

Utilization of Mount Arjuna Slope Historical Site as an Outdoor Learning Source

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ABSTRACT

Learning History is an important and strategic lesson. In its implementation, many problems occur. Utilization of historical learning resources is one of the innovations and updates to address the problems that occur. Learning History is also strengthened by the many potential historical sites that have not been utilized, such as sites on the slopes of Mount Arjuna. The method used in this research is to use literature to analyze the urgency of outdoor learning and to explain the sites studied using historical research methods namely heuristics, verification, interpretation and historiography. This study describes and provides examples of how historical sites on the slopes of Mount Arjuna are utilized. Considering that there are several historical sites on the slope, it can be used as a learning resource for field activities or outdoor learning. The scheme of studying the utilization of Mount Arjuna's slope site consists of three stages, namely introduction (orientation), core (exploration) and closing (evaluation).

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1. INTRODUCTION

Learning history is one of the strategic containers in building the character of the nation's next generation. Learning about the messages and meaning of past events is expected to be an effective process for developing the potential and growing the national character of students [1]. So that in practice it is very necessary to have a learning strategy that is arranged systematically so that learning history is able to carry out its role properly. Both related to learning models, methods used, as well as the use of relevant learning media and resources so that learning objectives can be achieved optimally.

This ideal condition is in contrast to the reality found in history lessons in the field. Many problems are still found so that they become obstacles to achieving learning objectives. The use of conventional paradigms and approaches is one example of the problems encountered. Such as the chronicle approach which emphasizes students' ability to memorize a series of events [2]; [1]. Another problem is the use of learning resources that are still fixated on textbooks makes history learning dry and less able to convey historical meaning in it [3]. This pattern will hinder the formation of student character, as well as hinder the process of increasing learning enthusiasm, and students' critical and historical thinking skills [4]; [5].

Based on the description of the problems above, it can be seen that classic problems still occur in the implementation of history learning today. An innovation or renewal is needed to overcome various problems that occur. Educators as facilitators in learning are required to make a breakthrough in delivering material [6]. This innovation must be carried out to provide a new face of learning, so that the delivery of material is more optimal.

One aspect that needs to be addressed is the learning model used by educators. The learning model is the core and essential thing in learning, because it regulates the flow and sequence of learning. So we need an interesting learning model so that it can create active, interactive and fun learning. In learning history, the

outdoor learning model is an interesting potential that can be developed considering that there are many historical sites that have not been utilized.

The outdoor learning model or outdoor learning is a learning activity that is carried out outdoors or in the classroom by actively involving students [7]. The outdoor learning model can be applied in history learning by utilizing historical sites by conducting site visits and explorations. The outdoor learning model is very suitable for use in historical materials that need contextual strengthening and cannot be presented directly.

Several previous studies discussing outdoor learning explained some of the advantages of this model in increasing the effectiveness of learning history. The application of site-based outdoor learning models is an interesting thing to apply practically to history learning activities [5]. This learning model is able to increase the activity of students so as to increase the achievement of learning objectives and provide direct learning experiences to students. This is reinforced by previous research whose results provide an illustration that these learning activities can increase activeness in learning and student learning outcomes [8]; [7]).

Based on the ideas above, it can be said that outdoor learning has great opportunities or potential in answering various problems in learning history. Therefore, in this article the author provides an idea that focuses on implementing history learning outdoors by utilizing and utilizing historical sites in the students' environment as learning resources [9]. In this case the sites in question are sites on the slopes of Mount Arjuna. It can be seen that the slopes of Mount Arjuna are highland areas that store and witness many historical events. This is evidenced by the many historical sites found around the slopes of Mount Arjuna, namely Madrim Temple, Rahtawu Temple, Antaboga Cave, Watu Kursi Site, Puthuk Lesung Site, Eyang Sakri Site.

The use of historical sites on the slopes of Mount Arjuna is interesting and a potential considering that there is still a lack of utilization of historical sites as learning resources. Even though many historic sites are scattered in the community and receive little attention or are even in abandoned condition [5]. So that when used optimally it will support the achievement of the objectives of learning history. Therefore the research problem in this study describes and provides the examples of how historical sites on the slopes of Mount Arjuna are utilized.

2. METHOD

The method used in the research of this article is the historical research method. The historical research method is a systematic procedure for reconstructing past events. The historical research method consists of four systematic stages, namely heuristics, verification, interpretation and historiography [10]; [11]. Heuristics is the stage of searching for historical sources related to this study. The second step is to verify (source criticism). Verification is carried out by conducting a critical study of the data obtained. The third stage is Interpretation, namely the stage of interpretation or evaluation of existing facts by carefully and carefully examining the relationship between sources and this study. Interpretation is done by interpreting the data found and reconstructing it into a historical story that is easy to understand. The final step is historiography, namely concluding and recording facts that have been interpreted from sources and then combined into a piece of writing [10]; [11]; [12]. The historical data written in this article is about historical sites on the slopes of Mount Arjuna.

The urgency of outdoor learning by utilizing historical sites is analyzed using literature. Literature study is one of the methods in qualitative research [13]; [14]. Qualitative research is research based on observation of social phenomena that are happening [15] The results of the observations were then strengthened by library data including: scientific articles, books, theses, and other relevant sources. This article aims to examine the outdoor learning model by utilizing sites on the slopes of Mount Arjuna.

3. RESULTS AND DISCUSSION

3.1 Geographical Conditions of the Slopes of Mount Arjuna

Pasuruan Regency is one of the areas in East Java Province which has great potential in various fields. This potential includes the potential of natural, social, cultural and human resources. Administratively, Pasuruan Regency consists of 24 Districts and 365 Villages with an area of 1,474.02 Km². Astronomically, Pasuruan Regency is located between 112° 30' - 113° 30' East Longitude and 7° 30' - 8° 30' South Latitude. Pasuruan Regency is directly adjacent to Sidoarjo Regency and the Madura Strait to the north. In the south it is bordered by Poor district. In the east it is directly adjacent to Probolinggo Regency, while on the west it is bordered by the district area Mojokerto.



Figure 1. Map of the Pasuruan Regency Area
Source: BPS Pasuruan Regency 2022

Like other areas in Indonesia, Pasuruan Regency experiences two climate changes, namely the dry and rainy seasons. Pasuruan Regency has rich natural resource potential. One of the natural potentials owned by Pasuruan Regency is Mount Arjuna. Mount Arjuna is an active stratovolcano with andesite-basaltic rocks (Fajrina, 2016, p. 93). Mount Arjuna itself is located at $7^{\circ} 40' - 7^{\circ} 53'$ south latitude and $112^{\circ} 31' - 112^{\circ} 42' 52''$ east longitude. Mount Arjuna has several craters including Tilas Geni, Jero, Twins, Abil, Argopuro, Plupuh, Dieng Market and several other craters. This mountain is located in three districts namely, Malang Regency, Batu City and Pasuruan City in the Raden Soerjo Grand Forest Park area. Mount Arjuna has an altitude of 3339 meters above sea level and is the fourth highest mountain on the island of Java. Access to the top of Mount Arjuna can be accessed via 2 routes, namely via the east (Tretes) and via the northwest (Trawas-Jurang Kual). Mount Arjuna has the potential for extracting mineral resources and tourism potential in several tourist attractions in the Mount Arjuna area.

3.2 Outdoor Learning in History Learning

Outdoor learning is a form of teaching and learning activities outside the room or classroom by involving students and educators interactively (Fiennes et al., 2015; [5]. Outdoor learning can be understood as an activity carried out in the field or in the open. Some studies mention in terms of outdoor study, outdoor activity, and some use the term outdoor learning, with a similar form of activity. So simply outdoor learning can be understood as a learning activity that focuses on outdoor learning activities. Either in nature, school environment, parks, villages or camps that are relevant to the aspects of knowledge that are being studied [16]

As a learning model, outdoor learning has several advantages compared to conventional methods (in the classroom) [16]. Learning activities carried out outside the classroom provide a new atmosphere for students. Outdoor learning that is packaged in a more creative and innovative way has great opportunities to encourage activeness, motivate learning, practice socializing, and hone students' skills. Another important thing in outdoor learning is a more concrete learning experience because students are faced directly with nature or the surrounding environment which acts as a learning resource.

Outdoor learning is also applied in history learning activities. Historical learning based on outdoor learning itself can be packaged by inviting students to study directly in their surroundings. This learning will make students directly identify and analyze historical events and evidence of historical heritage in their environment [17]. Educators as facilitators can also invite students to visit historical sites that are relevant to the competencies being studied. For example by visiting Hindu-Buddhist temple sites, mosques, relics of Islamic empires, forts, and historical monuments. Or by directly observing historical relics in museums [18].

Several studies have discussed the effect of implementing outdoor learning in history learning. Historical learning based on outdoor learning can be packaged in various forms. The model trials were carried out in several learning stages, including (1) learning orientation, (2) exploration of historical sources, and (3) reflection on activities [5]. Outdoor learning can provide new experiences for students with more interesting and less boring learning activities [5]. Learning that is carried out directly in the field provides a more real learning experience, and is able to encourage students' activeness and critical thinking skills.

3.3 Scheme of Activities for Utilizing Historical Sites on the Slopes of Mount Arjuna as a Source of Outdoor Learning

The scheme for outdoor learning activities using historical sites on the slopes of Mount Arjuna is divided into three stages, namely the preliminary stage, the core stage and the closing stage. The following are the stages in the activity scheme for utilizing the historical site Slopes of Mount Arjuna:

a. Preliminary Stage (Orientation)

In the preliminary stage (orientation) interactive activities occur between educators and students. In this stage the educator provides basic knowledge, direction and insight to students regarding the activities to be carried out. This knowledge is in the form of insight into the area of historical sites on the slopes of Mount Arjuna, namely Madrim Temple, Rahtawu Temple, Antaboga Cave, Watu Kursi Site, Puthuk Lesung Site, Eyang Sakri Site.

Understand students about Slope Sites of Mount Arjuno.

Mount Arjuna which is an active volcano that keeps the existence of several historical sites to date. These sites are administratively located in Tambakwatu Hamlet, Tambaksari Village, Purwodadi District, Pasuruan Regency. The first site is Madrim Temple. This temple is located on the eastern slope of Mount Arjuno at an altitude of 1380 meters. Then there is Rahtawu Temple which is on the eastern slope of Mount Arjuno about 500 meters to the west from Madrim Temple. Rahtawu Temple has another name Tampuona Temple with an altitude of 1425 meters above sea level [19]

The third site is Antaboga Cave. This site is located at an altitude of 1,300 meters above sea level. The name Antaboga comes from an event experienced by pilgrims who perform the "laku" ritual. In this ritual, pilgrims are met by the snake god who in Javanese Hindu mythology is known as Antaboga. Starting from this incident, the mouth of the cave was then built with a staircase decorated with snake scales. In the legends and stories that are spread in society, Antaboga is the god of the underworld in the form of a snake who has the duty to support the earth [20].

The fourth site is the Watu Kursi site. This site is located 1.5 km from the Antaboga Cave Site and is located at an altitude of 1,330 meters above sea level. The next site is the Puthuk Lesung site. The Puthuk Lesung site is located on the back of Mount Arjuno at an altitude of 1,700 meters above sea level. This site is right to the right of Rahtawu Temple and parallel to Madrim Temple. The name of this site comes from two words namely, Puthuk and Lesung. Puthuk means mountain ridge and Lesung means the place where a mortar-shaped relic was found. The last site is the Eyang Sakri site. The Eyang Sakri site is located around the third resting post for climbing Mount Arjuno [20].

b. Core Stage (Exploration)

In the second stage or the core stage of the activities carried out is site exploration. At this stage students are at the location of the site. Students are given the freedom to explore historical sites. From the gathering point, students are invited to go around to understand the forms of the site. From this activity it is hoped that students will be able to gain insight and knowledge from direct learning experience on the spot. Some of them are:

Understanding the Historical Site Building Slopes of Mount Arjuno.

The first site is Madrim Temple. In Marsudi's research (2015: 81-82) it was explained that the building of the Madrim Temple is a terraced punden. This building is composed of andesite rocks. Inside the terraced punden there are three terraced courtyards that have different sizes. The first terrace is 11 meters long and 9.92 meters wide. Above it there is a second terrace with a length of 8.42 meters and a width of 6.80 meters. The last terrace is 8.42 meters long and 2.5 meters wide. At its peak there is a terrace composed of rectangular blocks protected by a cupola.



Figure 2. Madrim Temple with a terraced punden structure
Source: Research Documentation, 2022

The punden entrance is on the east. There are 13 steps that are used as access to the top terrace. The steps are composed of andesite stone blocks with a length of 100 cm and a width of 30 cm. The steps are used to connect the terraces to one another. The beams on the terrace are not neatly arranged. At the top there are 12 andesite stones of various sizes and shapes [20]

The second site is Rahtawu Temple. Rahtawu Temple is a terraced building. This terraced building consists of 3 terraces. The temple building faces north [21]. At Rahtawu Temple there are very abundant springs. In addition, there is also a building as a resting place for pilgrims. There are various objects in the Rahtawu Site complex such as: Sendang Kunthi Eyang Sekutrem, Eyang Abiyasa, and the Dwarapala statue [20]. The third site is Antaboga Cave. This site has the characteristics of a small niche in the wall of a rock hill. There is an altar stone located in the cave that functions as a place to put offerings. At the front of the cave was built a hut by pilgrims and cultural supporters. This cottage building functions as a place to rest and lodging [20].

The fourth site is the Watu Kursi site [22]. This site consists of a collection of andesite stones shaped like chairs. From that form, it became the basis for the mention and giving of names by the local people. Watu Kursi means a stone shaped like a chair. At the top of the site there is a flat rock like a monolith altar. This stone is thought to have been used as a medium of worship in the past. This is based on the shape of the rock which is still neat and natural without human touch. The fifth site is the Puthuk Lesung site. This site is one of the archaeological remains in the form of a square stone arrangement arranged like a floor with a length of 4 meters and a width of 3 meters. On top of the rock, there is a stone in the shape of a mortar with a place to put incense at the end. To the west of this site a talud building was found [20].



Figure 3. Lesung Site
Source: Research Documentation, 2022

The sixth site is the Eyang Sakri site. The Eyang Sakri site is an archaeological relic in the form of stones arranged into an altar. On the altar there is a place of incense (censer). In addition, there are also 16 andesite stones with varied sizes and shapes arranged in a row. Of these stones there is the largest stone with a size of about 25-30 cm. To protect the authenticity of the site, a building was made by pilgrims and local residents [20]

c. Closing Stage (Reflection)

The third stage is reflection. This reflection is the last series of outdoor learning. Reflection is a form of final assessment or evaluation of all activities that have been carried out. What can be reflected from this activity is regarding the findings during the site exploration stage. Besides that, it also reflects on the historical heritage that still exists on the slopes of Mount Arjuna and needs to be guarded and cared for together [23].

Understand the existence of historical sites

Some people in this era often used Mount Arjuna only as a tourist and climbing spot. However, when viewed from a historical perspective, Mount Arjuna also has several historical sites. The historical sites located on Mount Arjuna, as has been done at the exploration stage, namely the Madrim Temple site, Rahtawu Temple, Antaboga Cave, Watu Kursi Site, Puthuk Lesung Site, Eyang Sakri Site. For modern society, the existence of mountains is only limited as a natural tourist attraction. However, for traditional societies in the past (especially in Java), the mountain had an existence as a holy and sacred place. This is because they think that mountains

are the dwelling places of the gods and ancestral spirits [24]. The spirits of deceased ancestors are believed to reside in high places such as hills and mountains. This is evidenced by the findings of heritage sites in the form of buildings to worship ancestors in the mountain area [20].

The existence of historical sites in the Mount Arjuna area must be maintained and respected by both the local community, tourists and climbers. This is because one of the sites on Mount Arjuna has changed both in terms of building structure and function. For example, at the Sendang Dewi Kuthi site, which originally had a function as a place for pilgrims to purify themselves before the ritual was carried out. However, the Sendang Dewi Kuthi site underwent changes with the construction of the site being carried out by the local community without heeding scientific principles. From this the site is declared archaeologically damaged. In addition, the Sendang Dewi Kuthi site has also undergone a change in function where this site is used as a profane patirtan for washing oneself, bathing and refreshing the body [20].

The preservation of the site on Mount Arjuno must certainly involve all parties. The attitude of respect and care is an important attitude that all visitors have. Vandalism or destruction of sites not only damages the site, but also injures people who are still carrying out their traditions or rituals. Ritual tools and materials found at the site must be respected and may not be tampered with. In this way, the preservation of the site can be maintained and conflicts with groups of people carrying out rituals can be avoided[25].

4. CONCLUSION

The number of problems in the implementation of history learning is an obstacle to the achievement of learning objectives. Departing from these problems became the basis of this research. Innovation is needed as a breakthrough from educators to answer these problems. The learning model is one of the fundamental aspects that must be addressed. So we need an interesting learning model so that it can create active, interactive and fun learning. In learning history, the outdoor learning model is an interesting potential that can be developed considering that there are many historical sites that have not been utilized. Utilization of this historical site is an update that needs to be done to help overcome the problems experienced by students. Outdoor learning (outdoor learning) has the advantage that it can increase the effectiveness of learning history.

This outdoor history learning activity scheme consists of three stages, namely the preliminary stage (learning orientation) with delivery activities and introduction to material and the area of historical sites. Furthermore, the core stage is the exploration of the historical sites on the slopes of Mount Arjuna by students. And the closing stage is reflection with evaluation activities. It is hoped that this learning scheme will become an alternative that can be made in facing the challenges of learning history in the current era.

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Based on the research results obtained from the utilization of historical sites on the slopes of Mount Arjuna as a source of outdoor learning, it can be used as an innovative historical learning model. Outdoor learning models can be used as a reference in the learning process. Utilization of historical sites on the slopes of Mount Arjuna can also be used as a variable in other studies for future researchers who want to do research with similar topics.

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