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## TERNATE SULTANATE PALACE MUSEUM AS A MEDIA FOR HISTORY LEARNING

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**Abstract.** The purpose of this study was to determine the collection of historical relics at the Ternate Sultanate Museum/Palace, and their use as a historical learning medium. While the problems studied in the research are: (1) what are the collections of historical relics in the museum / Sultanate of Ternate Palace? (2) how to use it as a historical learning media?. The research method used is library research, where the required materials/data are obtained from the library, both books, documents, journals, encyclopedias, articles and others. Based on the results of the research, the museum/Palace of the Sultanate of Ternate collects various historical relics, and can be used as a medium for learning history on the history of the entry of Islam, and the arrival of Europeans in the Archipelago.

**Keywords:** History Learning; Ternate Sultanate Museum

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### I. INTRODUCTION

Understanding of the meaning and definition of a museum is widely adopted from international institutions or institutions that pay special attention to museum management. The International Council of Museums (ICOM) for example, provides a definition of museum with an emphasis on various aspects, namely museums as non-profit institutions or institutions that work not for profit (Junaidi, 2017).

Attention regarding museum management does not only come from the international community, nationally based on historical records, the presence of museums in Indonesia on April 24, 1778, was founded Bataviaaschap Genootschap van Kusten en Wetenschaapen which is the forerunner of the museum in accordance with the slogan Ten Nutte van het Gemeen or for the benefit of general. Historically, the existence and management of museums has always undergone changes related to regulations made by the Indonesian government. Like the independence period, its name was changed to the Indonesian Cultural Institute in 1950. In the following period the Dutch heritage museum was changed to the Central Museum (1962), and then to the National Museum in 1970, (Asmara, 2019).

The changes made by the government regarding the management of museums are certainly based on the function of the existence of the museum for people's lives. Because the museum is one of the evidences of past cultural results that have important meaning for the nation's culture, especially to foster a sense of national nationality and strengthen awareness

of identity, so that our existence as a culture and other uses in the context of national interests, Rahim, 2009 (Yunus, Ilham Annas & Ridha, 2018). In addition to the museum functioning to exhibit collections of objects from the past (Mursi A. D., Zafri., 2019), it is also used for educational, research and recreational purposes, Sinaga et al, (Yunus, Ilham Annas & Ridha, 2018).

So the existence of the Sultanate of Ternate Palace museum would be very effective if used for educational purposes. Because the Ternate Sultanate Palace, apart from being the residence of His Majesty the Sultan and his family, is also a museum and educational facility for the people of Ternate City and even foreign countries. Of course this is inseparable from the historical aspect, where the collections of historical relics are in the museum / Sultanate of Ternate Palace. This utilization can be done through planning by the teacher, and constructed in history subjects so that it can be applied to history learning.

This utilization can be done through planning by the teacher, and constructed in history subjects so that it can be applied to history learning. In history learning, it is not solely aimed at constructing the knowledge aspects of students. But more than that, to understand the historical values contained in an event so that it can form a positive attitude for students. As according to Dwiyantoro & Firmanto (Far-Far, 2020a), *that history learning is one of learning that has a strategic position, by designing teaching and learning activities that focus directly on the environment outside the classroom that is directly related to historic objects. that history learning is one*

of learning that has a strategic position, by designing teaching and learning activities that focus directly on the environment outside the classroom that is directly related to historic objects. History learning can be supported by using historical heritage objects that exist in the environment around students. As an effort to increase student response and interest in learning history (Far-Far, 2020).

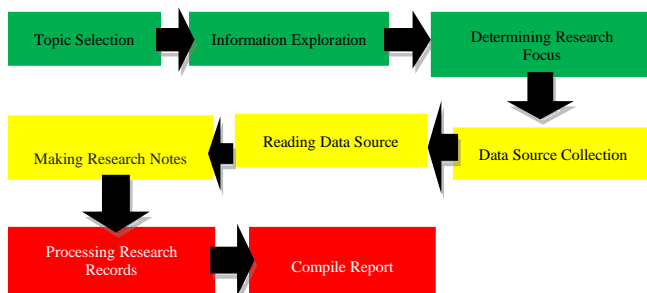
Because the substance of learning history is not only limited to forming student knowledge. History subjects are subjects that instill knowledge, attitudes, and values regarding the process of change and development of Indonesian society and the world from the past to the present, (Agung, 2013). The process of history learning activities aims to present knowledge about historical events and be able to understand the values contained in a historical event as an effort to form historical awareness in students.

According to Azinar Ahmad, 2010: 108, the media in history learning plays an important role and position. This is because the media helps in describing and providing information about events that occurred in the past. Another role of the media is as a developer of generalization concepts and helps in providing experiences from abstract materials, such as textbooks, into clear and real materials. (Ahmad, 2010).

## II. METHODS

This study uses library research methods (library research). According to Sutrisno Hadi (in Harahap, 2014: 68) explaining that, it is called library research because the data or materials needed in completing the research come from the library in the form of books, encyclopedias, dictionaries, journals, documents, magazines, and others. so. (Harahap, 2014).

The research procedure can be described in the following figure:



(Library Study Procedure according to Yaniawati, 2020)

first, topic selection, can be done based on the problems in the existing phenomena; second, information exploration, on the chosen topic to determine the focus of the research; third, determining the focus of research based on the information that has been obtained can be based on priority problems; fourth, data sources, in the form of information or empirical data sourced from books, journals, research reports, and other literature that support the theme of this research; fifth, reading sources, is a hunting activity that requires active and critical involvement of readers in order to obtain maximum results. In reading research sources, readers must

dig deeply into reading materials that allow them to find new ideas related to the research title; sixth, making research notes, arguably the most important stage and perhaps also the culmination of the whole series of research; seventh, processing research notes, all sources that have been read are then processed or analyzed to obtain a conclusion drawn up in the form of a research report; eighth, the preparation of the report, in accordance with the applicable systematics, (Yaniawati, 2020).

The results of the library research procedure with problem analysis carried out, so as to produce conclusions related to the Ternate Sultanate Museum/Palace as a History Learning Media on the historical material of the entry of Islam and the arrival of European nations in the Archipelago/Indonesia.

## III. RESULTS AND DISCUSSION

### A. A Brief History and Collection of the Ternate Sultanate Museum/Palace

The Sultanate of Ternate or also known as the Gapi Kingdom is one of the 4 Islamic kingdoms in the Maluku Islands and is one of the oldest Islamic kingdoms in the archipelago. Founded by Baab Mashur Malamo in 1257. The Sultanate of Ternate had an important role in the eastern region of the archipelago between the 13th and 17th centuries. The Sultanate of Ternate enjoyed glory in the half of the 16th century thanks to the spice trade and military power, (Musa, 2018).

According to experts, the construction of the Ternate Sultanate Palace building was made by looking at the Chinese architectural style combined with local culture, heritage.kemendikbud.go.id, (Far-Far, 2020). The museum building of the Sultanate of Ternate Palace was built by Sultan Muhammad Ali on the thirtieth day of the month of Zulkaidah in 1228 H or precisely on November 24, 1813 (Atjo, 2008). It is octagonal in shape with two stairs, especially on the left and right sides of the front. This building depicts a lion sitting. Inside the kedaton there are many relics belonging to the sultanate of historical value such as crowns, the oldest handwritten Koran in Indonesia, and various types of war equipment, (<http://kiteklik.blogspot.co.id/2010/09/sejarah-kedaton-sultan-ternate.html>).

There are many interesting things in Kedaton Ternate. One of them is the Sultan's Crown which is stored in a special place inside the Kedaton. It is said that the crown has hair that can grow at any time and to shave it requires a ceremony called Istampa once a year on Eid al-Adha. This crown is estimated to be around 500 years old and has existed since the first Sultan of Ternate. However, not just anyone is allowed to see directly this Sultanate heirloom crown. Only those who get permission from the Sultan are allowed to witness the crown of pride of the citizens of Ternate firsthand. In addition to this crown, there are other objects such as some of the royal clothes that are stored in the glass cupboard.



Photo 1. The Sultanate of Ternate Palace



Photo 2. The Kelewang Hat, a gift from Governor Mc Kenjie to the Sultan of Ternate in 1715

Source: <https://indonesiakaya.com/pustaka-indonesia/kegagahan-singa-yang-tersirat-dari-kedaton-terbate/ diakses 21 Juli 2021>

Several photos of the Sultan who once ruled Ternate are also found on the walls of Kedaton. A throne of the Sultan is also located on the inside of the Kedaton and looks very dignified with various complementary attributes. In addition, a handwritten Koran is also neatly stored in one corner of the room in Kedaton. These objects are very well preserved, even according to some “Abdi Dalem” Kedaton, there is a ritual that must be done as part of the care of these historical objects. This old classic-style building does look very majestic and exudes the glory of the Sultanate of Ternate which has been recognized not only in the archipelago, but also by Europeans such as the Portuguese, Spanish, and Dutch. (<https://indonesiakaya.com/pustaka-indonesia/kegagahan-singa-yang-tersirat-dari-kedaton-terbate/ diakses 21 Juli 2021>).

### B. Instructional Media

In teaching and learning activities (read: learning), of course, it is supported by several aspects. For example, methods, learning resources and learning media. Media is a means or tool for the teaching and learning process. Instructional media are everything that can be used to provide stimulation, so that teaching and learning interactions occur in order to achieve certain instructional goals, (Daryanto, 2015). Media in particular can be defined as a tool used to deliver messages (messages) or information from the sender to the recipient of the message, (Suparman, 2010). In addition, learning media are designed in such a way as to help students achieve the goals of learning, Nurseto, 2011 (Susanto, 2018).

According to (Wardhana, 2010:47) suggests that, to support the success of a teaching in the learning and teaching process, media is needed which is a means of communication and complementary tools (tools) that contain elements of stimulus to the communicant (message recipient). This will

attract attention, thoughts, and feelings. So to get and provide learning and teaching media, including television media, newspapers, computers, networks, radio, films, and others. This will provide a stimulus for efforts to achieve effective teaching outcomes. Of course, the media that has been chosen and the time of its use are in accordance with what will be presented and needed in the learning material, not spared from the use of appropriate information technology according to what is desired. (Handayani, Yeni dan Harie, 2021).

### C. The Relevance of Learning Media Based on the Museum/Palace of the Sultanate of Ternate on the History of the Entry of Islam and the Arrival of European Nations in the Archipelago/Indonesia

In the results of the research as described above, there are various historical relics that are still stored and well organized in the Ternate Sultanate Museum/Palace. For example, the Crown of the Sultan, and the Coat of Arms of the Sultanate. In addition, there are historical relics that have a correlation with the entry of Islam, and the arrival of Europeans in the archipelago. Among them, handwritten Al-Quran, Portuguese cannon, Portuguese shield, Dutch hat, English hat, and others. These historical relics are very relevant when used as learning media for historical material, especially material about the entry of Islam, and the arrival of European nations in the archipelago/Indonesia.

One of the historical learning methods is the out of class history teaching method, namely applying the lecture method in history learning by using methods outside the classroom. This method is carried out by bringing students to see real concrete objects outside the room or classroom, so that students can feel or empathize by maximizing their five senses, including in this case developing their imagination skills, (Handayani dan Harie, 2021).

*Historical learning with outdoor study methods is done directly on the object (field) by assigning students to explore. So that the implementation of learning can be realized in class X and class XI for the history of specialization. In class X basic competence 3.2, namely understanding the concepts of change and sustainability in history; and for class XI specialization in basic competence 3.7 is to analyze the influence of Western imperialism and colonialism in Indonesia in the political, economic, socio-cultural, educational and religious fields as well as the Indonesian royal resistance to Western imperialism and colonialism, (Far-Far, 2020).*

With the method as described above, it can also be elaborated in teaching and learning activities by applying the inquiry discovery method which means searching. The purpose of this method is that students are guided to develop their knowledge in accordance with the findings obtained. Through teaching and learning activities, the teacher directs students to do semi-research activities and compile research results. After the research results are completed, the teacher facilitates the students to present the research results and discuss them together. When teachers use this method, students tend to be active, and create a meaningful history learning atmosphere.

#### IV. CONCLUSION

The Museum/Palace of the Sultanate of Ternate is a building that has an important value in historical studies. In addition to buildings, the Museum/Palace of the Sultanate of Ternate has a fairly diverse collection of historical objects, and is very relevant if it is developed as a learning medium, especially in terms of the history of the entry of Islam and the arrival of European nations to the Archipelago/Indonesia.

So the teacher's role in creating an effective history learning atmosphere is strongly influenced by the right approaches. One of them is the use of learning media. When the history teacher determines the right learning media, it is very helpful and makes it easier for teachers and students in teaching and learning activities. The use of the museum as a medium for learning history, can be used in the classroom by displaying it in the form of a slide (power point), even the teacher can direct students directly to the museum. Because the museum is a category as a learning medium that can provide information or knowledge to students through existing historical heritage objects.

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