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“Ruma Besi” Site as a Media Learning History at Madrasah Aliyah Sairun, Rhun Islands-Banda Naira

Nursyifa Namen

Universitas Banda Naira

Email: nursyifanamen24@icloud.com

Abstract

The purpose of this study is to show how the historical site "Ruma Besi" in Madrasah Aliyah in the Banda Islands can be utilized as a learning resource for Sejarah Indonesia. This study used a qualitative descriptive method. The results of field observations and relevant reference sources served as the basis for the source consulted for this study. The results show that the historical site "Ruma Besi" (iron house) is a British and Dutch colonial house that originally functioned as the home of the owner of a nutmeg plantation, or Perkenier. Even though only rubble remains, residents said the house was made of iron, starting with supporting pillars, walls, doors, windows, and roofs. Residents of Rhun Island today know it better as a "house of entertainment" because the site reminds them more of the attractions of Javanese dancers accompanied by Javanese music, which always decorated the afternoon breaks of nutmeg plantation workers at that time. The process of utilizing the historical site "Ruma Besi" as a learning resource for Indonesian history for Madrasah students is carried out by imagining historical facts about Indonesia in the past through a simple research step or discovery inquiry, which allows students to be directly involved as actors in activities. Historical discovery and study. This process is very beneficial for a complete understanding of historical material because of its closeness to the locus and its direct involvement in learning and introducing historical information.

Keywords: Ruma Besi, Media Learning History, Rhun Island, Banda Naira

Abstrak

Riset ini menggunakan metode penelitian kualitatif deskriptif untuk menunjukkan lokasi sejarah "Ruma Besi" yang digunakan sebagai sumber pembelajaran sejarah Indonesia bagi siswa Madrasah Aliyah di Kepulauan Banda. Sumber yang dijadikan acuan riset ini adalah berdasarkan hasil observasi lapangan dan sumber rujukan terkait. Hasil riset ini menunjukkan situs sejarah “Ruma Besi” (rumah besi) adalah rumah peninggalan kolonial Inggris dan Belanda yang awalnya berfungsi sebagai rumah pemilik kebun pala atau Perkenier. Meskipun saat ini tersisa puing-puing saja, rumah tersebut diinformasikan warga sekitar seutuhnya terbuat dari besi; mulai dari tiang

penyangga, dinding, pintu, jendela, dan atap. Warga pulau Rhun lebih mengenalnya sebagai “rumah hiburan”, karena lebih mengingatkan mereka tentang memori atraksi para penari Jawa yang diiringi alunan musik Jawa yang senantiasa menghiasi istirahat siang para pekerja kebun pala di masa itu. Untuk menggunakan situs sejarah “ruma besi” sebagai sumber pembelajaran sejarah Indonesia bagi siswa, mereka mengimajinasikan peristiwa sejarah tentang masa lalu Indonesia melalui proses riset sederhana atau pertanyaan penemuan yang memungkinkan mereka langsung terlibat dalam proses penemuan dan penyelidikan sejarah. Proses ini sangat bermanfaat bagi pemahaman yang utuh terhadap materi sejarah karena kedekatannya dengan lokus, juga keterlibatan langsung dalam pembelajaran dan pengenalan informasi historis.

Kata Kunci: Ruma Besi, Media Belajar Sejarah, Pulau Rhun, Banda Naira

Introduction

The Banda Islands are located in Central Maluku Province and have several colonial buildings such as exile houses, defense forts, places of worship, mini palaces, and plantation houses.¹ In Peraturan Pemerintah (PP) Number 50 of 2011, the Banda Islands have been designated as an area with the category of Kawasan Strategis Pariwisata Nasional (KSPN) (presentation of the Regional Directorate III, Ministry of PPN/Bappenas, 2024). The Banda Naira Masterplan delineation includes 3 development areas, namely the Micro area, Meso area, and Macro area. The development of the microarea includes the southern part of Banda Naira, which consists of 3 villages: Kampung Baru, Dwiwarna, and Nusantara. The development of the Meso area includes the northern part and Lonthoir village in Banda Besar. The development of the macro area includes the seven islands in

Banda Naira. Several studies on the management of Banda's historical and cultural sites are the basis for the arguments of this research review in carrying out the same efforts for the management and preservation of historical sites in Banda Naira. These studies include Handoko, Wuri & Mansyur, Syahrudin² on Community Perception and Mapping of Community Conflict Friction in Managing Cultural Heritage Objects (BCB) in Banda Naira and Muhammad Farid's writing³ On Preserving Historical Heritage. Through a synergy strategy between stakeholders and also Joella van Doenkersgoed's research⁴, which examines the importance of reinterpreting colonial heritage in Banda Naira. Using historical sites as learning resources will be much more interesting and creative. This is another way to overcome the problem of monotonous learning methods.

Wasino⁵, in his book, said that historical sources based on their form are divided into three types: material sources (buildings, tools, and weapons), written sources (documents), and oral sources

(interview results). Historical sites are included in the category of "material sources" because there are objects such as buildings that can be touched and seen directly by humans. By using historical research methods, several past events are considered to have value to be studied today that are considered useful for education, teaching, inspiration, and recreation. ⁶.

About its benefits as education, historical sites are very important for learning history. These sites can be used as historical sources that present various concrete facts, are closer to the truth, and provide more accountable information. In addition, as historical sources, several historical sites can also facilitate learning history because they help students understand and examine historical facts.

Media from an educational perspective is a very strategic tool in determining the success of education because it directly provides its dynamics for students. The word "Medius", a Latin word meaning "middle", intermediary, or introduction, is the origin of the term media learning that can be used to improve and encourage students' cognitive abilities, attention, and skills so that learning runs well. Sanaky (2009) stated that one of the benefits of learning media for students is that it can attract students' attention, which allows them to be more motivated to learn.

⁷. Student learning outcomes and learning motivation are expected to be further improved by using learning media. Several things need to be considered when choosing learning media because the direction of the learning objectives that are actually to be achieved is the formation of student characteristics, understanding of the surrounding environment, and ease of access. ⁸. Historical sites can be a learning tool that helps increase students' enthusiasm for learning history. According to Anderson & Low 1996 in Samsiyah & Hanif et al., Historical sites are historical heritage locations that are part of the culture and are preserved because they have a historical value that is useful for life now and in the future. Historical sites are places that have artifacts, characteristics, and/or ecofacts. ⁹.

Historical sites can be used as teaching aids and learning media. Historical sites can be temples, bridges, monuments, and stone mortars. Learning using historical site learning media can create a more contextual history learning atmosphere because it utilizes local historical relics [Click or tap here to enter text..](#) In addition to utilizing historical sites, learning in them will also be more contextual because it also raises interest in preserving cultural and historical values directly from their locations. Likewise, ancient historical sites from the megalithic era, for example, both

those that are not yet known or even those that have become national cultural heritage assets and are handled by the central government through the Directorate General of History and Archaeology and protected by Law (UU), can be a potential place in contextual history learning for students.

This research focuses on the locus of Rhun Island in the Banda Naira District. In Banda Naira, there are 10 islands, and only seven are inhabited. Of the seven islands, all have many historical sites, starting from Rhun Island, which, as the location of this research, has a long history dating back centuries. In literature, Rhun Island is known as the island that produces the best nutmeg and cloves in the world, which was fought over by the British and Dutch colonies in the 17th century. So famous that Rhun was finally exchanged for the city of Manhattan (New York) in a "Breda Agreement" between the British and Dutch on July 24, 1667¹⁰. The traditions and customs of the people of Rhun Island greatly support their lives. Rhun's customary ties have long been proven to be able to survive with the surrounding nature by maintaining the cleanliness of the sea and its biota and caring for nutmeg gardens. However, this local wisdom is slowly disappearing and sinking into the ages.

On Rhun Island, there are various historical sites, namely Eldorado Plantation, Arkadia Plantation, Aurora Fort, and Ruma Besi, which are the focus of this research study. However, these historical sites have not received much attention from many parties, especially the government and non-governmental organizations, so the physical condition of these sites is still very concerning. Colonial sites have great potential to be used as a place for learning history for students in the Banda Islands, especially for students on Rhun Island. Historical sites can be used as educational tourism objects or learning facilities and sources. Like the historical site "Ruma besi," it can be used as a means or source of learning by utilizing it as a history learning medium.

The use of historical sites as a learning medium can be done directly by taking students to the site location with a study tour. Study tours have positive benefits for arousing students' interest, activity, and motivation to learn.¹¹. By using photos, videos, and audiovisuals, indirect learning can be done. In a study tour, students are invited to learn outside the classroom to learn the real situation. The best way is to do learning outside the classroom. This method can be used for all subject areas and age groups for several purposes, including increasing student engagement in learning

by making it active and fun; helping all groups of students make accelerated progress by breaking the bond between students and teachers; and increasing cultural and environmental awareness of young people.¹²

Method

This research uses a qualitative approach through oral history sources. This approach is intended so that information from the past has been passed down through oral tradition and historical actors concerning the Iron House on Run Island. Data were obtained from literature studies, observations, interviews, and documentation. Observation techniques were carried out through direct observation assisted by documents in the form of archives and illustrated photos in the form of reports and information that supports research needs.¹³ Interviews were conducted with two informant subjects, namely Grandmother Sinta (aged 90), who lived and experienced firsthand the events of the Dutch and Japanese colonial eras on Rhun Island, and Mr. Burhan Lohor, a historical tourism actor.

Results and Discussion

Banda Islands

Banda Naira District is located in the territorial area of Central Maluku Regency.

The distance between this archipelago and Ambon Island is about 250 km. Currently, there are two sub-districts, namely Banda District and Banda Islands District. The total number of islands is eleven islands. The area is 2,568 km², the land area is about 180.59 km² or 7.5%, and the sea area is about 2,837.51 km² or 82.5%. The Banda Islands are included in the Maluku Province with a total of about 470,000 km².¹⁴

Banda Island has a very long history as a region producing nutmeg and mace spices which are an attraction for the nations of the world. This historical fact makes Banda a meeting place for various world cultures which creates an acculturation of various cultural elements.¹⁵ In 2016, Banda Island was included in the category of areas with World Cultural Heritage potential by the UN-UNESCO which was considered very complete and unique, a combination of cultural heritage and nature reserve categories that are united in the same area.¹⁶ Banda is also referred to as the National Strategic Area (KSN) because it has many potential tourist locations in Indonesia. After all, it has several traces of colonial heritage, such as defense forts, houses left behind by national figures, colonial houses, nutmeg smoking houses (perken), 17th-century Chinese temples, 18th-century Dutch churches, 19th-century old mosques, and several

exotic houses typical of Malay-Arab culture
[Click or tap here to enter text.](#)

Rhun Island

Rhun Island is one of the islands in the Banda Islands, which is geographically located at 5°43–6°31 South Latitude and 129°44–130°04 East Longitude and is bordered by the Seram Strait, Teon Nila Serua Islands, and the Banda Sea to the East and West (Banda in Figures, 2016). The population of Rhun Island is 1,814 people, consisting of 551 KK (heads of family), namely 981 men and 833 women. Administratively, Rhun village is divided into 6 RT groups, where RT 1 lives on the coast, RT 2 lives in the middle of the village, and RT 3 to RT 6 lives on the tops of the hills. The Rhun community is relatively homogeneous; the majority are Muslims and are quite far from the reach of the city. The majority of Rhun residents work as fishermen and farmers at the same time. Based on the type of work, the population of Rhun Island consists of 17 civil servants, 667 farmers, 476 fishermen, 60 self-employed, and 15 laborers.

Based on information from the Village Head of Rhun Island, there are around 12 registered fishing groups. They usually gather in groups of between four and seven people. It seems that fishing activities are more dominant, and residents

are more interested in this profession than other professions. In addition to working as farmers and sailors, some Rhun residents also work as civil servants. Most of them work as school teachers. Other employees are spread across various agencies, such as the village office. There are several institutions on Rhun Island, namely: (1) State Consultative Body (BPN), (2) LPMN, (3) PKK, (4) Youth Karang Taruna, (5) Mosque Youth, (6) Marine Conservation Forum, and (7) Care for the Country Forum.¹⁷.

History of the “Ruma Besi”

From the results of the study, it was found that the "Iron House" was built on a fairly high mountain on Run Island, the building is made of iron, starting from the supporting pillars, walls, stairs, windows, and doors. The area of the building consisting of two floors has a height of 10 m, a width of 15 m, and a length of 40 m. Several sources mention that this site has existed since the British colonial era and was used as the home of a controller or plantation ruler. According to historical documents, England has controlled Rhun Island since 1609 under the command of the East India Company (EIC) trading fleet, a trading fleet that competed closely with the Dutch Vereenigde Oost-Indische Compagnie or VOC.¹⁸.

After the peace treaty in Breda in 1667, where England and the Netherlands exchanged two islands, namely Manhattan Island, which was completely taken by England, and Rhun Island, which was completely controlled by the Netherlands, then automatically all nutmeg plantations owned by England on Rhun Island became the property of the Netherlands. So since then, the Netherlands has taken over the Ruma Besi site area as their property. After the bankruptcy of the VOC in 1799, the Dutch government system changed, and the VOC government changed its name to the Dutch East Indies. At that time, the construction of Ruma Besi began by bringing in original iron from the Netherlands, which was shipped to Java and then stopped at Rhun Island. The manual workers, consisting of laborers and exiles from Sulawesi, Kalimantan, and Java, worked hard to carry heavy iron up the mountain for the construction of the Iron House.

Over time, the Iron House also functioned as a place of entertainment for plantation workers who were mostly Javanese. Several performances, such as wayang golek and jaipong dance, were presented in the house. The house was used as a temporary resting place for the plantation workers in the middle of the day to relax, and after that, they would return to

work, which was marked by the sound of a large bell installed at the top of the house, the remains of which can still be seen today.



Figure 1. Sites of Ruma Besi

Several other sources mention that Ruma Besi was also used for the needs of nutmeg spice commodities. The ground floor was used as a place for firewood, while the second floor was used to store nutmeg and mace. In addition to Rumah Besi, the Dutch colonialists also built several very large barracks (camps) for nutmeg workers to live in. The majority came from Java and Sulawesi. Some others came from Sumatra and Kalimantan. The workers were paid once a week on Saturdays. Their salaries were in the form of money or food. They were given the choice of money or food, of course, at a cheap price.

The workers have regular working hours, where every 7:00 the work activity begins, which is marked by the ringing of the bell seven times followed by the drawing of a number. After each worker gets the number, they then disperse to go to the garden to pick nutmeg. The nutmeg that is picked is nutmeg that has been opened

(ripe) from the tree. They are prohibited from taking nutmeg that is still closed. The reason is that nutmeg that has been opened is really good nutmeg. At noon, the bell will ring again, a sign that the workers must gather again to deposit the nutmeg. The nutmeg workers each deposit their nutmeg harvest to a "sinyo" on duty. All nutmeg collected is recorded in a book to then be shipped to various trading ports throughout the archipelago.

The Urgency of Historical Sites as Learning Media

The use of historical sites and cultural heritage as learning resources, especially learning about the history of colonialism in Indonesia, will be able to add insight to students about various events experienced by the nation's ancestors. In the context of this research, the Ruma Besi site will be a locus that provides a clear picture of the various life experiences of the Indonesian people during the Dutch colonial period.

In simple terms, learning resources are understood to include all forms of education that convey information scientifically, both visually and in audiovisual form, such as in the form of books and other printed materials. This is a general conclusion agreed upon by today's teachers. However, some say that learning resources are anything that can provide information and

explanations, such as definitions, theories, concepts, and descriptions of lessons. Edgar Dale in Rohani (2004) said that what is meant by learning resources is direct experience that has a purpose or imitation, dramatic experiences, tours, exhibitions, museums, and many more, referred to as learning resources.¹⁹. Edgar further groups learning experiences using learning media that can be used as learning resources according to certain levels in the form of a cone of experience or a cone of experience that is arranged from the concrete to the abstract.



Figure 2. Students with teachers in the courtyard of the Dutch Colonial Fort

Behavioral changes can be caused by well-functioning learning resources. This can change less skilled people to be more skilled, those who do not understand to be more understanding, those who do not know to be more knowledgeable, and give students the ability to distinguish between what is good and what is not good, and so on. In addition, the purpose of using

historical locations as learning resources is so that learning can utilize environmental elements as supporters of educational success in schools. In other words, the student's environment has great potential to be a useful learning resource for students. In addition, of course, it can increase students' opportunities to develop in learning history.

²⁰.

In terms of using historical sites such as Ruma Besi as learning resources, the main reason for using the site is that it is the right environment for learning designed to provide stimuli to individuals who can then give birth to or trigger responses to their environment. This is the real learning process. There is interaction in learning, and interaction will bring about changes in students in the form of changes in attitudes and behavior. The learning environment can be in the form of a social environment, personal environment, geographic environment, and cultural environment. Learning history will be very boring if it is not done with innovative and interesting methods. So historical sites can be an alternative to overcoming this problem. In this context, students will experience more interesting learning activities themselves and continue to be triggered to visualize their imaginary fantasies related to the historical site. This will further trigger the active role of students in the classroom to be more

interested in learning history with real learning resources that are closer to their daily lives.

The Process of Utilizing the Ruma Besi Site as a Media for Learning History

To study the history of Indonesian colonization, the Ruma Besi History site is used with two methods. First, conducting direct observations on the spot. Second, visualizing historical events so that students can understand them well and avoid misperceptions when they reconstruct them in their minds. This is done by using photos or images that have been prepared by the teacher.

The first step begins with developing a simple research technique in its learning so that students can be directly involved as actors in historical discovery and study activities. This research method is also often called discovery inquiry. Simple research begins by giving assignments to groups of students to visit the Ruma Besi site. Students are also asked to determine the duration and length of the visit, as well as the purpose of the visit and the desired results. They are also asked to carry out activities at the location. It is also important to coordinate with the surrounding area that lives at the site.



Figure 3. Research Group Discussion

Some questions that teachers can formulate for students during site observations and formulate answers to are as follows: “Why did the Rhun Island people in colonial times work as plantation laborers? Why were there other ethnic groups involved in it? What is the meaning of lodging houses (worker camps)? What are the social, economic, political, and cultural values in nutmeg gardening activities? Why were there Perkins and colonial houses that had superior status? What was the function of “working hours” for nutmeg farmers at that time? What is the relationship between “iron houses” for the Rhun Island community today?” And several other questions that can be developed further.

According to Hamid Hasan (2012), history learning not only helps students learn about several events that occurred in the past but also helps improve social, political, and economic life today. Thus, history learning is full of practical and pragmatic values for students. Thus, there are three new understandings in history learning: (1) how is the relationship between history lessons and students' daily lives; (2)

how is the nature of historical stories adjusted to new information; and (3) how the topic of political history can be developed into a topic of social, cultural, economic, and technological history.²¹ The second step, to visualize historical facts, is that teachers must be ready to bring photos and images of the "iron house" location in the classroom. This second learning method aims to teach students to observe through images or photos displayed on media such as boards or paper that are wide and long. This gives students enough space to see and compile several pieces of information to answer the assignment questions asked by the teacher.



Figure 4. Research Implementation

It is acknowledged that learning steps certainly have different obstacles in practice due to conditions that may differ from teachers, students, school facilities, and learning models and approaches used. These differences will also have an impact on efforts to overcome the obstacles faced. Because in learning, all components of learning have an important role and are

interrelated so that the existence of each component of learning cannot be separated and also has a significant impact on the learning process being carried out.

Impact of Modernization

As a result of the rapid development of modernity on Rhun Island, the pattern of community understanding of cultural and historical heritage sites has gradually disappeared. This significant change is due to the rationality of modern society in exploiting nature massively and irresponsibly. The increasing number of fishermen who manage fish catch massively, coupled with the lack of insight into ecological and cultural resource management, makes environmental problems increasingly complex. Awareness of how to manage cultural and historical heritage sites has gradually disappeared from the minds and consciousness of the residents of Rhun Island. It is often heard that anyone who tries to preserve natural resources and cultural heritage is ridiculed because they are considered to be out of date.

Several negative behaviors towards cultural and historical heritage sites are seen in the acts of destruction and illegal taking of several cultural heritage objects that are sold to the illegal market. This is done by a handful of irresponsible people and is

recognized by the majority of the Rhun Island Community as a very serious problem. Until today, the community's efforts to anticipate these illegal actions have not shown any signs of improvement. There has indeed been a discussion about "village regulations," but these regulations have not touched on aspects of environmental preservation in a targeted manner, more specifically the preservation of cultural and historical heritage sites on Rhun Island.

Conclusion

The historical site "Rumah Besi" was built on a fairly high mountain on Run Island. The building is made of iron, starting from the supporting pillars, walls, stairs, windows, and doors. Several sources mention that this site has been around since the British colonial era and was used as the home of a controller or plantation ruler. Management of the Ruma Besi site as a source of learning history is carried out using two (two) methods. First, by conducting direct observation of the object (site). Second, visualizing historical events so that they can be understood well by students so that there are no errors in perception when reconstructing a historical event in their minds. Visualization is done through photos or images that have been prepared by the teacher.

Although it is recognized that each step can certainly have different obstacles and limitations in practice, considering the conditions that may vary from the aspect of teachers, students, school facilities, and the approach applied. Where these differences will then also influence the obstacles faced. Given that in learning, all learning components have an important role and are interrelated with each other so that the existence of each learning component cannot be separated and also has a significant impact on the learning process being carried out.

Many people still consider historical sites only as memories of the past or evidence of ancient buildings that once existed. As a result, not many teachers can use historical sites as learning resources to help students learn history, especially those related to the history of human development, culture, and their environment. However, historical sites as learning resources can be understood as places or containers that can facilitate effective learning. Historical sites are the right place (proper) to encourage students to try simulations because they provide students with direct and authentic experiences, allowing them to recognize and understand the history of their surroundings.

Several illegal actions against cultural and historical heritage sites on Rhun Island are still ongoing, although this is done by a handful of irresponsible people and is recognized by the majority of the Rhun Island Community as a very serious problem. However, until now, the community's efforts to anticipate these illegal actions have not shown any signs of improvement. There has indeed been discussion about "village regulations," but these regulations have not touched on aspects of environmental preservation in a targeted manner, more specifically the preservation of cultural and historical heritage sites on Rhun Island.

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¹⁴ Wakim, "Kepulauan Aru Dan Integrasi Kebangsaan Dalam Perspektif Sejarah Dan Budaya"; Kastanya, *Bahasa Dan Sastra Lisan Kepulauan Banda Dalam Perspektif Poskolonial*.

¹⁵ (Alwi 2006)

¹⁶ (Ritauw et.al., 2019)

¹⁷ Farid, "Ritus 'Panunggu' Sebagai Kecerdasan Ekologis Masyarakat Pulau Rhun Untuk Pelestarian Lingkungan Pesisir."

¹⁸ (Alwi 2006)

¹⁹ Rohani, "Pengelolaan Pengajaran (Cet. 2)."

²⁰ Rahman, “Ragam Seni Arca Candi Borobudur Sebagai Sumber Pembelajaran Sejarah.”

²¹ Hasan, “Pendidikan Sejarah Indonesia: Isu Dalam Ide Dan Pembelajaran.”