 7/09/2023).

Second, the use of historical relics in social studies learning can make it easier for students to understand the subject matter. This is because the material or object being studied is concrete and clear. In addition, by making historical relics around them as learning resources, students find it easier to connect various existing materials, especially in the context of colonialism and national movements. This is also evidenced by the results of student learning on the theme of European colonialism and national movements which have increased.

#### D. CONCLUSION

Based on the results and discussions presented above, the following conclusions can be drawn: 1) there are three historical relics in Bengkulu City that are used as sources of social studies learning, namely Marlborough Fort, Bung Karno's residence and Fatmawati's house. These three historical relics were chosen by the teacher as sources of social studies learning because they are relevant to the learning topic and close to the students' environment; 2) in utilizing historical relics as sources of social studies learning, the teacher uses the field trip learning method as the main strategy. This method is used because it is considered to be able to arouse students' enthusiasm and attraction. In addition, the teacher also utilizes existing historical relics through pictures, videos and props/miniatures. Through this method, the utilization of historical relics becomes easier to do; 3) the utilization of historical relics in social studies

learning at SMP Negeri 13 Bengkulu City has a positive impact because it can make learning more enjoyable, meaningful and easy to understand.

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