

# Exploring the Ex-Hoogere Kweekschool Purworejo as a Historical Learning Resource for High School Students in Purworejo Regency

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## ARTICLE INFO

### Keywords:

potential;  
cultural heritage;  
HKS Purworejo;  
learning resources;  
history

### Article history:

Received 2024-01-20

Revised 2024-04-24

Accepted 2024-06-03

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## ABSTRACT

This study investigates the educational potential of the Ex Hoogere Kweekschool (HKS) Purworejo heritage site as an interactive and contextual resource for high school history education in Purworejo Regency. Employing a qualitative approach with descriptive analysis, the research integrates observation, interviews, and document review methods. Observations evaluate the site's use in educational settings, while interviews with teachers, students, and site managers offer insights into its application in history lessons. Document reviews provide a historical context and outline prior educational uses of the site. Findings reveal that the Ex HKS Purworejo, built in 1915 by architect BOW J.Th. van Hoytema, significantly enhances students' learning experiences. The site's architecture and historical significance facilitate contextual history education, enabling students to engage directly with the historical environment. Despite its potential to accommodate up to 75 students and teachers and its preservation of 17 buildings in the Indies architectural style along with other authentic elements like ancient garden lamps, the site's use in history education at SMA Negeri 7 Purworejo and throughout the district remains suboptimal. The study emphasizes the importance of incorporating authentic historical resources like Ex HKS Purworejo into the history curriculum. This approach is vital for educators and policymakers in Purworejo Regency to develop strategies that optimize the use of cultural heritage sites in education. Enhancing the use of Ex HKS Purworejo and similar sites can enrich learning materials and offer students dynamic, meaningful learning experiences, fostering a deeper appreciation for their local cultural heritage.

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## 1. INTRODUCTION

Cultural heritage is integral to enriching the history learning process by making history more relevant and engaging for students. Utilizing cultural heritage sites as teaching materials helps students connect lessons with their real environment, making the learning experience more meaningful. The Ex

Hoogere Kweekschool (HKS) Purworejo heritage site exemplifies how incorporating local history into education can enhance students' understanding and appreciation of their local heritage. This approach not only preserves historical relics but also fosters a sense of pride and awareness among students about their cultural heritage. By integrating artifacts, documents, and historical sites into the curriculum, educators can make history learning richer and more interactive, thus helping students to better grasp the complexity and diversity of cultural heritage. The effective use of such resources addresses the common perception of history as boring and abstract, often due to its presentation as a series of rote memorization tasks disconnected from students' life experiences (Hedrick, 2010). Therefore, it is crucial for educators to incorporate authentic and relevant historical sources into their teaching to create a dynamic and engaging history learning experience that strengthens students' cultural and historical identity.

Educators need to optimize their professionalism to transform knowledge for students in innovative and fun ways. Skills in selecting learning resources, learning strategies, and methods according to the needs of students must continue to be developed. This expertise ensures that historical material is conveyed optimally and structured. The selection of learning resources around the learners' environment helps create authentic experiences and build sociocultural and emotional linkages with learning materials. According to Abdul Haris's concept, historical learning resources can be books, artifacts, historical sites, documents, or interactions with the community (Nasution & Tanjung, 2020). Using learning resources around students makes learning more contextual, optimally supports learning objectives, and provides freedom of critical and creative thinking (Evitassari & Santosa, 2022).

History learning materials can be effectively connected with local historical events to enhance students' understanding and engagement (Nababan, Agung, & Yamtina, 2019). Cultural heritage buildings are particularly valuable as learning resources, as their use in historical education fosters a sense of responsibility for preserving historical artifacts for scientific purposes (Buwang, 2010). For instance, the Ex Hoogere Kweekschool (HKS) Purworejo, where SMA Negeri 7 Purworejo is located, is a significant cultural heritage site that continues to serve an educational purpose. However, observations from the Purworejo Regency Teachers' Subject Meeting (MGMP) History activities indicate that the potential of local cultural heritage and history in education remains underutilized. At SMA Negeri 7 Purworejo, the heritage site is primarily highlighted during school anniversary celebrations and referenced in history assignments, rather than being integrated optimally into the regular curriculum. This limited use suggests a need for more consistent and meaningful incorporation of local heritage into history education to fully leverage its educational potential.

Unfortunately, the potential of the cultural heritage building of Ex HKS Purworejo as a source of learning history is not so glimpsed by teachers of history subjects. History learning is still fixated on textbooks, and the materials and learning resources used still need to be contextual to the environmental conditions of students. Even though Purworejo Regency has a variety of potential historical relics as a source of historical learning, local history will undoubtedly make history learning more contextual (Wiyanarti, Supriatna, & Winarti, 2020). Through the use of historical buildings and objects, it facilitates the delivery of concrete materials.

So far, there has been no research on the potential of Eks HKS Purworejo as a resource for historical learning. However, several studies have been conducted on the use of cultural heritage buildings as sources of historical learning, including research by Septina Alrianingrum on the Cultural Heritage of Surabaya, City of Heroes, as a source of historical learning. This study demonstrated that not all students understand the type of cultural heritage that reinforces Surabaya's nickname as the "City of Heroes" (Alrianingrum, 2010). This research is relevant to the study being conducted on Eks HKS Purworejo because both focus on the utilization of cultural heritage sites as sources of historical learning. However, this study specifically focuses on the unique potential of Eks HKS Purworejo, which has not previously been explored in academic literature.

Therefore, this study aims to add a new dimension to the existing literature by identifying and analyzing how the Ex Hoogere Kweekschool (HKS) Purworejo can function not only as a monument but also as an interactive and contextual learning resource. This approach seeks to deepen the understanding

of local history and enhance student interest and engagement in historical studies. Addressing the significant gap regarding the utilization of cultural heritage sites in historical education, especially within diverse geographical and cultural contexts like Purworejo, the primary focus of this research is to explore and maximize the potential of Ex HKS Purworejo as a rich educational resource. Unlike previous studies that discuss cultural heritage broadly, this research offers an in-depth analysis of a single historic building, aiming to demonstrate its effective integration into history teaching to enrich students' learning experiences. The selection of Ex HKS Purworejo is based on its historical significance as a former colonial-era Hoogere Kweekschool, its central and accessible location in Purworejo city, and its well-maintained structure, which provides authentic and interactive learning opportunities. Pedagogically, using Ex HKS Purworejo supports inquiry-based learning and direct exploration, allowing students to engage with history through real interactions with artifacts and historical environments. This also facilitates character education, instilling values such as national pride, cultural heritage appreciation, and historical awareness through the immersive experiences offered by the building (Alvarez, 2022).

## 2. METHODS

The method used in this study is qualitative research method with descriptive analysis techniques. According to Lexy J, qualitative research aims to understand the meaning, develop theories, and describe complex realities (Mardawani, 2020). Moleong (2018) states that qualitative research is needed to understand the phenomena experienced by research subjects holistically, including behaviour, perception, motivation, action, and other aspects (Moleong, 2018). This research employs a qualitative approach to explore the potential of Eks HKS Purworejo as a rich source of historical learning.

The sampling technique in this study used purposive sampling techniques. Informant sampling using purposive sampling techniques is selected based on research objectives and careful consideration (Sugiyono, 2022). Informants from history teachers in several high schools in Purworejo Regency are from SMA Negeri 1 Purworejo, SMA Negeri 4 Purworejo, and SMA Negeri 6 Purworejo. In this research, triangulation techniques were employed to strengthen the validity of the findings through a combination of different data collection methods: interviews, observations, and document reviews. Interviews with history teachers from several high schools in Purworejo Regency provided in-depth perspectives on their experiences and opinions regarding the use of Eks HKS Purworejo as a learning resource. Observations allowed the researcher to directly see how interactions between students and the site unfolded, offering insights into how the information from interviews was implemented in daily educational practices.

Document reviews, including school curricula and lesson plans, provided additional context on how this site is officially integrated into education and historical preservation. Following the data analysis framework by Miles and Huberman, this study adhered to four main steps: data collection, data reduction, data display, and conclusion drawing. Initially, data was gathered through interviews, observations, and reviews of relevant documents. During the data reduction step, the most relevant and significant information was categorized and filtered to address the research questions. This filtered data was then presented in various forms such as narratives, tables, or diagrams to facilitate analysis and comprehension. The final step involved drawing conclusions from these findings, linking them back to the research objectives and relevant theories to finalize the study's outcomes.

## 3. FINDINGS AND DISCUSSION

### 3.1 History of Cultural Heritage Building Ex HKS Purworejo

The establishment of Hoogere Kweekschool (H.K.S.) Purworejo cannot be separated from Ethical Politics. The guilt of a group of Dutch people for the poverty and suffering of the Dutch East Indies people prompted a demand to pay attention to the welfare of the colonized people as a form of retribution. Ethical Politics was initiated by a Dutch activist named C. Th. Van Deventer. Van Deventer first expressed thoughts on Ethical Politics through *De Gids* magazine in 1989 (Saputro et al., 2022)

Ethical politics contains three main points: irrigation, education, and emigration. Improvements in education are the result of moral politics that tremendously impacted Indonesia. The development of education was indirectly the cause of the rise of nationalism in the colonized society.

Support for the implementation of ethical politics given directly by Queen Wilhelmina positively impacted education in the Indies. The colonial government soon established new schools in various locations, providing educational opportunities to the indigenous people. Schools for Indigenous people appeared at multiple levels. First, there are people's schools or *Volkschools* that grew up in villages, and *Kweekschool* is a teacher's school for indigenous people. Second, the advanced levels are *Meer Uitgebreid Lager Onderwijs (MULO)*, *Hollandsch Inlandsche School (HIS)*, and *Hoogere Kweekschool (H.K.S.)*, which is a school limited to upper-class natives or nobles (Saputro et al., 2022).

At first, these new schools employed teachers from the Netherlands. However, due to the high cost of bringing in and hiring teachers from Europe, the colonial government sought alternatives by establishing teacher schools for indigenous people or *Kweekschools*. The hope is that the establishment of *Kweekschool* will meet the needs of teachers and minimize government expenditure. 1852, the colonial government established a new state teachers' school in Surakarta. From here, the construction and procurement of *Kweekschool* increasingly developed throughout the Dutch East Indies (Alvarez, 2022).

The number of H.I.S.s opened causes an increase in the need for educators. However, *Kweekschool* graduates are considered less likely to teach at HIS schools that speak Dutch. They generally teach at a lowly *Bumiputera* school, *Tweede Inlandsche School (Sekolah Ongko Loro)*, with the local language of instruction (Saputro et al., 2022). To meet HIS educators, higher qualified teachers are needed than *Kweekschool* graduates. Therefore, the Dutch East Indies government established an Advanced Teachers' School, *Hoogere Kweekschool*. Compared to today, *Kweekschool* can be likened to a Junior High School (S.M.P.), while H.K.S. is a High School (S.M.A.). To obtain the head teacher diploma "Hoofdacte" or the diploma of teacher diploma "Hulface," one must continue his education in the land of the Netherlands (Setianingrum & Murdiyastomo, 2023).

*Hoogere Kweekschool voor Inlandsche onderwijzers (HKS Purworejo)* was established on September 14, 1914 and inaugurated directly by the Director of Education, Prof. Dr. G.A.J. Hazeu. J.D. Winnen will lead the school as director and, in the first school year, has accepted 25 students. Meanwhile, H.K.S. Purworejo occupies a semi-permanent building in a former pawnshop building about one kilometer east of Purworejo Square. Purworejo is considered strategic because of its relatively safe socio-political situation and has good infrastructure and support from the Regent of Purworejo, so Purworejo was chosen as the place where the first H.K.S. was established in the Dutch East Indies (Carey, 2017).

In 1915, the construction of the H.K.S. complex in Purworejo began with the architect B.O.W. J.Th. van Hoytema. The structure of the H.K.S. complex was completed in 1916 and stands on a large area that can accommodate 75 students and teachers. Most of the H.K.S. teachers occupy official houses located around the H.K.S. complex. In its implementation, H.K.S. Purworejo runs like an official school with dormitories, spacious classrooms, and facilities supporting learning. The school's students are the best graduates from five *Kweek* schools in Bandung, Probolinggo, Yogyakarta, Ungaran, and Fort de Kock (Bukittinggi). Every student admitted will get accessible study facilities and dormitories from the government (De Preanger-Bode, 1914). They also get meals, health, and allowance facilities every month. The amount of allowance each month has been set by the government, which is f20 for the cost of eating, washing, etc.

The H.K.S. building complex in Purworejo is the first and only building specifically designed for advanced teacher training schools. At the same time, other H.K.S.s, such as Bandung, Surakarta, and Magelang, utilize pre-existing buildings. From 1914 to 1930, H.K.S. Purworejo graduated 275 students (Ex. HKS Bond, 1982). H.K.S. Purworejo lasted approximately 15 years; the malaise crisis that hit the Dutch East Indies in 1930 worsened the economy of the Dutch East Indies government. This caused the government to be no longer able to fund the management of H.K.S. Purworejo, so on July 1, 1930, H.K.S.

Purworejo was closed. The students of H.K.S. Purworejo were transferred to H.K.S. Bandung and H.K.S. Magelang.

Although short-lived, H.K.S. Purworejo has produced notable figures who played significant roles in the national movement and the struggle for independence. Among these distinguished alumni is Otto Iskandar Dinata, who graduated from H.K.S. in 1920 and later became a member of the Volksraad Dutch East Indies (1930-1941), a member of PPKI, and a Minister of State in 1945 (Saputro et al., 2022). Another prominent figure is R.F. Atmadarsana, who graduated in 1920 and is recognized as a pioneering Bumiputera composer in Indonesian music (Barendregt et al., 2014). Additionally, Soegarda Poerbakawaja, who graduated in 1921, made significant contributions as an Indonesian education figure. These examples underscore the historical significance of H.K.S. Purworejo, highlighting its role in shaping leaders who have contributed to Indonesia's cultural and political landscape.

The Ex-HKS building has also been used by several educational institutions, namely MULO, Dutch-Japanese transitional school, Shoto Chugakko (Junior High School) in the Japanese era, Teacher B School (SGB) Purworejo, Teacher A School (SGA) Purworejo, State Teacher Education School (SPGN) Purworejo, State KPG Teacher Education, Junior High School Teacher Education (PGSLP) Purworejo State, State High School (SMA N 3 Purworejo, SMU N 2 Purworejo, and SMA N 7 Purworejo).

Eks HKS Purworejo, with its rich history and architecture, provides a unique opportunity for educators to integrate these elements into history teaching, making lessons more engaging and informative. The architectural features and history of this building can be used as visual and interactive learning tools that enhance students' understanding of Indonesian history, particularly the colonial period and its impact on education. *Firstly*, the architecture of Eks HKS Purworejo can be used as direct teaching material. Educators can use the architectural style of the building to teach about Dutch colonial architecture in Indonesia, reflecting the influence of European culture and technology at that time.

*Secondly*, the history of the establishment of HKS Purworejo as a response to Dutch Ethical Policy can be integrated into the history curriculum. Educators can set up class discussions or research projects that require students to explore how education was used as a political tool by the Dutch colonial administration and its long-term impacts on Indonesian society. *Thirdly*, educators can use this building as a venue for more interactive learning activities, such as role-playing about the life of students at HKS Purworejo in the past or debate simulations about the Ethical Policy.

Additionally, extracurricular activities such as field trips to Eks HKS Purworejo can be organized, where students can conduct independent explorations and produce projects like video documentation or multimedia presentations about the history and architecture of the building. These activities can support classroom learning and provide students with valuable firsthand experiences. Through these approaches, Eks HKS Purworejo is not only preserved as a static monument but is transformed into an active learning center that enriches the history curriculum in schools in Purworejo and the surrounding areas.

### **3.2 Various Heritage Collections of Cultural Heritage Buildings of the Ex-HKS Purworejo**

The former HKS Purworejo complex, built in a colonial architectural style, consists of several buildings currently serving various purposes such as school buildings, official residences, government agency offices, and Purworejo Resort Police (Polres) service houses. The buildings exhibit characteristics of the Indies architectural style (Prastiwi, Saraswati, & Witasari, 2019). The East Master Building, located on the east side of SMAN 7 Purworejo, has long been used for teaching and learning, housing a library and laboratory. It features a pyramid roof, crepe windows, doors, and gray tile floors. The central hall, now a teacher's room, and ten other rooms provide various facilities. The outer wall bears the inscription "ANNO 1915." The cultural guesthouse on the west side, formerly a gymnasium, now functions as an auditorium and extracurricular space.

The Western Master Building, to the north of UKS, was originally a dormitory for HKS Purworejo students but now serves as a classroom. These buildings are connected by a door loop, a long roofed hallway without walls. Additional buildings in the complex include the Treasurer's Room and Toilet,

the Dining Room, the Kitchen and Warehouse, and the Counseling Guidance Room and Toilet, all maintaining their historical functions or adapting to new educational purposes. The School Medical Room continues to provide health services.

Other significant buildings include the Disporapar Office, formerly the official house of the HKS director, now serving as the office of Disporapar; the Wakapolres Official House, originally for European HKS teachers; and the Office Bankesbangpol, which also served European teachers and features distinctive pyramid-shaped roofs. The Main House now serves as a transit place for school supervisors, while Wisma Mandala and Wisma Damai serve as student dormitories and official residences for teachers, respectively. Wisma Mulya and Wisma Jaya, once official houses for European and Bumiputera teachers, now function as dormitories and teacher residences. The Police Chief Official House and Wisma Utama, originally for European teachers, share the same architectural style. Garden chairs and lights, original to the HKS Purworejo heritage, still adorn the grounds.

These cultural heritage buildings of Ex HKS Purworejo serve as valuable contextual historical learning resources for students. They offer an immersive experience, allowing students to explore and engage with the historical values and positive legacy of Ex HKS Purworejo. This hands-on approach enhances students' imagination and creativity by enabling them to envision the educational environment of the colonial period. Educators can facilitate deeper exploration of HKS Purworejo, making history learning more dynamic and concrete.

### ***3.3 The Relevance of the Ex-HKS Purworejo Cultural Heritage Building to History Learning***

Based on the results of interviews with history teachers, history subject teachers, and students of SMA Negeri 7 Purworejo, it was revealed that the cultural heritage of the former HKS Purworejo as a source of learning history still needs to be improved. So far, the building has only been used as an example of colonial heritage and a background for making historical tasks. The teacher of history subjects stated that this cultural heritage building was not mentioned in learning, primarily related to history and values that can be taken from HKS Purworejo, so its historical meaning and value seemed lost.

A cultural heritage should contain important values for history, science, education, religion, and culture. However, unfortunately, the critical values of HKS Purworejo have not been excavated optimally, and this building is only considered a colonial relic without delving into it. Introducing this cultural heritage building is limited to examples of historical heritage, so most students do not understand the history and role of HKS Purworejo in education in Indonesia and its impact in awakening nationalism. The results of interviews with students showed that they only knew their school as a Dutch heritage building without a deep understanding of the history of HKS Purworejo. Some students showed independent interest in the building, but learning materials needed to be improved in delving into its history.

Using cultural heritage buildings as a source of learning history at SMA Negeri 7 Purworejo is a must. This can increase students' understanding of the historical values, education, and nationalism contained in them. Optimal utilization can be an economical approach, allowing learners to learn at no extra cost while exploring the positive values of HKS Purworejo. Through this approach, learning materials can be delivered optimally, provide a direct experience to students, and evoke the educational atmosphere of the colonial period. In addition, educators can explore the extent of education development in Indonesia, especially in Purworejo Regency, from time to time.

All informants said that the Eks Purworejo cultural heritage building was very relevant to historical learning, especially when discussing historical source material, the response of the Indonesian nation to imperialism and colonialism, the impact of European colonialism, national movements, and the roots of Indonesian nationalism and democracy. Students can learn directly and imagine education in the colonial era and movements. Using this learning resource certainly provides real experience in delivering historical material so that students have sociocultural and emotional relationships with the material presented.

The use of the former HKS Purworejo cultural heritage building as a source of historical learning is relevant in the 2013 curriculum and the independent curriculum. In the 2013 curriculum, the Ex-HKS Purworejo building can be used for class X specialization history subjects with KD 3.6 evaluating the advantages and disadvantages of various forms/types of historical sources (artifacts, fossils, textual, nontextual, material, visual, audiovisual, oral tradition), compulsory history class XI KD 3.3 analyzing the political, cultural, social, economic, and educational impacts during the European colonial period (Portuguese, Spanish, Dutch, English) in the life of the Indonesian nation today, and the history of class XI specialization KD 3.7 analyzes the response of the Indonesian nation to imperialism and colonialism in the fields of politics (movement organizations), economics (forms of resistance to monopolistic practices), socio-culture (works of art and literature), and education (Taman Siswa, Kayu Tanam) and KD 3.8 analyzes the roots of Indonesian nationalism and its influence on the present.

Meanwhile, the use of the cultural heritage of the former HKS Purworejo is relevant to class X Phase E material, introduction to historical science, and class XI Phase F material on colonialism and resistance of the Indonesian nation, as well as material on the Indonesian national movement. The use of the cultural heritage of the former HKS Purworejo as a source of historical learning can also be a medium to strengthen the six dimensions of the Pancasila Student Profile. The exemplary values of HKS Purworejo are very relevant to the values of Pancasila. Based on the author's observations during MGMP activities in history subjects, all high schools in the district currently use two curricula, namely the 2013 curriculum and the independent curriculum. Of course, this cultural heritage building can be used by all history teachers in Purworejo Regency as a source of historical learning because it is relevant to the curriculum applied in their schools.

Using Ex HKS Purworejo as a learning resource can enrich historical learning resources, especially local historical sources in Purworejo. Its strategic location in the city center is easy to reach, and its buildings, which are still firmly maintained, add to the attractiveness of the former HKS Purworejo building. Of course, with these historical buildings and objects, students as a young generation can understand the importance of cultural heritage and be directly involved in efforts to preserve it (Achille & Fiorillo, 2022).

### ***3.4 The Potential of the Ex-HKS Purworejo Cultural Heritage Building as a Source of Historical Learning***

The use of this cultural heritage building in history learning at SMA Negeri 7 Purworejo has yet to receive maximum attention. The heritage team stated that visits from students, researchers, and the community of architects and archaeologists were more prevalent than learning visits from high school students. This utilization has not been seen optimally, mainly because schools in Purworejo Regency have yet to include visits to Eks HKS in the history learning curriculum. However, the potential of this cultural heritage building as a source of historical learning is enormous. Its strategic location and well-maintained buildings add to the attractiveness of the former HKS Purworejo as a learning resource. Some teachers, such as Ibu Reni Alfiyah and Ibu Anggita Dwi Astuti, emphasized that using Eks HKS as a learning resource can provide direct experience to students, increase imagination, and enrich local history learning resources.

The use of this cultural heritage building also has the potential to attract students' interest in history subjects. The advantages of architecture that is thick with Dutch nuances, historical value, and the ability of this building to survive for decades are additional attractions. In addition, the Ex HKS Purworejo building complex has a long historical role in educating indigenous teachers, ultimately spreading the spirit of nationalism among the community. With its great potential, it is recommended that schools and related parties more actively integrate visits to Ex HKS Purworejo into the history learning curriculum. Thus, students can explore the historical values and characters contained in this cultural heritage building more deeply.

Based on this presentation, the former HKS Purworejo cultural heritage building has the potential to be used as a source of learning high school history in Purworejo Regency because it has advantages,

namely first, its strategic location in the city center so that access to cultural heritage buildings is straightforward and of course saves more transportation costs and no entrance fees. Second, history learning by utilizing this building as a learning resource will make learning more contextual because it is close to the student's environment. Besides being able to explore the valor of these buildings, of course, students can know the history of HKS Purworejo.

Third, by using cultural heritage buildings, Ex HKS Purworejo as a source of historical learning can foster a sense of belonging from students so that they want to participate in maintaining the preservation of cultural heritage buildings. In addition, of course, there will be a sense of pride because Purworejo Regency has contributed to the history of education in Indonesia, even according to Peter Carey parallel to Purworejo used to be parallel to Yogyakarta. Fourth, the cultural heritage building of Ex HKS Purworejo can be used as a historical learning resource for grades X and XI both in the 2013 curriculum and the independent curriculum and can be a medium to strengthen the six dimensions of the Pancasila Student Profile because the exemplary values of HKS Purworejo are very relevant to the values of Pancasila.

### ***3.5 Teachers' Obstacles in Utilizing the Cultural Heritage Building of the Ex-HKS Purworejo as a Source of Historical Learning***

Based on the research, using the Ex HKS Purworejo cultural heritage building as a source of historical learning faces several weaknesses and obstacles that need attention. One of the obstacles highlighted by history teachers, such as Ibu Dwi Lestari and Ibu Waryanti, is the need for more sources of information related to the former HKS Purworejo building. The need for related documents and the existence of new buildings that are not in sync with the original are obstacles to optimizing the use of this building as a source of historical learning. In addition, aesthetic deficiencies due to the age of the old building and the need for periodic maintenance to keep it maintained are also a concern. Mrs. Anggita also highlighted that because this building is still used for teaching and learning activities, the impression of cultural heritage that should be protected and preserved becomes less pure.

Another obstacle in using this building is the need for clear regulations related to visitor visit permits and utilization procedures. According to Mrs. Reni Alfiah, licensing is one of the obstacles, especially for history teachers who want to visit the area. However, interviews with the principal of SMA Negeri 7 Purworejo and the head of the cultural heritage team revealed that licensing regulations and utilization procedures will be made immediately after the school is officially designated as a national cultural heritage. In future development, SMA Negeri 7 Purworejo plans to create a kind of diorama or educational museum in the Disporapar office building, which was once the official home of the director of HKS Purworejo. The making of regulations and the museum is expected to make it easier for visitors who want to visit and provide more in-depth information about the history and educational values contained in the former HKS Purworejo cultural heritage building.

The constraints of using this building can be summarized into the lack of related information sources, the lack of documents and archives, the use of buildings for learning activities, the absence of visit permit regulations, and the lack of information for visitors such as instruction manuals or catalogs of collection objects. Further improvement and development efforts are expected to increase the use of this cultural heritage building as a source of historical learning. These obstacles are also factors that have yet to be utilized in the cultural heritage building of Ex HKS Purworejo as a source of maximum historical learning. Another factor is the need for more public ownership of this building, so its historical value seems to sink, and it is considered an ordinary ancient building. Suppose we dig deeper into the long history of HKS Purworejo. In that case, it can make us realize how important education is in changing the life of a nation and can set an example for educators that teachers are also the spearhead for significant changes in the nation's next generation. Teachers not only fill knowledge but also the souls of students with positive values they can practice in life.

To address the barriers to using Eks HKS Purworejo as a historical learning resource, several concrete solutions and recommendations can be implemented. Firstly, to overcome the lack of

information and related documents, it is advised that the school, in collaboration with local government and cultural heritage preservation agencies, develop a digital archive that stores all relevant information about the building. This can include historical data, architectural details, and records of the building's usage over time. This development will facilitate easier access to information for teachers and students for educational activities.

Additionally, the creation of visitor guides and manuals about the building's history and architecture can help visitors and students gain a deeper understanding of its significance. These guides should include not only historical information but also anecdotes and narratives about significant events that occurred in the building, making visits more interactive and educational. Regarding regulations and permissions for visits, local authorities should take the initiative to design policies that support the use of cultural heritage sites for educational purposes. These policies should simplify the permitting process for educational activities and ensure that the use of the building for education does not interfere with its physical preservation.

Compared with the utilization of other historical sites, such as Ford's Theatre in the USA, which serves as a national center for history education, Eks HKS Purworejo could adopt a similar approach by integrating technology and interactive media to convey historical information. This would attract greater interest from the younger generation and help them understand history in a more dynamic and relevant way. This study contributes to the current understanding of using cultural heritage in education by offering a fresh perspective on how historic buildings are not only preserved as monuments but also activated as dynamic learning resources. This supports the development of more inclusive policies for integrating cultural heritage into history education, which ultimately can strengthen national identity and historical awareness among students.

#### 4. CONCLUSION

This research highlights significant findings regarding the potential of Eks HKS Purworejo as an enriched learning resource. The utilization of this cultural heritage site significantly enhances historical learning by bridging the gap between theoretical historical knowledge and tangible historical contexts. For instance, the architectural and historical attributes of Eks HKS Purworejo offer a real-life illustration of colonial architectural influences in Indonesia, allowing students to visually and physically engage with their learning materials. This interactive approach helps students contextualize historical events in real settings, thereby deepening their understanding and making learning more engaging and meaningful.

The successful integration of Eks HKS Purworejo into the learning framework serves as a valuable model for other cultural heritage sites in Indonesia and globally. This case study demonstrates that effectively utilized heritage sites can significantly enhance learning experiences by providing students with a vivid understanding of historical contexts, thereby fostering a deeper appreciation for their cultural and historical heritage. This approach not only aids in the preservation of such sites but also underscores the importance of cultural heritage in learning curricula, which can foster greater national identity and historical consciousness among students.

Further research could explore other dimensions of cultural heritage utilization in learning that were not covered in this study. Potential areas for further exploration include the impact of technological integration at heritage sites for learning purposes, the role of virtual reality in enhancing the accessibility of distant heritage sites in classrooms, and comparative studies on the efficacy of different pedagogical approaches to using heritage sites in learning. Additionally, this research has its limitations, such as the focus on a single case study, which may affect the generalizability of the findings. Future studies could address these limitations by including a broader range of sites and incorporating diverse learning settings to enhance the understanding and implementation of cultural heritage in learning contexts across different geographical and cultural landscapes.

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