

## Utilization of Bung Hatta Household House, Bung Sjahrir and Dr.Tjipto Mangunkusumo as a Resource of Historical Learning

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### Abstract

*This study aims to determine the utilization of exile house Bung Hatta, Bung Sjahrir and Dr. Tjipto Mangunkusumo as a source of learning by high school history teachers in Banda Naira. The method used is qualitative method with descriptive analysis approach. The data sources used in this study are primary flat sources and secondary data sources. Data collection techniques used interview techniques, observation and documentation. The research findings show that teachers have taken advantage of Bung Hatta's home exile sites, Bung Sharir and Dr. Tjipto Mangunkusumo as a source of history in school. The method used by teachers in utilizing the home peninggalan national leaders tersebut as a source of learning that is by designing the lesson plan (RPP) utilize the relevant subject matter with the house of exile. Students are taken directly to the location of the relic of the exile house to do the learning by sourced directly from the relics of the house of exile. The exile house of national figures can be used as a source of historical learning.*

**Keywords:** History lesson, Bung Hatta House of Exile, Bung Sjahrir, Dr.Tjipto Mangunkusumo, Learning Resources.

### Introduction

Learning history is a process that has significance as well as a means of inheriting the value of nationalism and patriotism and able to explain the nation's own past. History education is also able to form the character of students who love and understand the struggle of the nation. This is in line with the demands of the importance of character education, especially for students who are at senior high school level. Learning is at the heart of the educational process. Education itself has the meaning of the reciprocal process of each individual human in order to adjust itself to nature, (Teguh Wangsa Gandhi, 2011). In kaitanya with learning, subjects have a role or role that is very important in shaping the character for learners. Among the functions of the study of history itself is to awaken the students to the process of change and development of society in the dimension of time and to build the perspective and awareness of history in finding, understanding and explaining the identity of the nation in the past, (Leo Agung S and Sri Wahyuni, 2013).

Historical learning can also be interpreted as a process of collaboration between teachers and students to create learning conditions while maintaining the characteristics of history itself through various sources of learning available to achieve the goal of learning, whether the source of books, oral sources and other sources that is in the environment around the place of learning.

In school, history learning is more likely to be oriented to the cognitive aspect alone. So that a narrow mindset sets in on the usefulness of the learning of history itself and the affective domain that is the most important thing to be achieved in the learning of neglected history. Not infrequently the learning of history is considered included in the category of hapalan, whereas the most important goal of learning history itself is about the formation of character and personality in accordance with the noble values of the nation.

Learning resources include everything that is used to facilitate learning, (Eveline Siregar and Hartini Nara, 2014). Learning resources are one component in learning activities that allow individuals to acquire knowledge, attitudes, beliefs, emotions, and feelings, (B.P. Sitepu, 2014). Learning resources include; maps, people, materials or materials, tools, techniques and environments that are used individually or combined to facilitate learning acts. Learning resources can also be interpreted what materials can be used to help teachers and students in an effort to achieve goals, in this case the goal is learning. Learning resources is something that is important in learning and become a successful support or not a learning process. Learning resources are a very important learning and teaching tool. It is imperative for a teacher to explore various sources to get the right tools to teach and complement what is already provided in the printed book, to add information, to expand the concept, and to compare the interests of learners.

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The long history of the struggle of the Indonesian nation from the pre-literal era until the independence era has left a lot of historical sites. Among them are Bung Hatta's exile house, Sutan Sjahrir and Dr. Tjipto Mangunkusumo located in the sub-district of Banda Naira Maluku province. As one of the historical sites, the exile house of the national figures need to be treated and utilized like other historical heritage sites found in Indonesia. As a historical site, the exile house of these outcast figures by the local people is rightly treated and maintained and utilized for educational purposes. Various stakeholders may take advantage of this site as a source of learning in schools. In addition to inheriting patriotism values, through the use of the site is also able to invite students to maintain and maintain the nation's priceless heritage.

The Bung Hatta exile house is located at Rehatta Street, Dwiwarna village, the capital of Banda sub-district, Central Maluku, Maluku province. It was in this house that Bung Hatta took shelter during the exile in Banda Naira for about 6 years (since 1936 - 1942). The house is set on an area of 660 m<sup>2</sup> and has a building area of 441 m<sup>2</sup> and is adjacent to Belgica Fort on the north. Bung Hatta's exile house now by the central government has been designated as a cultural heritage site through the Minister's Decree No. 210 / M / 2015 and Ministerial Decree No. PM.31 / PW.007 / MKP / 2008 for Building category with National Cultural Heritage which is owned and managed by the Banda Heritage Foundation. (kemendikbud, 2017). In 1944 the exile house was destroyed by bombing by the allies and finally rebuilt. Hatta's house was built in colonial-style architecture with the division of several buildings, namely:

1. The main house, consisting of:
  - Front breeze with an area of ± 29.25 m<sup>2</sup>,
  - living room ± 36 m<sup>2</sup>
  - 3 bedrooms each area ± 22.5 m<sup>2</sup>, ± 19.8 m<sup>2</sup> and ± 19, 8 m<sup>2</sup>.
  - Dining room with area of ± 17,6 m<sup>2</sup>
  - Rear trunk with an area of ± 42.25 m<sup>2</sup>
2. The main house roof is a shielding type zinc with wooden horses, the ceiling is a wooden board that is held by a wooden block. The main house floor is terracotta tile with brick red with varying size.
3. On the front porch there is an ornate wood fence and a quarter circular concrete staircase with 3 steps without railing. The back is a wall fence and stairs straight from terracotta and stairs without railing.
  1. Pavilium side (east). The roof is in the form of a stacked shield made of zinc with wooden horses, the ceiling of a wooden board retained beams. The leading floor is made of red terracotta while the other two rooms in front of the floor are made of natural stone in gray. The other two rooms on the back of the floor were of ordinary gray cement.
  2. Rear pavilion (south / school Hatta) roof is made of shielding type zinc with wooden horses. The ceiling of the board is retained wooden beams, the walls of the building in the form of white painted brick wall. Floors are made

of terracotta tiles are dark red. Has three steps without railing. At the back there is a room with a row of stools and a blackboard where Bung Hatta teaches the Banda children, and there is also a large pot filled with water for drinking.

4. Rumah Sjahrir is located in the old church street of Nusantara village, Banda district, Maluku Tengah, Maluku. This one-storey building is built on an area of 395 m<sup>2</sup> with a building area of 314 m<sup>2</sup>. Sjahrir's exile house built in Indis style is a blend of colonial and tropical architecture. The room division of this building consists of a large spacious room that is slit by the bedroom and workspace, and in general, the exile house consists of 2 buildings, namely: Main House

The main house is rectangular with a concrete roof tile type mansard shield and supported by wooden horses. The ceiling of the house is made of wood planks and on the terambisan porch made of woven bamboo. The walls of the house are made of brick plastered on the outside. The main house floor is made of terracotta tiles.

In the front and rear porch of the main house there are columns (columns) with 2 types, namely the type doric column made of brick plastered and plain wooden type of wood with the arch between the columns. The floor of the main house is closed terracotta tiles except on the back porch covered by ceramics. Terracotta tiles on the floor of the main house in the form of a square 40 x 40 cm, while the ceramics on the floor of the square-shaped porch measuring 40 x 40 cm.

#### 5. West Pavilion / Rear Pavilion

The pavilioned rear-roofed pavilion building with wooden horses with plavon plaid plain plaster covering the entire ceiling. The walls of the building pavilions in the form of brick and cement walls that are in plaster. The floor of the room is covered in ceramic tiles in the shape of polygons, hexogens, square and plain. The existence of this Bung Sjahrir exile house building by the central government has been designated as a national cultural heritage building with NO REGNASRNCB.20151105.02.000053 in accordance with Decree of Minister of Health No.210 / M / 2015 with rank of National Cultural Heritage Heritage category owned and managed by Yayasan Banda Cultural Heritage. The condition of the Bung Sjahrir residence house is currently in good condition although in some parts of the building has improved but still retains its original shape. The renovated part of the building includes the roof of the building, the ceiling of the house, the back pole and the tile that most of the main floor has been replaced with ceramics.

Among the exiled national figures, Dr Cipto Mangunkusumo was one of the figures who had been exiled to Banda Naira before Hatta and Sjahrir were exiled as well. Even when Hatta and Sjahrir first went to Banda Naira they first stayed at Dr Cipto's house for a few days before finally renting their own house.

Dr. exile house. Cipto is currently faced with SMP N 1 Banda school. Old buildings with distinctive stylish designs with pillars of concrete pillars and roofs of zinc and tiled terracotta red terracotta are built on a large enough land. There is a main door on the front porch as well as the left side door of the main house which is connected directly to the back. In the house there are several divisions of rooms and rooms. In the living room there are chairs and tables made of wood with rattan. Slightly different from the heritage houses of other figures, the exile house of Dr. Cipto's collection of photographs on the walls of the house is virtually non-existent. This is because not too many sources obtained related to the disposal of Dr Cipto in Banda Naira. However, Dr Cipto's exile house is one of the historical remains that is still in good condition physically, even though he is very old and still needs to get serious attention from the local government.

**Method**

The method used in this research is qualitative method with descriptive analysis approach. According to Sumanto, the descriptive method is to describe and interpret what exists, for example about existing conditions or relationships, growing opinions, ongoing processes, effects or ongoing effects or emerging trends. (Sumanto, 2014). This study describes, and analyzes an ongoing condition that is the utilization of the home exile site of Bung Hatta, Bung Sjahrir and Dr. Tjipto Mangunkusumo as a source in historical learning.

This research procedure includes several steps, namely: (1) selection of research titles based on problems that arise in the learning of history. This is the reason the researchers conducted research on the utilization of Bung Hatta's exile site, Bung Sjahrir and Dr. Tjiptomangunkusumo as a source in teaching history in high school / MA schools in Banda Naira. (2) collecting data on Bung Hatta's exile house, Bung Sjahrir and Dr. Tjipto Mangunkusumo as well as observation and observation during history learning process at SMA / MA school in Banda Naira subdistrict then researcher looking for oral information with interview technique that is school principals such as principal as key informant, teacher and student as core informant, besides it is used also a written source of documents, archives, magazines and others, terkait with the focus of research. (3) analyzing data that has been obtained and collected by using descriptive analysis method. Requires in-depth understanding and in-depth analysis to produce a good research conclusion. (4) checking data through credibility, transferability, dependability, confirmability (data certainty) and tringgulasi data (others outside the data). (5) And the last compiled the results of research. The steps in the study can be described as follows:

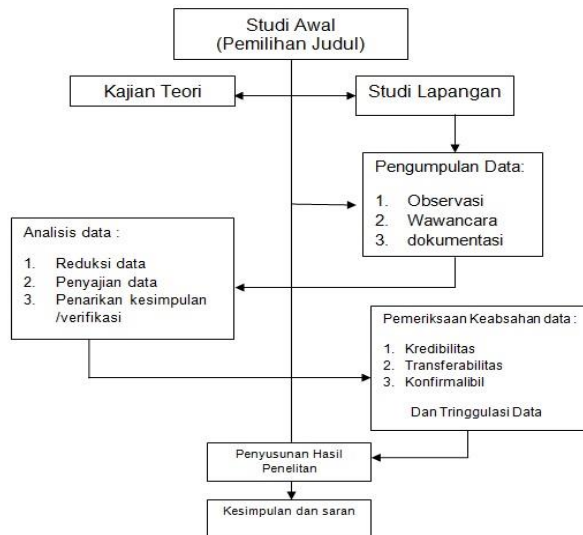


Figure 1.1: Research Procedure by Sumanto

**Results and Discussion**

Historical relics that exist in the surrounding environment is a good source to serve as a means in presenting learning history. Not focused on one source, history teacher in Banda Naira has been able to make the exile house of Bung Hatta, Bung Sjahrir and dr. Tjipto Mangunkusumo as an environment for learning resources that has a lot of functions of ekudasi to learners.

Utilizing the exile house of the national figures in Banda Naira by the history teacher has been done as one source in the learning of history. So far the history teacher has been able to develop the learning design by integrating historical learning by utilizing the exile house of the national figures in Banda Naira as a learning resource. Many obstacles experienced by history teachers in utilizing these relics include the relevance or relevance of the material taught with existing sources of relics, instructional books, curriculum and school policy to history teachers in developing learning resources. From observations and field notes and interviews conducted at the location of the relics of the house of exile Bung Hatta known that not many schools that come to visit exile house Bung Hatta let alone for the interest of learning, even if there are only a few schools, and even then performed outside school hours.

As Ms. EB (Hatta's house keeper) puts it:

"Hatta House is a lot of historical relics, so many people come from far to see the relics of history. But, Banda children are rarely willing to come here to study. Most of the schools sometimes there are teachers who invite students here, he said there is a task from school. If from the public rarely, later this house long damaged Banda people can no longer learn. "

Meanwhile, according to the father of MO (guard house exile dr Tjipto Mangunkusumo) revealed that:

"In the exile house dr. Cipto there are many peninggalan personal belongings of the doctor first. In addition, the old building owned by the doctor is very thick with the feel of Europe, so far not many students who come here to learn, but there. but more are just a walk. If visitors from outside Banda are many. "

Mr. MO (Cipto home keeper) explained that many things that can actually be learned or used as a source of learning from the home of the legacy of dr. Cipto, but so far building dr.Cipto heritage house seems to have no historical and educational value, especially for history teachers in developing learning resources. Embedding the values of the struggle and patriotism of the nation's predecessors to the students through the home media exile of national figures is one very good thing. From the observation shows that the location of exile house dr. Cipto is very strategic and is in the midst of the capital District, but the utilization is not maximal yet. The same thing was conveyed by Mrs. MT (Sjahrir's house keeper). Interview with Mother M (Sjahrir's house keeper) said that:

"The house of exile Bung Sjahrir suda several times renovated. But the contents inside are still intact, ranging from household furniture to personal belongings of Bung Sjahrir. And it's all very good if used as a source in history lessons, but students also rarely come to this relic. There is indeed a school that came to visit with the teacher on the day llbur. if most guests come from outside Banda like from Ambon and Jakarta. "

This is in line with the opinion of the NP, (class X MAN 4 Malteng students) explaining that:

"Historical teachers in historical learning have used the relic's home as a source of learning, not just limited to Hatta's house and Tjipto's house, but also the home of dr. Tjipto mangunkusumo was used as a place of learning by history teachers "

The result of historical learning observation conducted in MAN 4 Malteng shows that the learning done by utilizing the exile house of national figure Bung Hatta, Bung Sjahrir and dr. Tjipto Mangunkusumo as a source of history learner that is by inviting students directly visit directly to the location of heritage house exile national heritage. The taught material is about "Historiography". The first visit was conducted in the exile house dr. Tjipto Mangunkusumo on Sunday 25 February 2018 at 09:00 WIT. During the visit students are directed by their respective groups. Students through the tasks that have been given by the teacher then began doing research from the building, until the contents contained in such relics such as beds, chairs, tables, medical equipment, workplace, personal photos, cabinets, clothes / clothes doctors, shoes, jars, and others. while in the exile house for approximately 1.5 hours the students observed and recorded what they encountered, the students also seemed to interview the house keeper dr.Tjipto Mangunkusumo.

The visit was then continued to the house of exile Bung Hatta at 11:00 WIT. The journey takes approximately 15 minutes on foot and the students arrive at Hatta's house, greeted by Mrs. EB (Hatta house keeper) siswapun start doing the task that has been given by the teacher. Guided by the teacher, the students are busy doing group assignments on history writing, the students appear to record and document some of the contents of the building, such as Mr. Hatta's personal furnishings, a well-equipped sleeping area, private photos on display, at the back of the students can see directly the room used by Mr. Hatta to provide free education / school for the children of Banda complete with blackboards, benches and study table, there are also interviewed the house keeper Hatta to know the brief history of the existence of Pak Hatta in Banda Naira .

The second visit took place on Sunday, 11 March 2018 at 09:00 WIT. Its location this time to the exile house Bung Sjahrir located near the city center district. Still the same, this time the students who have been divided into groups began to do the task last week that is about the writing of history directly from the source of history. The students then write the results of his research in the form of writing history. His presentation will be presented in the classroom through group representatives.

In detail the design and the learning steps made by the history teacher in utilizing Bung Hatta's exile house, Bung Sjahrir and Dr. Tjipto Mangunkusumo as a source of historical learning on historical material that is as follows: In implementing the learning of history teachers determine the relevant teaching materials that is about "Historiografi". Then the history teacher designed the RPP by utilizing Bung Hatta's exile house, Bung Sjahrir and Dr. Tjipto as a source of historical learning. Learning materials on:

- a. Fact
  1. Archive
  2. Historical sources
- b. Concept
  1. Stages of historical research
  2. Data sorting
  3. Presentation of research results
- Historiography
  - c .. Principles
    1. Object of history writing
    2. Data and historical facts
    3. Reliability, validity and validity
  - d. Procedural
    1. Stages of historical research
    2. Data sorting
    3. Presentation of research results

While through the process of learning to try, associate and communicate students are expected to be able to:

- Writing research results in the form of historical writing
- Demonstrate honest behavior in collecting and presenting data

- Demonstrate cooperation in group work
- Show an attitude of responsibility in doing group work

In the instructional design that is contained in the learning implementation plan there are steps designed by the history teacher, namely the core activities of student learning is directed to observe the historical heritage sites in the area, the teacher then asked the students to do the observation in the house exile Bung Hatta, Bung Sjahrir and dr. Tjipto. Students listen and record the results of historical research, students discuss with teachers about the results of visits in the relics of history and discussed the role of historical sources and the feasibility of historical sources. During the exploring session, students were divided into small groups of 5-6 people. Students are asked to observe the historical sites in Banda Naira such as Hatta, Sjahrir and Cipto houses. Students are asked to discuss the results of their visit on the role of historical sources and the feasibility of historical sources, searching data and writing out the results of the history of the exile house of Bung Hatta, Bung Sjahrir and dr. Tjipto. Each group is given the task to conduct research and visit the relics of history and write the results of his research in the form of writing history or Historiography.

The result of the observation on the location of the house of exile dr. Tjipto Mangunkusumo to some students it appears that they interviewed the exile house keeper dr. Tjipto related brief history during dr. Tjipto dLoing to Banda Naira. While seen other students in each group are busy taking notes and observing every object that is in the house of the pegasingan. The results of interviews and observations made by the students will then be collected in the form of historical writing or Historiography.

Observations made at Bung Hatta's exile house note that the students performed the same observations as those performed in exile house dr. Tjipto. According to the exposure of DM (students of class X MAN 4 Malteng) explained that:<sup>2</sup>

In addition to interviewing Hatta's house keeper and hearing his story about Mr. Hatta we also recorded and documented some of the items contained in the house of exile. The most important thing in my opinion is part of free school room built by Mr. Hatta for the people of Banda. There are several classrooms, whiteboards, desks and study benches for students with the characteristics of a bygone era. Very antique but very well maintained masi.

From the observations and field notes in the exile house of national figures during the students do the learning seen some things done by the students during the visit, ie the students during the visit has been divided into groups of each, students observe and record the contents contained in the building relics , the students also interviewed every keeper of the relic's house,

students documenting the important parts, the students also discussed with the history teacher during the visit. The data collected by the students will then be processed and written in the form of historical writing, especially with regard to the history of exile house Bung Hatta, Bung Sjahrir and dr. Tjipto Mangunkusumo. The results will be presented by each group representative in front of the class. Historical teachers supervise and assess the liveliness and cooperation of students in groups. During the implementation of home study the relics look very enthusiastic and happy students.

The learning process undertaken by the history teacher at MAN 4 Malteng school during the observation took place by utilizing the exile house of national figures in Banda Naira as a learning resource that is 4 times the meeting. Counted since interviewing key informant (principal MAN 4 Malteng) on 27 February 2018.

The first meeting was held on Tuesday, March 6, 2018

The second meeting was held on Sunday 11 March 2018

The third meeting was held on Sunday 18 March 2018

The fourth meeting was held on Tuesday 27 March 2018

The learning process is described as follows:

#### Meeting I (March 6, 2018)

Learning begins at 10:00 WIT, Ibu Dewi Sartika Ladisa gives material about "Historiografi". The teacher explaining historiography is a process of historical writing based on careful research through heuristics, criticism of historical sources and selection of historical facts. to do the writing of our history will be doing direct research into places of historical relics. when Mrs. Dewi explained there were students who asked about the visit to places of historical relics. "APakah research visits conducted in all places of history ?, so, When will we go Mother teacher?". Mrs. Dewi then explained and started to divide the students into several groups, it appears from the teacher's explanation that the students are so enthusiastic and excited about the planned visit to study the historical relics

The teacher explained how to do history writing, the students were then put up in groups. Mrs. Dewi delivered the location of the visit to the house of exile Bung Hatta, Bung Sjahrir and dr. Tjipto Mangunkusumo. Mrs. Dewi explains the task of each group that is observing what is contained in the house of exile and find out the history of each heritage house. The results will be collected in the form of historical writing. Then, presented in front of the class. The teacher tells the time of the visit on Sunday for more time.

#### Meeting II (March 11, 2018)

At 09:00 hrs students have gathered terrace exile dr. Tjipto Mangunkusumo. Appear students gathered in their respective groups, history teachers provide direction to

<sup>2</sup> Wawancara dengan Danu Mahmud siswa MAN 4 Malteng di rumah pengasingan bung Hatta pada tanggal 25 Februari 2018

students to collect data and information as much as possible in the house exile dr. Cipto. Students appear to be surrounding the guardian of dr. Cipto house, they write and document the various relics that exist in the exile house.

There are students who asked the dr. Cipto "Who's financing the care of this house?", While laughing dr. Cipto replied that during this care from the contribution fee paid by visitors. There is also a statement from the new students who visited this time dr. Cipto. For more or less two hours finally the next visit continued to the home of exile Bung Hatta.

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From the description of research findings above it is clear that history teachers have used the exile house of Bung Hatta, Bung Sjahrir and dr. Tjipto Mangunkusumo as

a source of history learning. Meanwhile, the way that history teachers do in integrating historical learning by utilizing the relics of Bung Hatta's exile house, Bung Sjahrir and dr. Tjipto Mangunkusumo as a learning resource is implemented not only in the classroom but also by inviting students to come directly to the relics of the national figures. the environment is a good source to serve as a means of presenting historical learning. Not focused on one source, history teacher in Banda Naira has been able to make the exile house of Bung Hatta, Bung Sjahrir and dr. Tjipto Mangunkusumo as an environment for learning resources that has a lot of educational functions to learners. This is in line with Umar Tirtarahardja's idea that "the general function of the educational environment is to assist learners in interacting with the various surrounding environments (physical, social and cultural), especially the variety of educational resources available to achieve optimal educational goals". (Umar Tirtarahardja and S. L. La Sulo, 2010)

The utilization of the exile house of the national figures as a source of learning besides being able to stimulate the students' motivation in the historical learning activities that exist in the surrounding environment, also support the ongoing research-based learning activities as the curriculum 2013. That is, the history teacher in this case has been able to develop learning activities not only focused on activities that are textbook centered, but meramunya multisumber by making phenomena in the environment or the community as a source of knowledge and sources of value. (Abdul Haris Nasution, 2014).

### Conclusions and Suggestions

#### Conclusion

1. Historical teachers have taken advantage of the exile house of the national figures in Banda Naira as a source in the study of history.
2. The way in which history teachers take advantage of the home of exile as a source of learning not only by presenting it to the class in the form of photographs or videos and then explaining it to the students, but also by

#### Suggestion

1. Headmaster and Senior High School (SMA / SMK / MA) in Banda Naira Sub-district to always develop the design of learning by utilizing the historical heritage that exist around the environment as a source of learning history.
2. For the local government to pay more attention to the relationship with the house keepers of exile and local people so that the preservation of the remains are maintained and also the welfare of the house keepers of seclusion can be guaranteed.

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