Learning experience from learning sources: exploiting geographic and historical potential of guerrilla sites in Wonokarto Pacitan as a source of historical learning

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Abstract: Pacitan is an administrative area in East Java. In this Regency there is a historical site of the struggle of General Soedirman. Guerrilla struggle during the physical revolution in Indonesia, in the period 1945-1949. These historical sites are in the form of open houses and monuments. One of the guerrilla sites used as a scheme in this study is a halfway house in Wonokarto. Its location in the hills is one of the geographical potentials that support it as a source of historical learning. The method in this research is collaboration, namely history and qualitative. The results of this study are historical learning model schemes with the use of Guerilla historical sites in Wonokarto.

Introduction
Learning resources are very important in the learning process. Learning resources are very important learning tools for the learning process to take place [1]–[3]. Obligations for teachers to explore various learning resources that are used as appropriate tools to teach and complement existing learning resources. The benefits of learning resources are to increase knowledge, broaden concepts, and arouse students’ interests.

The importance of learning resources is used to increase the knowledge obtained by students from before [4], [5]. Moreover learning history is carried out by visiting the site. This has the purpose of being one of the ways to help students in understanding historical material directly, making history more real, interesting, and clear, increasing students' enjoyment and interest in learning history by looking directly at the site, and helping teachers explain in real time. details by
looking at the state of the site. The learning process between students and teachers becomes better by looking at the site, listening and understanding the teacher's explanation.

Learning history by utilizing local historical sites can bring students in real conditions that are in their environment. Local history learning is a learning process using a variety of learning resources that come from the community around the school or the neighborhood where students live [6], [7]. Utilization of learning resources in the environment will be more able to encourage motivation to learn, because it is contextual [8]. Basically, not all students and teachers are able to utilize the local history contained in their region. Besides that, not all students know that local history can be used as a learning resource to support learning. Local historical sources that exist and develop among certain regional communities are oral traditions, objects, or sites that have historical value.

Local historical sources that exist and develop among certain regional communities are oral traditions, objects, or sites that have historical value. Learning resources that utilize local history in the form of historical relics commonly called sites are found. As is the case in Wonakarto villages located in Pacitan district. Please also note that in Pacitan Regency is one of the guerrilla commander routes for General Soedirman. General Soedirman was a hero in the fight against the invaders, in the fight against the invaders he used guerrilla tactics and therefore he always moved from one place to another. During the guerrilla warfare he was always carried on a stretcher because he was sick [9]–[11]. This makes Pacitan Regency a lot of traces of his stopover and monuments of his struggle found there.

In the village of Wonokarto there is also a halfway house and in front of it stands a monument of General Sudirman. The site should be able to be used as a learning resource, especially by the schools in the vicinity which are used as a support for learning resources that have existed so far. However, the community and surrounding teachers are still lacking in the use of learning in the Singga home. As with the results of interviews conducted with Mr. Pranowo as a guard of a halfway house and the monument of General Sudirman in Wonokarto Village, explaining that the level of visitors from the shelter is still relatively small, for how many times there were erratic visitors (interview with Mr. Pranowo on June 20, 2019). Therefore it is very relevant if this site is used as a source of learning activities. Aside from its historical value that can be explored by students, the existence of the site and supporting community are interesting to study. Geographical location of the site in the hilly area becomes an interesting potential to be a source of contextual and fun learning. So this learning scheme can spur students to active and independent learning.

2. Method

The method used in this research article is the historical method to express historical facts. This study also used a descriptive qualitative research method with the location of the research of the General Soedirman shelter located in Tokawi Village and the halfway house and the General Soedirman Monument located in Wonokarto Village. The qualitative approach in this research is to see the potential of the site to be a source of learning at this time [12]–[15]. The subjects in this study were the guard house of General Soedirman. Data obtained from various data sources, namely in the form of a site that is a trail stopover for General Sudirman, oral sources in the form of informants or informants namely the father and mother guarding the shelter General Sudirman. Data collection techniques used in this study by examining the perspectives of participants with multiple strategies, the strategies used are interactive[16], [17].
3. Results And Discussion

3.1 Geographical Potential of Wonokarto

Ngadirojo District is one of the Districts located in Pacitan Regency. Ngadirojo Subdistrict is also in a high enough mountain area, especially Wonokarto Village, which is at an altitude of 700 m above sea level with a distance from the village office to the sub-district office as far as 12 km. The use of land in Wonokarto Village itself is used for buildings, gardens, community forests and timber, state forests and is used as community plantations. The area of land used for gardening in Wonokarto village is 14.56 km², while the forest area is 10.16 km².[18]

Ngadirojo Subdistrict consists of 18 villages, which were previously only 16 villages but due to the division in Wonokarto village into three villages namely Wonokarto Village, Wonoasri Village, and Wonoasri Village. It has an area of 95.91 km² with a total population of 48,994 people (24,398 men and 24,598 women). Population density is 510.9 people / km².[19]

In 2017 the Ngadirojo sub-district education institutions were not evenly distributed, at the elementary school level it was evenly distributed in every village there was an elementary school, for the junior high school level only a portion of the villages had it, one example in Wonokarto village was only one junior high school. The level of senior high school is also the same as junior high school, only in a few villages, one example is in Wonokarto village where there is only one school. Wonokarto village is one of the complete institutional levels from elementary school to state senior high school (BPS Kab Pacitan, 2018a). In 2017 the livelihoods of the people of Ngadirojo Subdistrict are more specifically the Wonokarto village, which is predominantly a farmer. Various plants are planted and need different land. Some of the plants that make a living are rice, cassava, cayenne pepper, long beans, and other plants. In addition to agriculture, there are also livestock carried out by the people of Wonokarto Village, among others: chicken, ducks, mentok, cattle, goats In addition, the livelihoods become freshwater fish breeders. For trading places or economic drivers there are 2 traditional markets, animal markets, kiosks or shops, food stalls.

![Geographical view of aerial conditions around the Shelter House and the Sudirman monument in Wonokarto Village](Source: Personal Documentation)
3.2 Historical Potential of the Wonokarto Shelter Site

Pacitan has several historical sites scattered throughout the city and district. One of the many historical sites that are in Pacitan is a stopover for General Soedirman. Not just one, there are even 3 places that can be visited because all three are former stopovers of General Soedirman. One of the three places is the General Soedirman Monument in Wonokarto Tulakan District. In this village there is a monument to commemorate the struggle of General Soedirman and his troops against the Dutch, precisely when the Dutch military aggression II. One of the guerrilla routes that General Soedirman took to fight was passing through areas in Pacitan. Wonokarto Village is one of the areas in its path, and was even made a stopover by General Soedirman and his troops for 36 days (interview with Mr. Pranowo on June 20, 2019).

Precisely in Rt 01 Rw 03 Krajan Hamlet Wonokarto Village, Tulakan District, Pacitan Regency, stands a monument to pay homage to General Soedirman along with his shelter during his stay in Wonokarto. This monument was built as a form of respect as well as historic tourist attractions that can be visited until now. According to the caretaker and guard, Mr Pranowo who can be found, the monument and the halfway house that can now be seen is the result of the second renovation since it was first established. In 1948, General Soedirman and his troops stopped at Wonokarto and occupied the house of the Wonokarto Village Head. At that time the position of Village Head was held by Mr. Mursalam. During his stay in this village, General Soedirman continued to actively command the troops while at the same time devising tactics against the Dutch. According to the caretaker of this halfway house, General Soedirman also actively socializes with the Wonokarto community. He often interacts with neighbors so that the whole community in Wonokarto village is also happy and reluctant towards him.

Previously, this house belonged to Mr. Mursalam, then he was handed down by his son, Mr. Haji Patmo Harjo and again handed down by his son, Mr. Joko Priyono, then the status of the house and land was presented to Level II. Mr. Pranowo as the guard of the shelter at this time was told by Mr. Joko Priyono to take care and guard the building.
construction of a second halfway house in 2014, the statue was brought to the Wonosobo area and replaced with a new one here. For activities related to General Sudirman one of them is mustard. The activity of taking the steps is to parade the tandhu which is carried on a run from village to village and those who follow the steps are the local residents. In every village on the border of the T-junction, there will be someone who is waiting and will bring the sign.

3.3 Jenderal Sudirman Shelter As A Learning Source

Learning resources is a system that consists of a collection of materials in a good state in the form of messages, people, equipment, techniques, environment that was created intentionally, and can be used for learning experiences in accordance with the objectives to be achieved [20], [21]. The environment is a very important source of learning. Therefore the importance of education about local history that aims to find out about the history of the area. One example is increasing awareness of history with local history [22], [23]. General Soedirman's shelter, located in Tokawi and Wonokarto villages, can be used as a good source of learning to know the history of General Sudirman. However, there is still no good awareness from the surrounding community especially the schools located around the open houses. Like Mbah Suwarni's statement as a guardian and a resident of a shelter in tokawi (interview on 20 May 2019) he explained that only a few people wanted to know the history of General Sudirman. Only because they were interested from the bulletin board that stuck in the roadside in front of the shelter. There are supporters of this, namely the statement from Mr. Pranowo as the guard of the shelter and the Monument to General Soedirman in Wonokarto Village (interview on 20 June 2019), for visitors to the shelter is almost non-existent, only a few visitors from outside the area with certain interests.

If you consider the use of a halfway house as a source of learning, you can later enhance your love of learning history by having new views, experiences and understanding by coming directly to the halfway house. Can make the use and awareness of history at the level of the surrounding environment, so that it can participate in maintaining and understanding the history of the halfway house, moreover the General Soedirman Monument in Wonokarto Village. The use of historical sites as a source of direct learning is more effectively applied in learning history [24]. Learning history is more contextual by confronting students with historical evidence [25]. Students can explore for themselves historical information related to the site, so that the knowledge they get is more complete and extensive. The location of the Wonokarto shelter site located in the mountains is a special attraction because learning activities take place outside the classroom. Learning outside the classroom is one of learning that emphasizes active learning activities [26], [27].

4. Conclusion

Utilization of the geographical and historical potential of the open houses and monuments of General Soedirman in history learning becomes an economical and easily accessible source of learning for the communities and schools closest to the site. Field Study (Outdoor Learning) to the Site changes learning activities from understanding written concepts into participatory learning activities through interactions with site objects. This site is also used to foster historical awareness with the values of the struggle of General Soedirman, socio-cultural sense, and literacy awareness found in the surrounding community. What is learned on the site and how the process is not just to satisfy the curiosity of visitors or school students. The desire that visitors not only visit but also understand the meaning contained on the site.

Through field study activities students will have a high learning experience because they interact with the shelter directly. In addition, students can learn more deeply with field activities rather than learning conceptually through books. This is because new information that is not contained in the book can be observed directly so that students’ curiosity arises. Curiosity will encourage students to look for answers and study harder. Another advantage of having a field study
is that the material obtained by students will be longer remembered and not immediately abandoned.

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