

Educational Narratives of Museum-Based Contextual History Learning for Strengthening Students' Historical Awareness

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ABSTRACT

Background. History education in Indonesia remains heavily reliant on rote memorization, hindering students' historical consciousness. While museums offer authentic, experiential learning environments, their pedagogical potential remains largely underutilized due to unstructured, passive visits.

Purpose. This study aims to analyze the role of museums as contextual history learning media and to develop an integrated three-phase strategy (pre-visit, during-visit, and post-visit) to enhance students' historical awareness.

Method. Employing a literature review methodology, this research synthesizes academic books, peer-reviewed articles, and educational policy documents, analyzed through thematic content analysis.

Results. The findings indicate that history learning in schools remains dominated by memorization-oriented and teacher-centered approaches, limiting students' engagement and historical awareness. In line with previous studies, the use of museums as learning resources can provide more meaningful and experiential learning; however, their implementation is often unstructured and passive.

Conclusion. When systematically implemented, this model transforms passive field trips into inquiry-driven learning experiences. It shifts history education from fact-based memorization toward immersive, reflective engagement, ultimately strengthening students' historical awareness and enabling meaningful connections between past narratives and contemporary realities.

KEYWORDS

Historical Awareness, Learning Strategy, Literature Review

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INTRODUCTION

History learning in Indonesia still faces fundamental challenges, especially related to the tendency of a transmissive and memorization-oriented approach. According to Sam Wineburg, history learning aims to provide students with the ability to think historically (historical thinking) (P. F. Chen, 2022). Students not only consider history to be memorized, but also understood. In the context of thinking historical history does not occur by chance, but by "unnatural actions" (unnatural act). Meanwhile, according to Sartono Kartodirdjo, history as a subject is given to form national character and awareness (Lee, 2024). Thus, history is interpreted as an effort to

inherit the noble values of the past, such as heroism, sacrifice, and steadfastness of principle to the next generation.

However, the practice of learning history in schools is still dominated by learning activities in the classroom that do not provide space for meaningful learning experiences. History teachers tend to take a dominant role, with more material to convey material than the development of historical and reflective thinking. This condition results in students having difficulty in understanding history contextually the relationship between the past and the present so that history is considered a subject that is irrelevant to daily life (Dao, 2024; Surendran-Padmaja, 2025).

To achieve the goals of history learning mentioned above, history learning must be done contextually. Contextual history learning is not only a transfer of historical knowledge to students, but students can understand the meaning and usefulness of the historical knowledge they already have (Pendo, 2024). Refers to (A. L. Liu, 2023), history learning must be able to change students' affective with "value transformation". Contextual history learning will be more effective if it is done outside the classroom. For example, history teachers and students conduct history learning in historical locations, such as museums.

Museums can be an alternative learning space to implement contextual history learning. Unlike classrooms in schools, in museums students can interact directly with various historical objects. Museums can be an authentic source of history teaching for teachers, and students can feel the nuances of history with their five senses through observation (Mamede, 2024). Museums can also increase curiosity (curiosity) students who encourage them to explore and contextualize with what they feel and experience (Memeti, 2025). So museums are not only fun learning spaces, but can help students understand history contextually.

Based on data from the Ministry of Culture in 2025, there will be a surge in museum visits by 9.3% or the equivalent of 4.3 million people. This development is a positive achievement. However, there are still obstacles related to museums that have not met basic service standards, especially in providing adequate information for visitors (Begmatov, 2025). In addition, the majority of students who visit museums are still stuck on motivation that is just to fulfill school assignments (Zuo, 2023).

This condition is then further exacerbated by low literacy among students. Research conducted by (Psarra, 2022) shows that the museum visits made by the students are still just a formality or what is referred to as "museum fatigue". With these conditions, students do not get the essence of museum visits. Without contextual history learning in museums, various museum collections will only become collections that are not useful for fostering historical awareness.

This study tries to close the gap about the study of the use of museums as a source of contextual history learning through a systematic and sustainable approach. Some previous research only placed museums as supporting media or objects of educational visits, while this study places museums as an integrated part of the history learning process that is pedagogically designed (J. Wang, 2022).

In addition, this study offers a strategic framework for optimizing the use of museums as a source of contextual history learning with three stages, namely pre-visit, during visit, and post visit that train students' historical thinking skills. Another novelty is that this study sees museums as alternative learning spaces that not only provide new experiences, but can build relationships between the past, present, and future in a reflective way (Rahimi, 2022).

Despite the growing number of museum visits in Indonesia rising by 9.3% or around 4.3 million visitors in 2025 their use in history learning is still often unstructured and tends to be passive. In many cases, museums are treated merely as complementary learning media or destinations for educational trips, rather than being integrated into a well-designed pedagogical process. This points to a gap in

how museums can be utilized as structured, inquiry-based learning environments that genuinely support the development of historical thinking and awareness.

At the same time, there is an ongoing discussion in history education between approaches that prioritize memorization and those that emphasize contextual and inquiry-based learning. While some educators still focus on completing content, others highlight the importance of experiential and reflective learning that helps students connect the past with present-day realities (Jang, 2023).

Based on this context, this study aims to examine the role of museums as a medium for contextual history learning and to formulate an integrated strategy consisting of pre-visit, during-visit, and post-visit stages (Cuba, 2024). Through this approach, the study seeks to offer a more practical and meaningful direction for optimizing museum-based learning, particularly in fostering students' historical awareness in a reflective and relevant way.

RESEARCH METHODOLOGY

This study uses the methodology of literature study (library research) by collecting data sourced from various library materials, including books, scientific journals, and research reports. Literature study is not just a method of collecting information, but an interaction between researchers and literature sources that produce new understandings or perspectives to fill gaps (D. Xiao, 2022). To clarify the research procedure, this study follows a systematic flow consisting of several stages: identification of research focus, collection and selection of relevant literature, organization of data, and analysis and synthesis of findings. The literature used in this study was collected from various sources, both the internet and libraries with a focus on books and scientific articles. For example, the two books that are the primary sources of literature in this study are *Historical Thinking and Other Unnatural Acts* karya (Zulkarnain, 2025), and *History Learning Evaluation Model Works* (Wolhuter, 2022).

Both sources have relevance to the research theme, namely contextual learning and historical awareness. Meanwhile, the scientific articles used in this study have been published in various scientific journals that are accredited both nationally and internationally. The scientific articles used in the research are articles published within the last five years. This is so that the findings used are still fairly factual. Furthermore, the data collected from literature sources are then analyzed using content analysis techniques (content analysis) which includes the stage of data reduction, thematic grouping, and interpretation of literature findings to produce conceptual synthesis (An, 2022). In more detail, the analytical stages involve: (1) selecting and reducing relevant information, (2) categorizing findings into key themes, (3) comparing findings across sources, and (4) interpreting them to build a coherent conceptual framework. To ensure the reliability and validity of the study, source triangulation is applied by comparing multiple references from different authors and perspectives. In addition, only credible and peer-reviewed sources are selected to maintain the consistency and trustworthiness of the findings (Valendin, 2022). Through this process, a more comprehensive understanding of the strategy of optimizing the use of museums in history learning and its implications for students' historical awareness is obtained.

RESULT AND DISCUSSION

Provide a clearer and more structured presentation of the findings, the results of this study are summarized in the following table and visualized in a simple diagram.

Tabel 1. Summary of research findings

Aspect	Key Finding	Implication
History Learning Problems	Dominated by memorization and teacher-centered approaches	Low student engagement and historical awareness
Contextual Learning	Emphasizes real-life connection and active learning	Improves understanding and critical thinking
Role of Museums	Provide authentic and experiential learning	Strengthens contextual understanding
Obstacles	Limited access, teacher readiness, curriculum constraints	Learning not optimally implemented
Optimization Strategy	Pre-visit, during-visit, post-visit stages	Creates structured and meaningful learning

The position of history as one of the compulsory subjects shows that history has an important role in shaping students' historical awareness, identity and critical thinking skills. However, in practice, history learning in schools still faces various obstacles. History learning emphasizes the aspect of memorization rather than comprehension (Sarumathi, 2025). In addition, the learning process is also still dominated by teachers (Luthra, 2024). Other obstacles found in history learning include the amount of material that must be delivered, the negative stigma against history subjects, and the lack of use of varied learning resources by teachers.

Although in the Independent Curriculum various cooperative and analytical learning models, such as problem based learning or inquiry learning has been recommended for use by history teachers. However, the practice of learning history in the field still emphasizes the memorization aspect, such as students being asked to memorize names, dates and places (Alapo, 2023). The students are often not given an explanation and understanding by the history teacher as to why they need to do so. This results in a low interest and motivation of students in learning history (R. Xiao, 2023).



Figure 1. Summary of research findings on museum-based contextual history learning

Figure 1 presents a summary of the main research findings regarding the use of museums as a contextual learning resource in history education. The findings indicate that history learning is often dominated by memorization and teacher-centered approaches, resulting in low student engagement and limited historical awareness. In contrast, contextual learning emphasizes real-life connections and active student participation, which can improve understanding and critical thinking skills. Museums play an important role by providing authentic and experiential learning opportunities that strengthen students' contextual understanding of historical events. However, several obstacles remain, including limited access to museums, inadequate teacher readiness, and curriculum constraints, which hinder optimal implementation. To address these challenges, the study proposes an optimization strategy consisting of pre-visit, during-visit, and post-visit activities. This structured approach helps create meaningful learning experiences, enhances student engagement, deepens historical understanding, and promotes the development of historical awareness.

In addition, in practice, history teachers often do not play the role of facilitators, but instead dominate the course of learning too much. Based on research conducted by (R. Xiao, 2023) shows that the history learning process at the high school and MA levels is still dominated by conventional methods, such as teacher-centered lectures, so that students become less active and tend to only memorize. This condition results in history learning taking place in one direction and placing students as learning objects who lose motivation and free will (Chang, 2023). In fact, history teachers should give students "space" to conduct exploration aimed at developing reason and logical thinking (Pentkowski, 2022). Learning that is dominated by teachers will actually hinder the reflective thinking process, because students will only receive information without going through an investigation process (Kistler, 2024).

In terms of material, history subjects have a wide scope, which must be completed by teachers. Although in the implementation of the Independent Curriculum there are essential materials that can simplify the material, in practice history teachers cannot apply it. This is because history subject material must be provided chronologically and systematically. Another problem is the limited learning time, as well as learning habits that are still oriented towards content delivery (Herten, 2022). This condition makes history teachers tend to pursue the completion of the material, and often ignore students' understanding.

The lack of variation in the use of learning resources in history learning in schools is one of the problems that are often encountered. The use of learning resources in history learning in schools is more stacked on textbooks as the main source (Bachbauer, 2022). In fact, the use of varied learning resources, such as documents, artifacts, videos, or other digital history sources can help students understand the material more deeply and critically. The use of varied learning resources can train students' abilities to interpret, compare, and build logical arguments (Zhang, 2024).

All of the obstacles contained in history learning above have an impact on the negative stigma against history subjects. History subjects that should be considered important by students are actually underestimated. In the long run, this condition can affect students' low historical awareness, which should be the main goal of history learning as stated by (Tomar, 2025), which is to form a meaningful understanding of history in the lives of students.

The practice of learning in the Independent Curriculum is not just a process of knowledge transfer, but an effort to provide contextual understanding to students. The knowledge that students have gained through the construction of understanding can be implemented into daily life. This is conceptually in line with the learning philosophy of constructivism put forward by Jean Piaget, and developed by Lev Vygotsky (Cai, 2024). According to both, contextual learning emphasizes the

construction of knowledge through a thought process that is often influenced by social and cultural interactions.

History as one of the subjects contained in the current Independent Curriculum must be implemented conceptually. Conceptual history learning is not only about making students able to memorize various historical events, but also understanding the relationship of historical events in their daily lives. In this case, history is not only seen as a collection of past facts, but also a dynamic process that has relevance to students' social, cultural, and personal lives. In other words, contextual history learning aims to develop historical thinking skills and foster historical consciousness.

Contextual history learning should ideally start from real experiences that students find in their lives, so that the knowledge gained feels coherent (Page, 2025). This is then reinforced by the idea of constructivism put forward by Piaget and developed by Vygotsky which emphasizes the importance of social interaction and cultural context in the learning process. In this context, history learning can depart from experiences that are close to students' lives, whether they see, hear or feel individually or in groups.

In the framework of the Independent Curriculum, contextual history learning emphasizes flexibility, meaningful learning and strengthening students' character (Jones, 2025). History acts as a mirror and an analytical knife that can be used to solve problems in the present and future. Nationalism, tolerance, and other reflective attitudes of the past are values that are internalized through history learning. This is in line with the purpose of history learning that has been formulated by the Curriculum and Education Assessment Standards Agency, which is to make students able to understand historical events critically and take lessons from every historical event that has been studied (Gopi, 2024).

In practice, contextual history learning has several characteristics, including first, having a relationship between the material and students' lives (contextual), second, the use of historical learning resources, and third, learning that encourages students to conduct historical inquiry. History learning must also be interpreted as a process of value transfer, in which case students gain an understanding of the meaning of the history they learn. Teachers should also use authentic sources, such as archives, historical sites, museums, and resource persons so that students have real, critical and meaningful experiences, so that students can carry out the process of constructing historical knowledge on themselves. In addition, students are also encouraged to search for learning resources, both primary and secondary sources. This is in line with the history learning approach that emphasizes the ability to sourcing, contextualization, and corroboration (Bernasconi, 2025).

For example, as an illustration, in learning the history of material about the classical Hindu and Buddhist periods, teachers use the contextual learning approach of social constructivism. Students are not only explained or informed about the material in class, but are invited to visit a historical site that has relevance to the material. At the site, students make observations, listen to explanations from guides, and interact with the people who live around the site. Thus, students not only know in fact what happened in the past from a book or teacher, but also feel and understand firsthand how important and relevant it is in the context of daily life.

The advantages of learning contextual history are able to increase learning motivation, deepen historical understanding, and develop critical-reflective thinking skills. Learning that departs from real experiences will be more meaningful and encourage students' activeness in learning (Ariza-Casabona, 2023). Students can also eliminate Gap (gap) they do not know by associating new knowledge with the knowledge they already have (Wijayanti, 2025). Learning contextual history can also improve students' historical thinking skills (J. Chen, 2022).

In essence, history learning must be provided contextually so that students are not alienated by the knowledge they already have. Students can understand how to apply the historical knowledge they already have, whether to understand themselves, society, and the wider reality of social life. Through the contextual history learning approach, students are expected to be able to make historical understanding as a foundation in facing the challenges of the present, and prepare for a better future.

Contextual history learning can be understood as an integration between the learning approach of social constructivism, progressivism – learning experience –, and developing historical thinking skills. All three have a relationship in shaping history learning that is not oriented to knowledge, but also to its meaning.

Museums are one of the authentic resources in history learning that can provide concrete, contextual and meaningful learning experiences. In this context, museums are not only a place to store various historical relics, but also an alternative source and learning space for students to interact with the "past" directly. Modern museums serve as learning environment that encourages visitors' interpretation of the collection (Vuhuong, 2022). In this case, the museum becomes a "dialogue space" between visitors and the historical meaning contained in each object in the museum's collection.

If viewed based on Dewey's progressivist learning approach, through visits to museums, students can build a contextual understanding of history through observation, exploration and real reflection (Vuhuong, 2022). This makes learning history more enjoyable, as well as easy for students to understand when compared to learning that only takes place in the classroom. Museums are also one of the cultural products of society. The use of museums as a source of museums is also relevant to Vygotsky's approach to social constructivism learning which emphasizes that the construction of knowledge can be built through interaction between students and museums as cultural products.

Museums also play an important role in developing historical thinking skills through the process of observing the various collections they have. Students can identify, understand and interpret events through various objects in the museum's collection. This is in line with Sam Wineburg's contextual learning, namely sourcing, contextualization, and corroboration. The use of museums as a learning resource allows teachers to relate historical materials to local realities and students' direct experiences, thus providing relevant and meaningful learning. This emphasizes the importance of the connection between learning materials and real-life contexts. Thus, students not only receive various historical facts presented, but also make the museum a space to think and interpret history.

Museums are very good as a source of learning in learning history. However, there are obstacles faced in utilizing museums as a source of learning history. This is mainly because the history learning process in Indonesia has mostly not included museums in the history learning ecosystem. So even though museums have great potential as a source of history learning, their implementation still faces various obstacles, both structurally, pedagogically, and culturally.

One of the main obstacles in the use of museums as a source of history learning is the limited access, facilities and carrying capacity of schools. Not all schools have access to museums, both geographically which in this case is located far from the school. This makes museum visits difficult to do due to time, cost, and logistics limitations (Bunnell, 2025). In addition, there are not many museums that have supporting facilities, such as interactive media, educational guides or special programs for students, so that history learning in museums is not optimal. In addition, not all schools provide support to carry out learning in museums. This activity is often considered as a non-priority activity, especially considered to provide a budget burden for schools.

In addition, other obstacles are found in the aspect of the curriculum and the history learning time in the Independent Curriculum. History subjects in the current curriculum have less learning

time when compared to the previous curriculum. However, this is not in line with the amount of material that must be taught. This makes it difficult for teachers to allocate special time for learning outside the classroom. Although the current curriculum provides flexibility in learning, in practice it cannot be applied optimally. As a result, learning still tends to be carried out in the classroom and uses textbooks as a learning resource. This condition results in an imbalance between the depth of the material that must be taught and achieved by students, and the allocation of available learning time (C. Y. Liu, 2025).

Another obstacle is the readiness and competence of teachers in using museums as a source of history learning. Some teachers still understand that museums are only recreational objects, not integrated parts of the learning process. This makes museum visits only considered as a tourist work, not a contextual learning process. Therefore, there is a need to strengthen the competence for teachers to design learning in museums that are contextual. For example, the creation of student worksheets used when making visits, including observations, interviews and exploration. This has been proven to increase student participation and direct learning to be more structured and meaningful (Steinmaurer, 2025).

Obstacles also occur from students, namely low readiness and historical literacy. Some students may still be used to conventional learning, so they experience difficulties when switching to contextual learning. Students who are used to learning history based on memorization often experience difficulties when asked to conduct analysis (Kocoglu, 2024). The process of analysis requires historical thinking skills that appear not immediately, but through habituation. This is because historical thinking is a complex skill that needs to be trained systematically. So although basically students will feel enthusiastic when invited to visit the museum, the learning process does not necessarily run optimally.

From the various obstacles mentioned above, it can be seen that museums are not single, but can be seen multidimensionally, involving structural, pedagogical, and cultural aspects. So in the implementation of the use of museums as a learning resource, there are several obstacles, ranging from limited access, facilities and school carrying capacity; the position of history subjects in the curriculum; the readiness and competence of teachers; to the limitations of museums. Therefore, there needs to be a collaborative effort between, the government, schools, and museum managers to maximize the role of museums as an effective and meaningful source of history learning.

In order for the use of museums as a source of history learning to be optimal, there needs to be strategic steps that must be taken. As previously discussed, museums are not just a place to store historical objects, but can be an integrated, contextual, and experience-based learning space. However, this optimization strategy needs to be carried out in synergy between all learning stakeholders. The steps of the strategy to optimize the use of museums as a source of historical learning can be divided into three stages, namely pre-visit, during visit, and post-visit. These three stages are not only technical steps, but can be understood as an integrated and contextual museum-based history learning model.

The first stage is a pre-visit where the teacher is required to provide an introduction to concepts, contexts, and triggering questions to encourage students' curiosity and cognitive readiness. This stage is a preparation stage consisting of three sub-stages. First, the teacher informs students about the relationship between the learning objectives and the substance of the material with the theme of the museum that the students will visit. Second, teachers can use a cooperative learning model such as discovery learning with the group discussion method. Students who have been divided into several small discussion groups are given one of the sub-subject matter that is being studied and related to the museum visit. In this second sub-stage, students explore and elaborate on the secondary sources

they get from various places. Third, teachers provide students with worksheets (LK) that have been prepared as guidelines for learning in the museum with indicators of achievement and learning objectives in them. So when making a visit, students have the motivation to learn and an overview of what they will learn.

The second stage is during visit where students are directed to carry out inquiry learning activities, such as observation and exploration of sources contained in the museum, analysis of the information obtained, and group discussions. During the visit, students can be divided into several small groups to collect data, such as observation, exploration and interviews. The students previously had knowledge about the relationship of the subject matter with the museum. During the implementation, the teacher only acts as a facilitator who is in charge of providing information, and directing the student learning process. The students carry out activities guided by the LK that has been given by the teacher. Finally, before ending the activity, the teacher asks students to discuss the data that has been collected during learning at the museum.

The third stage is post-visit (after the visit) which is the most important stage in the strategy of optimizing the museum as a source of contextual history learning. The students were asked to write a report on learning activities at the museum based on the results of the LK that they had done. The activity report not only contains questions that answer the learning objectives, but also contains reflections on the activity. Finally, the students in groups explain the learning results to other students. After that, the teacher closes the learning by reflecting with the students. This is in line with the statement (Rajangam, 2023), i.e. the learning experience in a museum will be more meaningful if it is designed in a sustainable way.

To enhance clarity and transparency of the research process, the methodological stages employed in this study are presented in the following flowchart. This diagram illustrates the sequential steps undertaken, including data collection, analysis, and synthesis.

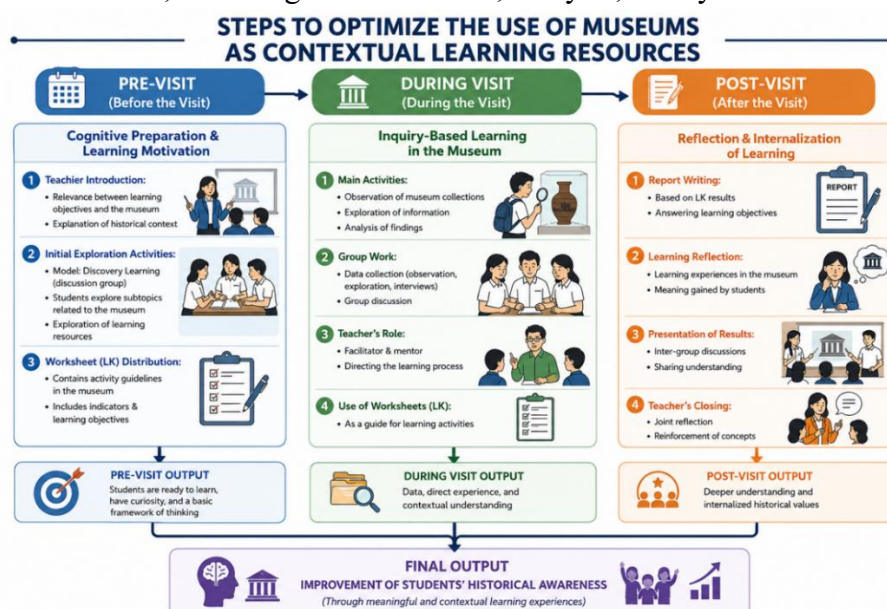


Figure 2. Steps to optimize museum utilization

These optimization steps can be strengthened by adding inquiry-based worksheets (LK). The LK is a guideline for students in conducting observation and exploration, compiling questions, and collecting data in museums. The LK that is created must also be based on the development of contextual learning tools. The LK consists of at least three parts, including learning objectives,

learning indicators, and tasks to be done by students. Students' LK must be based on the principles of contextual history learning which include three things, namely sourcing (search and assess sources), contextualization (understand source), and corroboration (validate the source) as stated by Reeves, (2022). This is in accordance with the view Asad, (2025) which states that active student involvement is a contextualization of learning.

Another strengthening is to increase teacher competence and school carrying capacity. The use of museums as a source of contextual history learning cannot be optimal without the support of teachers' abilities and the school's carrying capacity. Some teachers still present history learning based on memorization and with conventional methods, while learning should be applied contextually. Teachers should be more frequent to make variations in the application of learning strategies. In addition, teachers must also have an understanding if the current learning approach is student center. According to W. Wang, (2022) Learning must encourage active student participation and be full of meaning. In addition, schools as educational institutions should support contextual history learning activities and collaborate with museums. This is so that the learning objectives contained in the curriculum are in harmony with the things learned by students in museums.

Optimizing the use of museums as a source of contextual history learning will ultimately have an impact on improving historical thinking skills and fostering historical awareness. Improving historical thinking through learning in museums can be improved by applying the sourcing, contextualization, dan corroboration, based on source analysis. Meanwhile, historical awareness can grow along with the increase in students' historical thinking skills. This is because historical awareness is a student's cognitive process, which is characterized by the ability to process information. According to Arya, (2022) Historical awareness is the ability to connect past interpretations, present understandings, and future perspectives by involving narrative logic rather than just memorization.

As stated above, museums should not only be seen as a place to store historical objects, but also as an alternative history learning space that is contextual. Learning history by utilizing museums as a learning resource can have implications for strengthening historical thinking skills and fostering historical awareness in students. Historical awareness can be understood as an implication of increasing historical thinking skills, which are born from learning meaningful history. This means that history learning not only enriches students with factual knowledge of history, but also forms a way of thinking that determines students' attitudes and behaviors in today's life.

History learning based on learning resources museums has implications for strengthening the contextual understanding of history. Students not only interact directly with various historical sources, but are also able to understand the relationship between the past, present and future. For example, when students visit the museum of the national awakening, students can understand that the idea of independence is born from education, and therefore education is very important for life. This is in line with John Dewey's progressivist approach which emphasizes direct experience as the basis for meaningful learning. By knowing the meaning behind each historical event, students can grow and strengthen their historical awareness.

Contextual understanding will not be born from learning history that emphasizes the process of memorization. Contextual understanding is born from the development of historical thinking skills, which of course is done through a continuous process. Students should be trained to process information critically through observation, analysis, and interpretation of sources in every history learning, both in the classroom and outside the classroom. This is because understanding of history will be obtained through critical thinking. This is in accordance with Sam Wineburg's opinion, namely that historical understanding can be achieved through meaningful historical learning.

Historical awareness as one of the goals of history learning is achieved after students are able to develop historical thinking skills. In the context of using museums as a learning resource, direct interaction of students and historical evidence will create an emotional connection with the past, thereby fostering historical awareness in students, both individually and collectively. According to (Z. Wang, 2024), consciousness is related to the ability to understand historical events and their relevance to present life.

However, it should be emphasized that these positive implications can only be achieved if the quality of planning and implementation of contextual history learning runs optimally. Without a structured design, the use of museums as a source of contextual history learning has the potential to become a passive activity and has no impact on students' historical awareness. Therefore, there needs to be an integration between contextual learning strategies and teacher competencies and school carrying capacity. In the end, the use of museums as a good source of contextual history learning will have implications for increasing students' historical awareness, both from cognitive, affective, and psychomotor aspects. Museums can also be a means to understand themselves and build students' future orientation.

CONCLUSION

Based on the results of the study, history learning in schools still faces obstacles in the form of the dominance of the memorization approach, limited variety of learning resources, and lack of contextual learning experience. These conditions have an impact on the lack of optimal historical thinking skills and historical awareness of students. Therefore, learning innovations that are able to relate historical material to students' real experiences are needed.

The use of museums as a source of historical learning is a relevant alternative in supporting contextual learning. Museums not only function as a repository of historical objects, but also as a learning space that allows students to interact directly with authentic historical sources. These interactions encourage the formation of a deeper understanding of the relationship between the past, present, and future.

Optimizing the use of museums can be done through an integrated strategy that includes the pre-visit, during visit, and post-visit stages. These three stages play a role in building a systematic learning experience, starting from preparation, implementation, to reflection. With proper planning, museum visit activities can be an integral part of the learning process that is active, analytical, and reflective.

Thus, museum-based history learning that is carried out contextually has positive implications for improving students' historical thinking skills and historical awareness. The historical awareness formed not only includes cognitive aspects, but also affective and reflective, so that students are able to interpret historical events more relevant in today's life.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this manuscript, the author(s) used Google Assisted to assist in improving grammar, language quality, and overall readability of the text. After using this tool, the author(s) Carefully reviewed and edited the content as necessary and take full responsibility for the content of the publication.

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AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation.

Author 3: Data curation; In-vestigation.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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