Information Literacy: Utilization of Taman Budaya and Museum UPT Towards Motivation for Learning History

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Abstract

Information literacy learning is very important for teachers and students to improve understanding and skills related to digital media. Learning activities and motivation become triggers for certain behaviors and attitudes and giving a resistance orientation will lead to persistence and not giving up easily getting results. This research introduces museums to students as a learning resource and reference. This type of research is qualitative. The public is invited to participate in interviews and observations, providing information, opinions and perceptions to understand social phenomena from one's point of view. The results show the extent to which management of cultural parks and museums encourages the use of information technology to attract visitors to educational institutions. Providing detailed information about museum collections and exhibits related to historical themes can help curators of cultural parks and museums motivate students to learn more. This is useful for engineering practitioners because it assists the public in exploring museum collections through newspapers, brochures, magazines, websites of cultural parks and museums, as well as online social media.

Keywords: Literacy Learning, Cultural Parks, Museum Collections, Digital Media

Introduction

Education today has become increasingly crucial for humans, as it enables progress across various life domains, primarily aimed at enhancing the quality and Human Resources (HR) development. Human Resources necessitate readiness to face the rapid competition in the current millennial era, posing challenges that the National Education must confront. National education serves as one of the foundations for a nation's progress; the better the quality of education provided by a nation, the higher the quality of that nation. In Indonesia, education is highly prioritized due to its significant role in realizing a dignified civilization for the nation. The importance of education is evident in the clear objectives outlined in the National

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Education System Law Number 20 of 2003, Article 3. National Education functions to develop capabilities shape the character and civilization of a dignified nation, aiming to enlighten the nation's life, aiming for the development of students' potential to become faithful and pious individuals to the One Almighty God, noble in character, healthy, knowledgeable, competent, creative, independent, and to become democratic and responsible citizens (Robbins, 2019).

Information Literacy is a crucial skill that everyone, especially students, should possess, particularly in the realm of education. In the current era, where people are inundated with various rapidly evolving information sources, not all information available and created can be trusted or meets the needs of information seekers. Information literacy facilitates individuals in seeking, finding, evaluating, and utilizing information for self-learning without being restricted by space and time, as well as interacting with various information sources. It is highly beneficial in the educational realm and in the implementation of competency-based curricula, which require students to find information for themselves and utilize various types of information (Mulyono et al., 2020).

Learning motivation plays a very important role in the teaching and learning process because motivation, which is a drive that grows from within students consciously or unconsciously, can emerge from within students or from outside themselves, and can lead to actions towards specific goals. In the learning process, motivation is the cause that generates certain behaviors that will guide resilience in behavior, reflected in perseverance and not easily giving up in achieving success despite many difficulties. Essentially, there are various motivations in motivating learning (Cahyani et al., 2020). Information literacy is the ability to find needed information, understand how libraries are organized, be familiar with available resources (including information formats and automated search tools), and have knowledge of techniques commonly used in information retrieval. This includes the necessary skills to evaluate information and use it effectively, such as understanding the technological infrastructure for information transfer to others, including its social, political, and cultural contexts and impacts (Rahmawati, 2019). The indicators of information literacy include: 1) Finding and retrieving information; 2) Information sources; 3) Information usage (Rahmawati, 2019).

Motivation (from "movere") means "to move" or to move. Thus, motivation is interpreted as the force within an organism that drives it to act or is a driving force. In religious terms, motivation, according to Tayar Yusuf, is not much different from "intention/intent" (innamal a'malu binniyat: actions are judged by intentions), which is the inclination of the heart that drives someone to take action. Thus, it can be understood that the basic understanding of motivation is the internal state of an organism that drives it to do something (Setiawan, 2019). Based on the descriptions of several definitions of motivation above, learning motivation embodies two interrelated and influencing factors, in which the role of the teacher is crucial. Teachers make efforts to develop and provide motivation so that their students can engage in learning activities excellently.

Literature Review

Information literacy is a skill that must be possessed by everyone, especially students, because in the teaching and learning process, students are bombarded with a plethora of information from various sources, thus they must be able to select accurate information. Students need information that adapts to their academic environment, which differs from other groups. The abundance of information available across various media today does not guarantee that individuals can effectively search, use, evaluate, and utilize this information. Having access to a lot of information does not mean that all information needs are met, as much of it may not be reliable (Artayasa et al., 2021). The role of information literacy in history education lies in the importance of information literacy education among teachers and students, which has a positive impact on understanding and skills in using digital media, especially for educational purposes, particularly in history education. This program contributes significantly to both teachers and students. Some teachers and students may not understand how to effectively utilize digital information media (Mulyono et al., 2020). Information literacy also deals with meeting information needs, accessing, evaluating, organizing, and utilizing information. The primary reason for the necessity of information literacy is an individual's need for continuous and independent learning to succeed in an information society. Learning is essentially about changing behavior (Fatmawati, 2020).

Research Method

The research method used by the researcher is the qualitative research method, often referred to as the naturalistic research method because it is conducted in natural conditions (natural setting), also known as ethnographic method, as initially this method was more commonly used for research in the field of cultural anthropology; referred to as qualitative method because the data collected and analyzed are more qualitative in nature. Qualitative research is aimed at understanding social phenomena from the participant's perspective, where individuals, who are interviewed, observed, asked to provide data, opinions, thoughts, and perceptions (Sugiyono, 2019). This qualitative research is conducted to explain and analyze phenomena, social dynamics events, attitudes, beliefs, and perceptions of individuals or groups. The focus of this research is the role of information literacy in utilizing museums in motivating learning history for XI IIS students at SMA Labschool Untad Palu, specifically explaining the application of information literacy in museum learning resources as motivation for students' history learning.

Research subjects or research informants targeted as data sources are individuals considered knowledgeable about the issue to be investigated. The research subjects in this study are 11th-grade students at SMA Labschool Untad Palu for the academic year 2021/2022, specifically XI IIS (Social Sciences) with a total of 25 students. The teacher selected 6 students alternately using the snowball sampling technique, a method used by a researcher to determine students based on recommendations or invitations from previous respondents. For instance, to obtain specific information, a researcher first contacts A as a source and conducts an interview. After interviewing A, respondent A is asked to recommend another respondent (e.g., B) who

has more comprehensive information than A. After interviewing B, respondent B is asked to recommend another respondent (e.g., C) who has more comprehensive information than B, and so on until the researcher obtains saturated information, meaning the information obtained is similar to that provided by previous respondents (Sugiyono, 2019). Additionally, there is 1 history teacher, 2 museum guides, and 1 museum manager. The types of data and data sources used in the research are primary and secondary data. Primary sources are data sources that directly provide data to the data collector, while secondary sources are sources that indirectly provide data to the data collector, such as through other people or documents. Furthermore, in terms of data collection techniques, data collection techniques can be performed through observation, interviews, and documentation (Sugiyono, 2019).

Discussion

The role of Cultural Park and Museum UPT in enhancing learning motivation by providing information about the museum's collections related to the history subject. The material during the researcher's observational study was chosen to be the development of European colonialism and imperialism. The objective of the material was to explain the background of the emergence of colonialism and imperialism, the arrival of European colonialism and imperialism in Indonesia, the political struggle for European hegemony, Indonesian national heroes' strategies against European colonization, and the impact of European colonization on Indonesia. Within this sub-material, the discussion elaborated on colonialism and imperialism during the Dutch occupation, utilizing VOC pistols and cannons. According to Riberto Aldiari, an 11th-grade student at SMA Labschool Untad Palu, the museum's role significantly influences our learning motivation in studying history because the museum staff greatly assists in distributing catalogs about the museum collections that students can use as learning media (interview on September 27, 2022).

The role of information literacy in utilizing Cultural Park and Museum UPT in motivating learning for 11th-grade students at SMA Labschool Untad Palu. It greatly assists history teachers as the museum introduces its collections to educational institutions through brochures, catalogs, the Cultural Park and Museum UPT website, and also through social media platforms such as Instagram. Furthermore, the role of information literacy in utilizing cultural parks and museums has a positive impact on schools, especially students, to spark their interest in learning outside of the classroom. By utilizing this method, students are highly motivated and bring positive impacts for both students and teachers by directly witnessing examples of historical relics relevant to the colonialism and imperialism subject. According to Moh Naufal M, an 11th-grade student from the IPS class, "It's great to learn directly in the museum, it's easier for us to understand by seeing the real objects. I enjoy learning in the museum while being explained by history teachers directly, rather than just reading in books, especially when there are museum guides accompanying us" (September 28, 2022).

Image 1. Cannon Artillery

As we know, we are currently entering the era of the new normal, which follows three years of experiencing the COVID-19 pandemic that has affected all regions in Indonesia. This situation led to a shift in both in-school and extracurricular learning to online platforms. However, now we are entering the new normal era, a transitional period experiencing new changes that resemble the pre-pandemic era, allowing face-to-face learning to take place in classrooms gradually while still adhering to health protocols. Similarly, classroom learning conducted at the Cultural Park and Museum UPT can now resume as usual while also following health protocols. The role of Cultural Park and Museum UPT in enhancing learning motivation involves providing information about museum collections related to the history subject. During the researcher's observational study, the chosen material was the development of European colonialism and imperialism. The objective of this material was to explain the background of colonialism and imperialism, the arrival of European colonialism and imperialism in Indonesia, the political struggle for European hegemony, Indonesian national heroes' strategies against European colonization, and the impact of European colonization on Indonesia. Within this sub-material, the discussion elaborated on colonialism and imperialism during the Dutch occupation, using VOC pistols and cannons.

The museum's role here is also inseparable from museum guides who explain the characteristics and functions of artifacts from the Dutch era, such as cannons made of bronze, cylindrical in shape, adorned with three circles on the body, with perforated plates as handles at the slightly concave and perforated ends, and with protrusions and supports at the base. The research conducted at the museum obtained evidence of these artifacts corresponding to the learning material. As we know, learning is a process undertaken by individuals to achieve behavioral changes, whether in the form of knowledge, skills, attitudes, or positive values gained from various materials learned. Learning can also be defined as all psychological activities performed by individuals, resulting in behavioral differences before and after learning. The meaning of learning is a process of personality change in individuals, manifested as an improvement in behavioral quality, such as increased knowledge, skills, thinking ability, understanding, attitudes, and various other abilities. Learning is an effort undertaken by individuals to obtain new behavioral changes as their own experience in interaction with their environment. However, each person's perspective in interpreting learning differs, thus affecting the actions or behaviors that result. History learning utilizing museums is expected to become a learning medium that connects the past, which cannot be directly observed, with the present,

covering human life processes. By doing so, forgetting historical relics can be minimized, reviving values that can shape the character of a nation, especially within the school environment.

**Table 1.** Learning Motivation of 11th Grade IIS Students

No	Nama	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	Jumlah	%
		KUESIONER MOTIVASI BELAJAR SISWA KELAS X IIS SMA LABSCHOOL UNTAD PALU																											
1	AFIFAH FEBRIANTINI	1	1	1	1	1	2	2	2	2	1	2	1	1	2	1	1	2	2	1	2	2	2	1	1	2	1	35	33
2	AFIFAH FAUZIAH IDR	2	1	2	2	2	1	1	2	1	2	2	2	1	1	2	1	1	2	2	2	1	2	1	1	1	2	38	34
3	ANJALI	1	1	2	1	1	2	1	1	1	1	2	1	2	1	2	1	2	2	2	1	1	1	1	1	1	2	30	36
4	AZIFAH FAZA MAZA'ı	2	1	1	2	2	1	1	2	1	1	2	2	1	1	1	2	1	2	2	2	1	1	1	1	1	2	32	32
5	ERIN SAHRON SONDI	1	2	2	2	1	1	1	2	1	1	2	1	2	1	2	1	1	2	2	2	1	2	1	2	1	1	34	30
6	INDICA CYTA RISKY	1	2	2	1	2	1	2	2	1	1	2	2	1	2	1	1	2	2	1	1	1	1	2	2	35	31
7	USMAWATI	1	1	1	2	2	1	1	1	1	2	2	1	1	1	1	1	1	1	2	1	1	1	1	2	1	37	32
8	NOOR AISYAH PUTRI	1	2	1	2	1	1	2	1	1	2	1	1	1	2	1	2	1	2	2	2	1	2	1	1	1	2	33	35
9	RAHELA AGELICA p	2	1	1	2	2	1	1	2	2	2	1	2	1	1	2	1	2	2	1	1	1	2	2	2	1	1	31	29
10	SITI HERSYA ZASILA	1	2	1	2	1	1	1	2	2	1	2	1	1	2	1	1	2	1	1	1	2	1	1	2	1	2	32	32
11	ZAHRA SIDQIAH DEV	1	2	1	2	1	2	1	1	2	1	2	2	1	2	1	2	1	2	1	2	1	2	1	1	2	1	33	36
12	ZALF'A SIDQIAH DEV	1	1	1	1	1	2	2	2	1	2	2	2	1	2	1	2	1	2	1	1	1	1	1	2	1	2	36	39
13	MOH NAUFAL M	2	1	1	1	2	2	2	2	2	1	2	1	1	1	1	1	2	2	1	2	2	2	1	1	1	1	35	38
14	NI NYOMAN AYU	1	1	2	2	2	1	1	2	1	2	2	2	1	1	1	1	1	2	2	2	1	2	1	1	1	2	31	34
15	ALBERTO ALDIARI P	2	1	2	1	1	2	1	1	2	1	2	2	2	2	1	1	1	2	2	2	1	1	1	1	1	2	32	36
16	YUSRIL	1	2	1	2	2	1	1	1	1	2	1	2	1	1	2	1	1	2	1	1	1	2	1	1	1	2	33	37

History learning that takes place in schools utilizing museums as learning resources plays a very important role in shaping the character of a nation, the quality of individuals, and Indonesian society (Misnah, 2019:155). Learning resources are anything or any power that can be utilized by teachers, either separately or in combination, for the purpose of teaching and learning to improve the effectiveness and efficiency of learning objectives. The components of learning resources include messages, people, materials, equipment, techniques, and environment/background (Kokom 2012:108). Every museum surely possesses collections of historical objects, and the collections housed in museums can be utilized by children as new knowledge and lessons for them. Moreover, museums can also be utilized as learning resources by adapting to the subject matter. The utilization of museums as learning resources is due to their complexity (Evitasari et al, 2021).

From the above research findings, it is evident that learning resources as learning media significantly influence students' learning motivation. This was emphasized by (Samsinar, 2019), stating that learning resources essentially encompass everything including objects, data, facts, ideas, people, and more, that can initiate the learning process. An example of a learning resource is a museum, which serves as a place for learning besides the classroom where students can observe museum collections relevant to history subjects. Students do not get bored, and teachers do not run out of explanations because they receive assistance from museum guides in explaining the functions of historical artifacts, such as cannon weapons left from the Dutch era. Using museum objects as learning resources is not just for visiting purposes but also serves as a platform for tailored learning processes aligned with the curriculum and teaching materials available in the museum's collection, taught through effective strategies to yield positive outcomes. History learning resources chosen by teachers can enrich learning resources and teaching activities. Through the utilization of museums as learning resources, maximal learning objectives can be achieved. Visits to museums or historical sites can be categorized as learning experiences. Through historical sources during sightseeing, students can realize that history lessons can be enjoyable. By visiting museums, students can learn history through tangible collections, making it easier for them to understand history (Evitasari

et al., 2021).

Learning resources are categorized into physical and non-physical environments. Learning resources can be hardware, known as teaching aids, and software, referred to as teaching materials. Learning resources encompass everything that can be used as material/reference to enhance the knowledge and abilities of students. Specifically developed learning resources serve as components of instructional systems to provide directed and formal learning facilities (Sasmita, 2020). The use of museum objects can be one way for teachers to enhance students' learning motivation as students become more enthusiastic about learning by directly observing museum collections. The use of museum objects in history education is highly beneficial and has positive impacts on both teachers and students, as well as on museum institutions, which have contributed and collaborated effectively.

Image 2. Museum collection catalog	
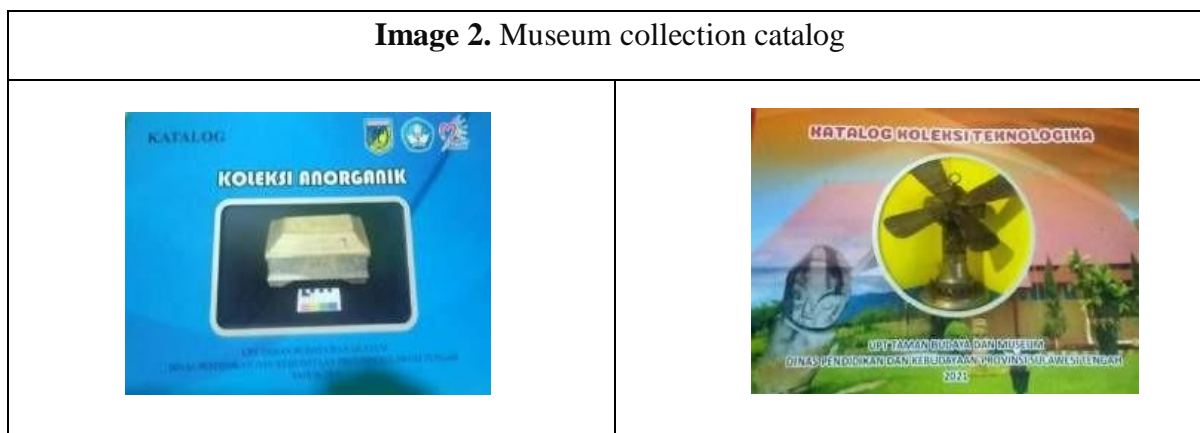
Through the role of information literacy, its impact on students' desire to seek information aligning with information literacy indicators, and strategies from the museum in introducing itself to educational institutions, especially from history teachers on how they convey information to students to interest them in learning at the museum and motivate them to learn directly at the museum. Museum management strategies in introducing their museum include organizing competitions inviting students from various schools, providing brochures to teachers and students after visiting the museum, introducing through social media (Instagram) where students can view the museum's collections and activities posted through social media, and also introducing through the museum's website accessible by educational institutions. Information literacy is the ability of media users to find, interpret, evaluate, manage, and provide information through social media accounts they manage for public consumption. A good literacy skill will help young generations understand information both orally and in writing. In daily life, mastering literacy in young generations is essential to support their competencies (Harahap *et al* , 2020). Looking at the information literacy indicators that influence students and can enhance motivation in learning: 1) Finding and retrieving information indicator, students can retrieve information via the internet where they can filter information related to the museum. Museum management uploads information through the internet (social media and museum website), such as museum collections that can be used as examples for learning materials and museum activities that students can see, such as competitions involving students; 2) Source of information indicator, students can obtain

information sources directly related to the museum by searching for information about museum collections according to history learning materials. This information source is used as media and information in learning; 3) Information usage indicator, students can use information consistent with museum information on social media and the museum's website. Students can extract learning data information, such as the correlation between materials that take examples from collections on the internet uploaded directly by museum management (Rahmawati, 2019).

Information Literacy (information literacy) as a generic skill is a key competency to improve someone's ability to learn independently and realize lifelong learning. An information-literate person knows precisely how to learn effectively and efficiently to complete tasks and solve problems. Information literacy refers to a person's ability to determine, find, evaluate, and effectively use the required information (Era et al., 2018). Information literacy is a crucial skill in this era of the fourth industrial revolution. Information literacy encompasses activities to identify information, retrieve it, and use it to solve problems. Information becomes the focus in researching the role of information literacy in utilizing museums. Information literacy is essential in understanding information sources and how to search for and retrieve that information (Harahap et al., 2020). The use of museum objects in history learning cannot be separated from the museum's role in providing information directly related to the museum, through the internet (social media Instagram and museum website) as well as through brochures and sharing catalogs with teachers, greatly assisting students and teachers in escorting students to the museum for learning, and using museum media and learning sources can help in the learning process. Similarly, museum management is greatly assisted because they can directly explain and assist teachers in introducing museum collections to students. When introducing museums to educational institutions, there are usually obstacles both from the educational institution and from the museum itself, which are experienced by the relevant management for the museum introduction process, where communication limitations and information reach between museum management and educational institutions occur.

Image 3. Museum information

Conclusion

The role of the UPT Cultural Park and Museum in enhancing the motivation to learn history for students of class XI IIS at SMA Labschool Untad Palu in this learning process conducted at the museum went smoothly despite encountering some challenges. Teacher strategies are crucial in creating an engaging learning environment, with the museum's role supporting motivation by presenting attractions that can be accessed by both students and history teachers, particularly through social media platforms like Instagram. The utilization of the UPT Cultural Park and Museum as a source of historical learning in class XI IIS at SMA Labschool Untad Palu demonstrates that learning resources essentially encompass everything that can initiate the learning process, including objects, data, facts, ideas, people, and more, one such resource being museums, serving as a learning venue where students can view museum collections relevant to history subjects. Students are engaged, and teachers are supported by museum guides in explaining the functions of historical artifacts such as Dutch-era cannons. The role of information literacy in utilizing the UPT Cultural Park and Museum as a motivation for learning history in class XI at SMA Labschool Untad Palu involves activities to identify, obtain, and use information to solve encountered problems. Information is the focal point in studying the role of information literacy in utilizing museums. Information literacy is crucial for understanding information sources and how to search for and retrieve information.

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