

*Implementation of Merdeka Belajar through the Bondowoso Megalithic Information Centre (PIMB) as a History Learning Resource*

**Implementasi Merdeka Belajar melalui Pusat Informasi Megalitikum Bondowoso (PIMB) sebagai Sumber Pembelajaran Sejarah**

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**Abstract**

*Merdeka Belajar is a learning solution that is prepared to face future challenges. Free learning can be applied in all lessons, including History. This research aims to determine the implementation of independent learning through the Bondowoso Megalithic Information Centre (PIMB) as a history learning resource. The research method used is descriptive qualitative research. Data collection using interviewers, observation, and documentation. The results showed that the implementation of independent learning carried out by high schools in Bondowoso Regency in history subjects had fulfilled all elements of independent learning. The elements are a teacher (educators), Students (learners), learning places, leaders, learning program, and coordination. In addition, all learning activities that have been carried out can achieve the objectives of independent learning, namely stimulating the way students learn from fun media in the PIMB museum, honing students' creativity to be more sensitive to various objects seen, getting a new atmosphere and being able to coordinate with each other between group members in completing the assigned tasks, producing student output with superior quality, namely not only memorizing subject matter but also having sharp analytical skills, reasoning, and comprehensive understanding.*

**Keywords:** history education, independent learning, museum, PIMB

**Abstrak**

Merdeka Belajar merupakan solusi pembelajaran yang disiapkan untuk menghadapi tantangan masa depan. Merdeka Belajar bisa diterapkan diseluruh pelajaran termasuk Sejarah. Tujuan penelitian ini adalah untuk mengetahui penerapan implementasi Merdeka Belajar melalui Pusat Informasi Megalitikum Bondowoso (PIMB) sebagai sumber pembelajaran Sejarah. Adapun metode penelitian yang digunakan merupakan penelitian kualitatif deskriptif. Pengumpulan data menggunakan wawancara, observasi dan dokumentasi. Hasil penelitian menunjukkan bahwa implementasi Merdeka Belajar yang di lakukan oleh Sekolah Menengah Atas (SMA) di Kabupaten Bondowoso dalam mata pelajaran Sejarah sudah memenuhi seluruh unsur merdeka belajar. Unsur tersebut yakni pendidik, peserta didik, tempat belajar, pemimpin, program belajar dan koordinasi. Adapun dari seluruh kegiatan pembelajaran yang telah dilakukan mampu mencapai tujuan Merdeka Belajar yakni menstimulus cara peserta didik belajar dari media yang menyenangkan di museum PIMB, mengasah kreativitas siswa agar lebih peka terhadap berbagai objek yang dilihat, mendapatkan suasana baru dan bisa saling berkoordinasi antaranggota kelompok dalam menyelesaikan tugas yang diberikan menghasilkan *output* peserta didik dengan kualitas unggul yakni bukan hanya menghafal materi pelajaran saja tetapi juga memiliki kemampuan analisis yang tajam, penalaran serta pemahaman yang komprehensif.

**Kata Kunci:** pendidikan Sejarah, merdeka belajar, museum, PIMB

## 1. Introduction

Minister of Education and Culture (Kemendikbud) Nadiem Anwar Makarim proposed a new concept in education: independent learning. This concept aims to prepare the world of education to adapt to the era of the Industrial Revolution 4.0. Free learning is a concept of freedom of thought in education that emphasizes the role of the teacher. In an ever-evolving education system, the role of teachers is crucial in supporting this concept. Nadiem Makarim stated that educators or teachers have a noble task and a big responsibility. This teacher's task is the driving force of the national education system because teachers have the task of shaping and molding the next generation to create a bright future for the nation (Kemendikbud RI, 2020). With this complex task, educators should not only be given guidelines for carrying out their duties but there must also be policies and regulations supporting their implementation. Currently, educators are more involved in handling complex administration rather than contributing significantly to innovation in the learning process (Nilon et al., 2021). Innovations in the learning process, such as outdoor adventure experiences, can provide several experiences and learning that are needed by students as preparation for real life and to improve interpersonal skills (soft skills). Thus, the experience's outcome not only limits students' ability to memorize and understand theory but also includes the ability to create and collaborate.

According to R. Suyanto Kusumaryono (in Kemendikbud RI, 2020), teachers have realized that students have diverse needs. However, uniformity in learning approaches can reduce the potential of this diversity. In the context of learning implementation, the availability of learning resources has a central role, so teachers must ensure that learning resources are relevant to the learning material and by objective conditions. The primary learning resources include teachers, books, places, and a supportive environment supporting learning materials. According to Samsinar (2019), the learning process requires formulating appropriate learning resources to support it. According to Yusuf (in Samsinar, 2019), learning resources include anything within students that might facilitate or facilitate the learning process. Therefore, learning resources are defined as all things that can provide information and explanations, both in the form of theories, definitions, concepts and explanations that have a relationship with learning.

In implementing the learning process, relevant and up-to-date learning resources must be used. Learning resources used in teaching and learning activities must be based on the provisions in the curriculum set by the government. In line with the application of the independent learning curriculum concept, there is an emphasis on giving students a broader and more active space in implementing learning activities. According to Vernon A. Magnesen (in Idzana & Susanah, 2019), a person has a learning capacity of 10% of the information read, 20% of the information heard, 30% of the information seen, 70% of the information expressed, and reaches 90% of the information applied in action or spoken. From this explanation, it can be concluded that an effective learning process involves a deep understanding of the information presented and the application of relevant practices in the context of action or speech.

This learning process activity is a form of experiential activity. Experiences in the learning process can be categorized into five different types. First, through direct observation of actual events, hands-on practice with natural objects and things, and observation through pantomime and drama performances. Second, it can involve viewing moving images or photographs representing a concept. Third, it can involve the interpretation of graphics such as maps, diagrams, graphs, and blueprints. Fourth, through absorbing information through words, either

through reading or listening. Finally, the experience can be conveyed through technical symbols, terminology, formulas, or indices (Idzana & Susannah, 2019).

This experiential or contextual learning model can encourage learners to be directly involved in learning, with the aim that they can experience the material as an experience that builds knowledge. In this model, learners are asked to understand the meaning and benefits of learning so that awareness of learning can be a valuable provision in their lives. The application of this model provides accurate and meaningful experiences, bringing learning closer to learners' daily lives. Learning involves transferring knowledge from teachers to students and emphasizing actual activities (Ramdani, 2018).

Learning experiences in History can be done by visiting primary sources of information such as museums. In Bondowoso District, there is the Bondowoso Megalithic Information Center (PIMB), a megalithic museum that aims to introduce local History to the community and students (Bondowoso, 2019). Inaugurated on May 2, 2018, PIMB had been running for five years at the time of this research. Located in the Grujungan sub-district near the city center, PIMB believes that the museum can provide easy access and become a source of local History learning for students in Bondowoso Regency. According to Nurul et al., (2019), museums are recognized as having an essential role as agents of culture, education, and even nationhood. Museums can create a learning environment for History learning by engaging the power of influencing individual character and changing one's perspective on the world (Nurul et al., 2019). Research by Grenier (2019) shows that teachers have a role in integrating museum materials into the curriculum and sharing museum visit experiences with students to introduce learning to the context being taught.

The museum that focuses on the research is the Bondowoso Megalithic Information Center (PIMB), which reveals information on the History of the megalithic era in Bondowoso Regency. The Pakauman Megalithic Site in Bondowoso is an information center and an educational facility for visitors. Initially managed by the Bondowoso Regency Government under the Education and Culture Office, it is now under the Bondowoso Regency Tourism, Youth and Sports Office. PIMB has introduced a free admission policy to increase its appeal so local history education can be carried out as widely as possible. PIMB offers a comprehensive collection of historical objects scattered around the site, with complete information accessible at the site (Bondowoso, 2019). So, this research aims to explore the utilization of PIMB as a contextual learning medium in the history learning process by applying *Merdeka Belajar's* concept.

## 2. Literatur Review

### 2.1 Definition of *Merdeka Belajar*

*Merdeka Belajar* is a thought that has long emerged from colonial Indonesian education experts, namely Ki Hadjar Dewantara. Ki Hadjar Dewantara's thoughts on the concept of independence are reflected in his view of education, which aims to encourage student development by teaching to achieve change and benefit the surrounding environment (Irawati et al., 2022). *Merdeka Belajar* is an effort to return education to the principles that prioritize the learning process and focus on students (Bahar & Sundi, 2020). The application of *Merdeka Belajar* is expected to help students develop the ability to think critically, use appropriate language, and be responsible and free from anyone's pressure (Rosyidi, 2020). The essence of *Merdeka Belajar*, namely the free way of thinking addressed to students and teachers, thus creating and supporting the formation of an independent soul character because, in this case, students and educators or teachers can explore knowledge from the surrounding environment, where for a long time

teachers and students learn from books or modules that contain learning materials. Suppose this learning independence is applied in the education system in Indonesia. In that case, it can form students with character because they are accustomed to learning and developing their knowledge based on what is in their environment. Independent learning will support the formation of caring attitudes toward the environment because students can directly learn in the field so that their self-confidence can grow, they can become more skilled, and their ability to adapt to the community environment will increase (Ainia, 2020).

In education, an innovative policy must provide a breakthrough that all groups can feel about advancing the education system evenly and producing a superior generation of leaders who can compete globally (Arifin et al., 2021). *Merdeka Belajar* is not only applied as a learning method and model but also has a far greater meaning than that, namely critical and actual thinking to explore students' potential (Saleh, 2020). The concept of *Merdeka Belajar* focuses on the minimum abilities that students must have, including literacy, numeracy, and character surveys. In this case, literacy not only measures the level of reading ability but also the ability to understand and analyze from reading to understand core concepts. Evaluation of numerical skills is not only limited to mathematics. However, it includes assessing students' ability to apply real-life numerical concepts. Furthermore, the character survey measures the extent of the application of Pancasila values by students, such as the values of ethics, religion, and Pancasila (Siti Mustagfiroh, 2020).

## **2.2 History Learning**

History learning is a branch of science that examines the origin, development, and role of human civilization in the past, which contains wisdom values that can be used to improve intelligence training and shape character, nature, and behavior (Muhtarom et al., 2020). History learning can also shape one's social attitude towards oneself, such as mutual respect for differences. The purpose of learning history is to create and foster awareness of the importance of past events to be used as a reference for future or present decision-making. According to Purni (2023), history learning is the development of creative and critical thinking to foster curiosity, inspiration, and the ability to search, process, package, and communicate information, and most importantly, strengthen the national spirit. History lessons are lessons that influence the character-building of students. The History of unifying the nation must have the first place so the community does not forget it. If this happens, a decline in the spirit of nationalism, patriotism, and national unity can be threatened. There will be no nation that develops without learning from the past that the predecessors have passed (Sukardi, 2020).

## **2.3 Museum**

The definition of a museum is contained in Government Regulation No. 66 of 2015 which means that the museum is an institution that functions to protect, develop, utilize collections, and inform the entire community. In 2007, at the 22nd ICOM (International Council of Museums) general conference in Vienna on August 24, it was explained that the museum means an institution that has a permanent nature, not to seek money and profit, to provide services and community development, open to the public, collect, preserve, research, inform, and display cultural heritage and its material and intangible environment for scientific and study, educational, and entertainment purposes (Kemendikbud RI, 2019).

Etymologically, the word museum originates from Latin with the term museum, namely musea. The word has the authenticity of the Greek "mouseion" which is a temple dedicated to the Muses (in this case, the nine goddesses of art in Greek mythology). The place is used for

education and art, especially philosophy and library research. It was founded by Ptolemy I Soter in Alexandria in 280 BC. The management of material evidence of cultural, natural, and environmental products that have meaning and importance for History, science, education, religion, culture, technology, or tourism to be informed to the general public through permanent, temporary, and traveling exhibitions. Most museums have concepts and programs that can reach all visitors, including adults, children, families, and other professionals (Kemendikbud RI, 2019).

### 3. Research Methods

This research uses a qualitative approach to explore actual events and obtain objective data (Sugiyono, 2020). Qualitative methods aim to holistically understand phenomena such as behavior, perceptions, motivations, and actions, with descriptions using words and language in a natural context (Sugiyono, 2020). Data collection techniques were carried out through direct observation at the Bondowoso Megalithic Information Center (PIMB), as well as through interviews with several informants, such as the head of the museum, museum managers, the community around the museum, several History subject teachers such as SMAN 2 Bondowoso, SMAN 1 Tenggarang, SMAN 3 Bondowoso, SMAN 1 Bondowoso, SMAN 1 Grujugan and high school students who are visitors to PIMB.

The data collected includes using museums as learning resources, contextual-based learning processes, and learning methods that apply the concept of *Merdeka Belajar* in developing thinking. Visually, it can be illustrated as follows:

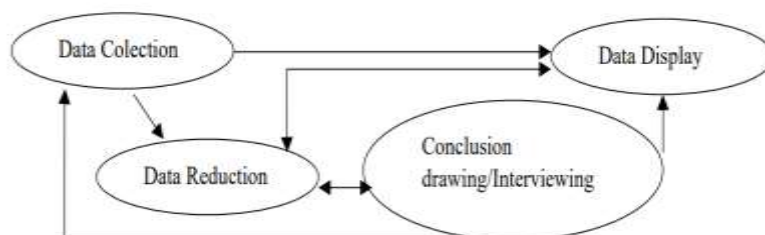


Figure. 2. Interactive Data Analysis (Sugiyono, 2020)

Data collection used observation, interview, and documentation techniques. The data analysis technique in this study uses an interactive model, as used by Miles (2014), with the following stages: data reduction, data presentation, and conclusion drawing. Data validity is carried out by testing credibility, transferability, dependability, and confirmability. Credibility testing criteria are carried out by triangulation (sources and techniques), peer checking through discussion, and member checking.

### 4. Results and Discussion

Based on the research results at PIMB, this museum presents information and collections of historical objects in the megalithic era. It should be noted that museums have many types, so not all museums can be used to learn History. The types of museums include art museums, history museums, scientific museums, natural science museums, and ethnology museums. Museums can be utilized to increase public interest in visiting museums. This must be done because public interest in visiting museums is still minimal. One of the reasons museum visitors are quiet is because there is no time to visit the museum (Hendrik, 2020). The lack of visitors has been a classic problem in museums until now. Even though museums have information and valuable content for human life in the present and future, one can take the proper steps based on experiences that have already happened by learning about History. The classic problem with the



lack of visitors also occurs at PIMB. However, students still carry visitors out as a utilization of learning resources. PIMB is located in Bondowoso Regency, which has several nicknames for the city, such as the city of Tape, the city of Santri, the high paradise, and the megalithic city.

The Bondowoso Regency Government initiated the construction of a Megalithic Information Center in Pekauman Village, Grujugan District. At its establishment, PIMB was under the auspices of the Bondowoso Education and Culture Office but has now been transferred to the Ministry of Youth and Sports. Here is a picture of the PIMB:



**Figure. 2.** PIMB Outdoor Collection



**Figure. 3.** PIMB Indoor Collection

PIMB, as a museum, has information about the megaliths in Bondowoso. Some collections are in the museum, and most are left in the vicinity of the community. However, care and preservation are still carried out. Pekauman Village was the chosen location for establishing PIMB because most megalithic collections were found in Pekauman Village. The location of PIMB in Pekauman Village, Grujugan Sub-district, is about 11 km from the center of Bondowoso City. According to an interview with the manager, Bondowoso is known as the Earth of Megalithic because it has the most extensive megalithic relics in East Java. PIMB displays its collection both indoors and outdoors. Visitors can choose the location they want to visit because the information is centralized. This centralized information makes it very easy for visitors to recognize the local wisdom of the historical heritage of the megalithic era, not only collections that can be seen directly but also pictures or documentation in other places in the Bondowoso area. According to the results of interviews, PIMB visitors are dominated by students from elementary, junior high, and high school levels. These visitors come to find out information about historical objects in PIMB.

Information on the distribution of historical objects in Bondowoso is provided in a distribution map published in the module and on a website that the general public can access. The distribution is in 5 villages and five sub-districts. These include villages in Tlogosari Sub-district, Pekauman Village (Grujugan Sub-district); Mas Kuning Lor Village (Pujer Sub-district), Pakisan Village (Wonosari Sub-district), and Glingseran Village (Wringin Sub-district). From the information obtained, it is known that archaeologists had found 15 sarcophagi in the Grujugan Subdistrict several years earlier. Also found were dolmens, kenong stones, and an ancestor statue. In the Tlogosari Subdistrict, five Yoni, a sarcophagus, ten reliefs, four dolmen, 15 kenong stones, and a household tool were found. In Pujer, dolmen, 12 pieces of kenong stones and household tools were also found. While in Wonosari Ranya, 30 pieces of dolmen were found. Wringin had 67 pieces of sarcophagus, menhir, 15 kenong stones, ten household tools, and two natural caves.

Until now, there has been no comprehensive and further research, so data collection could continue to grow. The Bondowoso region is estimated to hold the richest and most complete

stone sites in Indonesia compared to other parts of Indonesia, such as Nias, Toraja, Flores, Sumba, and several other places in Java. It is said to be the richest because the number is vast, and it is the most complete because the types of stone relics are diverse. These megalithic stones are scattered not far from the main village road. Most can also be found in the middle of farmers' fields or even in the middle of villages.



**Figure. 3.** PIMB Manager's Explanation to Visitors (Source: Researcher)

This contextualized learning of History will be exciting if implemented by teachers with students. However, the current problem is that students' interest in learning history declines (Harti & Darsono, 2023). Therefore, teachers must provide motivation and learning innovations to increase students' interest. According to the PIMB manager, most visitors are school students accompanied by teachers or given the task of making direct observations. From the interview results, the problem in learning History experienced by several schools, which are the subject of research, is that the material presented cannot all be done with contextual or experiential learning models. So contextual and experiential learning cannot be done on all History learning materials. In this case, pre-history material can only be done directly to the field because the location of PIMB can still be reached easily.

The role of the teacher is significant in the learning process, from planning implementation to evaluation of learning. History learning must continue to be taught to the nation's successors because civilization can be formed from History. Many values contained in history learning can be taken and used as a guide for further life. Therefore, learning history should not only be limited to knowledge but also be a learning experience to memorize historical values. As educators, teachers must be able to use strategies, models, and methods for using learning media that are appropriate for today's conditions. Teachers must have the ability to bring students into the experience of past lives of human life because the characteristics of diachronic History learning (widening in time) need a strategy to be able to change the paradigm of History learning, which is often considered boring to have a more meaningful and enjoyable impression for students. Of course, it is not easy for teachers to achieve this, significantly eliminating the label of boring history lessons that only require much memorization. Therefore, teachers need work ethic, motivation, educational background, and intelligence. For ease, teachers can use the History learning model by teaching students how to examine the relationship between the lives of students, society, and the Indonesian nation so that students are formed into a young generation aware of History, drawing lessons from stories of heroes and national tragedies. This learning model encourages students to have a racial, empirical, critical mindset and respect for human values.

So, contextual learning can be used as a history learning model. Contextual learning that applies to *Merdeka Belajar* will support and encourage students to develop their potential. In implementing contextual learning, teachers must be able to carry out the learning process by prioritizing educational ideals. So, in contextual learning, the material provided also involves students' experience. As with contextual learning, students not only memorize but also construct their knowledge by applying it to the reality of their daily lives. Contextual learning is given in History learning because school learning is generally still teacher-centered, where the teacher explains, and students listen. History learning also generally has abstract-theoretical-academic material so that it does not touch on the problems faced by students in everyday life both in the family environment, the general public, and the surrounding nature of the world of work later.

History learning should be given in several stages, namely first fostering students' awareness of the social environment, secondly introducing students to the time dimension of life, and thirdly providing a sense of historical life because the content of History lessons is dominated by social material that can foster local creativity and be helpful for the natural environment and future challenges. The explanation of the teacher and learning history shows the benefits of history lessons for students, which contain cognitive aspects and affect psychomotor skills. History learning in the schools studied applied a cognitive learning model with independent learning. Teachers invite students to have direct experience by reviewing prehistoric places that contain information and megalithic heritage sites. However, in its implementation, there are several obstacles, such as time problems, problems with students' different levels of understanding, and access to locations. Here are some descriptions of the obstacles experienced by schools in implementing contextual learning by visiting museums.

The first obstacle is that teachers must plan carefully to determine the material used for contextual learning with independent learning because not all materials can use this model. So, for the Bondowoso area, contextual learning can be done on material that contains historical content that can be reviewed directly, such as colonial times, which can directly review the History at the Bondowoso station museum and pre-history by reviewing directly at PIMB. The next obstacle is the short time of 2 lesson hours, which needs to be allocated accordingly. SMAN 2 Bondowoso, SMAN 3 Bondowoso, and SMAN 1 Tenggarang are located quite far from the PIMB, so in contextual learning of History at the museum, it is necessary to determine the time outside of lesson hours, such as weekends or even assignments for students to attend directly in groups to the PIMB on their days off. With this direct learning, it is hoped that learners or students can take lessons from the past to be used in the present and future, as in the Big Indonesian Dictionary (KBBI, 2021), which states that education is the process of changing the attitudes and behavior of a person or group of people to mature humans through teaching and training efforts. So, based on this understanding, it is necessary to have learning objectives by prehistoric or megalithic material. From the interview results, it was explained that all teachers try to provide direction when students make observations or when presenting the results of their observations, for example, explaining how the ancestors or predecessors lived their lives. If described in the form of a scheme, it is as follows.





**Figure. 5.** Implementation Mechanism of History Learning at PIMB

Before that, the teacher confirmed the visit to the PIMB manager if he was going to visit with a group. This was done so that the museum manager could prepare more optimally. The use of museums as learning media must have compatibility with learning objectives and essential competencies (KD) developed in the indicators of the development of subject matter. The form of assignments given from the observation results is an observation report presented in front of the class. This report is not presented as a poster containing information about PIMB or megalithic, which is disseminated on students' social media. Before students make observations, the teacher provides direction and explanation of megalithic material so that students have an overview before going to the field. In addition, the teacher also explained PIMB, which is a museum, the definition of a museum, the function of a museum, what things are in a museum, and what values can be taken from historical relics, material, and historical stories. Students are given tasks independently or in groups to find more information about historical relics at PIMB. In making observations, students are encouraged to have freedom of thought in developing questions and extracting information that they want to know. In addition, freedom of thought is also expressed in student creativity when making observation reports in written form, presentations, and posters. Before leaving the museum, the teacher concluded what the students had learned.

In order to launch *Merdeka Belajar* Learning, it is necessary to have elements that support learning. This element is an inseparable unity. According to Lida (2021), the first element is the educator. Educators provide education, nurture, and provide training (teaching, guidance, leadership) regarding morals and intelligence of the mind. Someone who provides knowledge is called an educator. This educator element is the main element in the learning process, making educators essential. According to Mustaghfiroh (2020), the main thing is that freedom of thought must be done first by teachers before teaching it to students. The second element that must be present is students. This is also the main thing because learning with the *Merdeka* curriculum cannot be done without students. Educators and students will be connected through knowledge. The relationship between educators and learners must be by the concept of *Merdeka Belajar*, which means free learning, giving students the freedom to students without learning pressure according to the portfolios and passion that students have Abidah & Azmil (2020). This is because *Merdeka Belajar* requires students to continue to think critically about the future they can achieve if they apply the knowledge they get.

The third element is the place of learning. The place of learning should be a significant concern because it influences students' learning atmosphere. The learning atmosphere will be comfortable if students can discuss more with the teacher and learn outside the classroom, so

they not only listen to the explanation from the teacher but also students can explore themselves to form a brave, smart, and confident personal character because they have broad insight and soft skills because they have broad insight and qualified soft skills (Mustaghfiroh, 2020). The fourth element is the learning program. The learning program is a learning concept that will be used by the teacher so that students can apply independent learning. The learning program must be interesting so that students are interested in learning the material provided. The learning program has a significant role in determining input and output. The fifth element is the leader. A leader is needed among educators, learners, places, and learning programs. This leader has a role in holding the responsibility of the four elements.

The sixth element, as well as the element that must be present among the other elements, is coordination. A good system will not work if there is no coordination. The description above shows that education in the *Merdeka Belajar* era can run smoothly with educators, students, learning places, learning programs, leaders, and coordination. The application of the concept of *Merdeka Belajar* has been carried out by the History Teacher in learning History subjects at SMAN 2 Bondowoso, SMAN 1 Tenggarang, SMAN 3 Bondowoso, SMAN 1 Bondowoso, SMAN 1 Grujugan. Based on the research results, the four schools have used the six mandatory elements of *Merdeka Belajar*. When reviewing the concept of *Merdeka Belajar* and its elements, the teacher has implemented it in learning history subjects. History subject teachers utilize learning media in the form of the Bondowoso Megalithic Information Center, which contains collections and information about megalithic cultural relics. Activities carried out in learning History at the Bondowoso Megalithic Information Center are observations to sharpen the abilities and creativity of students. Students are given general knowledge about megalithic culture and then invited to directly see the Bondowoso Megalithic Information Center.

Learners are asked to make independent observations by observing and digging up information by conducting interviews with officers. The assignment is a form of observation report according to students' creativity. In this learning activity, students make group observations and report the results of their activities. Outside classroom activities will provide a new learning atmosphere for students to feel new exploration. The learning activities hone students' creativity to be more sensitive to the objects seen. In addition, with direct observation, students get a new atmosphere and can coordinate with each other between group members in completing the assigned tasks. Another goal of observations and interviews conducted by students is to produce student output with superior quality, namely not only memorizing subject matter but also having sharp analytical skills, reasoning, and comprehensive understanding.

From the learning activities that have been carried out by teachers at SMAN 2 Bondowoso, SMAN 1 Tenggarang, SMAN 3 Bondowoso, SMAN 1 Bondowoso, SMAN 1 Grujugan, the elements of *Merdeka Belajar* have been fulfilled, namely the first educator in the learning process. In the learning process, the teacher is present as a facilitator, providing instructions for the learning model and material to evaluate the implementation of projects that students have carried out. The teacher provides freedom of exploration and to make observation reports, which are then submitted to the teacher and discussed in class. Teachers as educators provide freedom of thought to students by exploring PIMB both individually and in groups. The second element is the presence of learners where students who make observations at the Bondowoso Megalithic Information Center are students of SMAN 2 Bondowoso, SMAN 1 Tenggarang, SMAN 3 Bondowoso, SMAN 1 Bondowoso, SMAN 1 Grujugan. In every learning period, the teacher routinely conducts this learning model. The third element is a place of learning in this History. The place of learning in question is the Bondowoso Megalithic

Information Center, which contains much information about the megalithic culture in Bondowoso along with its collections, both on display and documents in the form of photos and history books. The Bondowoso Megalithic Information Center model is a learning museum.

The fourth element is the learning program. The history learning program contains material about local cultural History or local wisdom about megalithics. The learning model is carried out by observing or asking officers and the surrounding community. The final result of this learning activity is a creative form of report using the media owned, which can be video, photos, or writing and presented to be discussed with other students. The learning program in History is mainly conducted outside of class hours because the location is quite far from the school, so preparing a particular amount of time for outdoor learning is necessary. As for the implementation of History learning carried out by History Teachers of SMAN 2 Bondowoso, SMAN 1 Tenggarang, SMAN 3 Bondowoso, SMAN 1 Bondowoso, and SMAN 1 Grujangan through direct observation at PIMB, they succeeded in creating a learning model for History subjects with appropriate, directed and applicable conceptions, policies and educational programs. This is to the concept of *Merdeka Belajar*, in which there must be innovation and changes in the culture of learning more independently. This is the opinion conveyed by Ammas (2021), who states that innovation is carried out with a spirit of change to be applied in Indonesian education. Especially in the Industrial Revolution 4.0 era, the education system is the nation's hope to create students who can solve problems, are creative, innovative, communicative, and collaborate.

The fifth element is the leader, where in History learning, the relevant leader element is the principal, who is responsible for the entire learning process and collaborates with related institutions or observation sites. This fifth element is not only at the institutional level but also within the scope of small groups of students. As for the observation, there is a group leader who is in charge of coordinating the group learning process so that it is directed and able to achieve learning objectives. The fulfillment of the sixth element in this History of learning is coordination. Coordination is carried out by the highest level of leadership from before the activity is carried out in the form of a request for permission for activities, then educators or teachers who continue their implementation by coordinating with Bondowoso Megalithic Information Center officers and coordination carried out by students among group members and coordination to officers at PIMB.

Coordination is carried out continuously linearly and horizontally to implement learning based on independent learning. From the analysis that has been carried out, the six elements of *Merdeka Belajar* have been fulfilled in the History learning activities carried out by the History Teacher of SMAN 2 Bondowoso. The final form of learning activities is a report according to students' creativity and interests, whether in photos, videos, or writing, based on their abilities. In the learning process, *Merdeka Belajar* is defined as freedom of thought, innovation, learning independently and creatively, and freedom (Daga, 2021).

With the learning model carried out by teachers in carrying out their duties as teachers in institutions, every teacher must be able to implement *Merdeka Belajar*. *Merdeka Belajar* provides freedom and autonomy to educational institutions and is independent of bureaucracy; lecturers are freed from complicated bureaucracy, and students can choose their desired fields (Tinggi, 2020). From the explanation of the PIMB officer, it is known that students' enthusiasm in conducting interviews with him is very high, and students look happy when making observations. One of *Merdeka Belajar's* concepts is creating a happy and comfortable learning atmosphere for students (Saleh, 2020). *Merdeka Belajar* cannot be achieved if only the teacher

moves, so it needs the support of various parties, from schools, parents, and other institutions to the students themselves. *Merdeka Belajar* will be able to create a new generation with better quality than the previous generation because it has been adapted to world developments.

From the data analysis, problems still need improvement to optimize the application of *Merdeka Belajar* in History learning. So, the author provides recommendations for schools and PIMB. First, there needs to be a mapping of material that can be learned outside the classroom. Second, additional lesson hours sometimes discourage students from participating in lessons. Hence, it is necessary to have specific times that can increase students' learning mood for optimal learning. Third, there needs to be cooperation between institutions, museums, or historical learning spaces that can be visited per The subject of History. Cooperation can be carried out using regular school visits so that PIMB as a museum can be optimal in carrying out its function, namely informing the History contained in the museum. Fourth, it is necessary to involve the surrounding community in the History learning process so that students have additional experience improving their' social soft skills.

Moreover, many sites and collections owned by PIMB are in residential areas. Fifth, recommendations for the relevant education office to make the wealth of sites owned by Bondowoso Regency compulsory for local wisdom learning. So that all students can have the same knowledge related to the wealth of local wisdom owned by their regions. This recommendation will not be able to be implemented for *Merdeka Belajar* students if there is no cooperation between relevant stakeholders.

## 5. Conclusion

History teachers have successfully carried out *Merdeka Belajar* at SMAN 2 Bondowoso, SMAN 1 Tenggarang, SMAN 3 Bondowoso, SMAN 1 Bondowoso, SMAN 1 Grugujan through the concept of direct observation learning at the Bondowoso Megalithic Information Center. This can be seen from the fulfillment of all elements related to independent learning. The learning mechanism begins with a briefing to students so that students do not experience confusion when in the field. The teacher briefs the results of observations and assignments so that what students have learned can be understood more deeply and thoroughly. In addition, the learning objectives in History learning have been achieved by the objectives of *Merdeka Belajar* itself, namely stimulating the way students learn from a pleasant medium, namely in the museum or the Bondowoso Megalithic Information Center, honing students' creativity to be more sensitive to the various objects they see, getting a new atmosphere and being able to coordinate with each other between group members in completing the assigned tasks, producing superior quality student output, which is not only memorizing subject matter but also having sharp analytical skills, reasoning and comprehensive understanding. The development of regional potentials such as PIMB and other local wisdom should be a source of learning History for students because then students not only learn in theory but also have learning experiences that contain historical values so that they can be applied in everyday life.

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