

**ANALYSIS OF POTENTIAL HERITAGE (DUTCH AND JAPANESE) IN
SUB TEGALDLIMO AND USE WAS AS A SOURCE OF LEARNING
STUDENTS HIGH SCHOOL**

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ABSTRACT

District Tegaldlimo is a district that is located in South Banyuwangi which are named Alas Purwo National Park in Java language which is defined as "the beginning of the forest", there is some historical relics Dutch and Japanese colonial period in this district. This study focuses on the problems: (1) the potential of heritage Dutch colonial era in District Tegaldlimo, (2) the potential of heritage Dutch colonial era in District Tegaldlimo, and (3) Utilization of heritage Dutch colonial era and Japan as a source of learning the history of high school students, The results of this research are: Historical evidence in the Dutch colonial era in District Tegaldlimo either: (1) Dam Limo, (2) Railway Lori, and (3) Monument Military Aggression I or commonly called the Monument Koptu Ruswadi, then the Japanese colonial era historical relics in District Tegaldlimo, either: (1) Battery Japan, (2) Tubs, (3) Bunker Japan, and (4) Caves Japan. Thus the Dutch and Japanese heritage can be used as a source of learning history in high school students in the Basic Competency 3.5 is "Analyzing the nature of the occupation and the response of the Indonesian nation". and Basic Competence 3:10 namely "Analyzing strategies and forms of struggle of Indonesia in an effort to maintain its independence from the threat of the Allies and the Netherlands". 5 is "Analyzing the nature of the occupation and the response of the Indonesian nation". and Basic Competence 3:10 namely "Analyzing strategies and forms of struggle of Indonesia in an effort to maintain its independence from the threat of the Allies and the Netherlands". 5 is "Analyzing the nature of the occupation and the response of the Indonesian nation". and Basic Competence 3:10 namely "Analyzing strategies and forms of struggle of Indonesia in an effort to maintain its independence from the threat of the Allies and the Netherlands".

Keywords: History, Heritage, History Learning Resources.

1.0 PRELIMINARY

Education and learning history is a process of internalization of values, knowledge, and skills of the historicity of the series of events designed and arranged in such a way to influence and support the learning process of learners (Wineburg in Saputro, 2014). At the level of high school, history lesson aims to encourage students to think critically analyzes in utilizing knowledge of the past to understand the present life and the future, understand that history is

a part of everyday life, and develop intellectual abilities and skills to understand the process of change community sustainability.

Burnout happens to students in a history lesson can be overcome by increasing the learning resources, both printed and on the environment. Students should be taught to recognize the potential of history apart from materials provided to teachers at the school, as for how to get through observations at the site and museum.

Observations can be guided directly by the educators. Educators can start from the introduction of local historical sites or nearby, in Banyuwangi own wealth of archaeological resources is very much supported by the evidence of a material culture that is very complete. One resource archaeological relics of past history of Dutch colonial occupation of Japan in Banyuwangi found on the District Tegadlimo, based on the observation of researchers and information of people mentioned in this place there is a water dam Dutch heritage is still strong until today, Masyarakat around call with draft limo which means that the water dam doors 5, not far from the dam limo there is a memorial monument Military Aggression I. for Japanese heritage are caves, bunkers, cannons scattered sembulungan peninsula region. Kusumohartono (in Suantika, 2002) explained that the relics of history can provide the benefits of knowledge to, 1) Interest ideology, in order to strengthen the cultural identity associated with the functions of education, 2) The interests of the academic, namely in saving the data source for the development of science archaeology, 3) economic interest, namely in relation to the world that the tourism.

Diversity archaeological resources owned by the City of Banyuwangi very unfortunate if it is not fully utilized, particularly in the field of education. Therefore, it is necessary to conduct a study related to it so that benefits can be felt by all learners.

This study focuses on the issues: a) the potential of heritage Dutch colonial era in District Tegadlimo, b) the potential for historical relics of the colonial era Japan in District Tegadlimo, and c) the utilization of the potential of heritage in District Tegadlimo as a source of learning the history of high school students in Banyuwangi. The purpose of this study was to find solutions to solving the problems described above. The results of this study are expected to help educators and learners in order to better understand the potential of heritage Dutch and Japanese colonial era in the District Tegadlimo. In addition, there are relics related documentation which can give an idea to the student before the student went to the field.

2.0 THEORITICAL REVIEW

Some supporters of the theory contained in this research are: History is a study that has been experienced in the past the man and has left its mark at a time when present, where pressure is placed attention, especially in the aspect of the event itself. In this case, especially on things that are special and aspects of development are arranged in order of historical stories (Widja, 1989). History has several sources that are divided into several types. Historical sources are materials that can be used to collect information about events that happened in the past. According to its shape, the historical resource can be divided into four, namely oral sources, written sources, recording source, and the source object (Listiyani, 2009).

2.1 Historical heritage are objects that have historical value and still exists today (Rishky, 2013). Another opinion suggests that the legacy of history is a legacy of the past is evidence Authentik never unbeatable in response to human ideas to the challenges of the natural environment on the one hand and the needs of daily increasing (Astawa, 2005). Historical heritage is characterized as follows (Rishky, 2013): a) The item comes from the past, b) Value of history, which means that the object is associated with past events, and c) The item still exists today, both in intact or damaged. Historical relics can be classified based on the form or the type and the time (period of time).

2.2 Preservation of History according Danisworo term preservation can also be called conservation, which attempts to protect and utilize the resources somewhere, like old buildings that have historical significance or cultural, regions with a population density that is ideal, cultural heritage, protected forests and so on (the Goddess, 2008) , Preservation is also a process, method, action to preserve included in protection from damage, conservation of natural resources management which ensures wise utilization and guarantee the continuity of persediaanya while maintaining and improving the quality and keanekargamanya (the Goddess, 2008).

2.3 Cultural heritage is a cultural heritage is an immaterial form of Objects of Cultural Heritage Buildings, Structures Heritage, the heritage, and Region Heritage on land and / or water that needs to be preserved its existence because of significance for the history, science, education, religion and / or culture through the setting process. (Law No. 11 in 2010). There are four (4) important things that stick and become a point of emphasis on cultural heritage as contained in the definition of cultural heritage, namely: 1) is immaterial cultural heritage, 2) need to be preserved, 3) has an important value, and 4) the determination process.

2.4 Learning Resources can be defined as anything that can provide convenience to students in gaining a certain amount of information, knowledge, experience and skills in the learning process mengaja (Mulyasa, 2004). Association of Educational Communication Technology (AECT) defines the learning resources as all good sources in the form of data, people or objects that can be used to facilitate (ease) learning for students (Warsita, 2008).

Last is the Various Kinds of Learning Resources, AECT (Association for Education Communications and Technology) in Aqib (2013) classifies learning resources into six, among others: a) messages (messages), that information is transmitted (forwarded) by other components in the form of ideas, facts, meanings and data, b) (peoples), is a man who acts as storage, processors, presenters messages, c) Materials (materials), the software contains a message to be presented through the use of tools or by himself, d) Tool (devices), is the hardware used for the delivery of messages stored in the material, e) techniques (techniques), is a procedure or reference prepared for the use of materials, equipment, people and the environment to deliver the message, f) environment (setting) a situation about which the message is delivered, the environment can be physical (schools, colleges, libraries, laboratories, studios, auditoriums, museums, parks) as well as non-physical environment (atmosphere of learning, etc.).

3.0 RESEARCH METHODS

This research was conducted in April and July, with details as follows: a) Preparation was conducted in April, b) data collection was conducted in May, c) Data analysis was carried out in June, and d) Preparation of a report carried out in July. The subjects were all over heritage sites in Dutch and Japanese colonial era in the District of Tegaldlimo.

3.1 Data and Data Sources, nature study "data" are the factors that determine the success or failure of a study, this is because the data researchers can: (a) addressing the research, (b) achieve the research objectives. And (c) prove the hypothesis of the study (if applicable) (Muslim, 2001). Sources of data in this study were divided into two, namely the field of data sources (primary data), and the source of indirect data (secondary data). The data sources used include: a) Archives and Documents which will be used among other things: pictures of heritage, especially in the District of Tegaldlimo, District Tegaldlimo, The educational syllabus, reports of previous studies, books literature, newspapers that are related to this research, b) The informant who helped support this research are archaeologists, historians, previous researchers, teachers SMAN 1 Tegaldlimo officer Alas Purwo National Park, c) Source of the data of the last is the history of Tourism Object place where Dutch and Japanese historical heritage in the Village District Tegaldlimo Tegaldlimo, Village Kalipait and some locations in order to support data mining.

3.2 Engineering Data Collection among other things: a) Interview This is flexible and open, unstructured tight, not in a formal atmosphere and can be repeated on the same informant. The questions posed are open so that it can obtain a complete and in-depth information. This openness always give a chance to the informant to provide comprehensive answers and honest. Interviews of this kind can also be referred to as in-depth interviewing (Agustinova 2014), b) Direct Observation, Engineering qualitative data collection through direct observation is particularly relevant to obtain patterns of behavior and events that are needed to explore the issue of research because it can record and make a note of the ongoing activities and also effectively used when researchers want to see direct physical state of the research setting (Bandur, 2016), c) Study Documents, Study documents to collect data via recording or written data is sourced from the archives and documents that had to do with research. In addition, if there are errors more documents study can be justified truth.

3.3 Test validity in this study used triangulation techniques. Trianggulaasi purpose is to check the truth of certain data by comparing it with data obtained from other sources, on the part of the research phase of the field, at different times, and often use different methods. Of triangulation can enhance the validity, given the depth of research, and investigates the validity of the interpretation and simultaneously test the credibility of the data (Sugiyono, 2014). In the process of triangulation, there are several types that are used in this study, among other things: a) Triangulation of data sources, b) Trianggulasi researchers, c) Triangulation methods, and d) Trianggulasi theory.

3.4 Engineering Data Analysis using several stages, including: a) condensation Data (Data condensation) refers to the process of picking, simplify, mengabstrakan, change the data that appears almost wholly part of data written field notes, interview transcripts, documents, and other material resources. By condensation would make the data more robust. The data collected by the condensation will be expected to write a summary, developing a theme, generating categories, and write anasis, b) Presentation of Data (data display) can be done

in the form of a matrix, graphs, diagrams, and networks. By presenting the data making it easier to assemble information obtained and organized so it can be analyzed properly even up anyway at the stage of conclusion, c) Taking Conclusions and Verification (conclusion drawing / verification). The initial conclusion put forward is still tentative, vague, doubtful and can be changed if it is not found strong evidence supporting the next phase of data collection. So the conclusion must always be verified during the study. The conclusion of qualitative research is a new finding that had not been there, the findings could be a description or picture of an object that previously were dim or dark so that after investigation menjadi clear, can be a causal relationship or interactive, hypothesis or theory (Sugiyono, 2014).

4.0 RESULTS AND DISCUSSION

A) Potential of Historical Netherlands in District Tegaldlimo, The results showed that the Dutch historical relics in the district there Tegaldlimo Dam Limo, Lori railway track, Monument Military Aggression I Koptu Ruswadi.

4.1 Dam Limo, supported by the results of an interview with Mr. Roni Abdullah District Tegaldlimo irrigation officer that there is a water dam that is used as a means to irrigate agricultural land in Banyuwangi south on the Dutch colonial government (resulting interview Mr. Roni Abdullah of 18 September 2019). The word "dam" is derived from the Dutch language, which means the dam, the word "dam" itself in Netherlands is also used to name the cities of Amsterdam, which means a dam in the river Amstel and Rotterdam used to describe the city that originated from a dam built in the 1260s the rotte river and the people living in the vicinity, so the limo has a meaning dam dam with five sluice gates, limo word comes from the Javanese language, which means five.



Figure 1. Dam Limo
Source: Personal



Figure 2. Sluice West
Source: Personal

Dam dam located in the hamlet limo Source Tegaldlimo Luhur village was built in 1934 until 1937 by the Dutch colonial government as a means to irrigate agricultural land in South Banyuwangi. It is also described by one of the officer's irrigation Kordsa Tegaldlimo who explained that the Dutch colonial era, Indonesia is not yet independent, our country is still in power or colony Dutch colonial government, as for all assets of the Indonesian government both crops/sea and so still in Dutch colonial government supervision. Likewise, with rice paddies, the Dutch colonial times rice fields also become an asset that is controlled by the

Dutch. In order to remain always awake irrigation of rice fields then the Dutch were building a dam (Results Interview II, 18 September 2019).

Prior to the Development of the draft limo, the Dutch East Indies colonial government to first build a major dam on the river with a sluice detail what, what people around named dam siji. Siji dam construction began in 1930 and was completed in 1930 (Korsda Tegaldlimo). Siji dam built on the river bottom detail what is located between two villages, the southern part of the village Sidorejo entry Purwoharjo and the District of the northern part of the village Plampangrejo enter Cluring subdistrict. Siji dam dam dam consisting of a lighthouse with a width of 83m, a single door with a width of 2.5 m and a spey two intakes each door has a 2m wide. The primary channel dam-building siji has a length of approximately 3.639m towards the south and east towards the entry Rural intercepted Wringinpitu with named BW.1. The channel irrigate 123Ha. Continued to the south, precisely in Hamlet Sumberluhur Tegaldlimo village, built more buildings named divider with BW.2 or commonly called the "dam limo" (Korsda Tegaldlimo).

4.2 Railway Lori, Reviewed Indonesian dictionary definition lorry is running on a rail wagon, lorry train itself it is similar to the cart because of its function as well as transporting goods, especially agricultural, plantation and forestry since the Dutch East Indies.

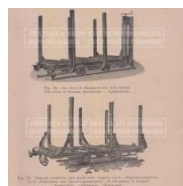


Figure 3. Lori



Figure 4. Lori

The existence of the railway lorry on Alas Purwo indicated once the operation of the train Lori region Banyuwangi south if you see the potential of natural resources owned by Alas Purwo not producing areas of sugar cane but timber producers, it is possible that the lorry in Alas Purwo used to transport teak and the like, one of which is used to fuel a locomotive when it uses steam from burning wood. This is also supported by the results of research Gajah Mada University, entitled Looking Back Cultural History Blambangan Peninsula, Banyuwangi, East Java (2015) found the rest of lorries transporting path Purwo forest products. Old map obtained from the Post Perhutani shows both these lines are connected, the resort is close to the Gulf Pangpang Kucur pass Papak and ZIP Teak Perhutani,

4.3 Monument Military Aggression I Koptu Ruswadi, As for the other relics of the colonial Dutch in District Tegaldlimo a monument to military aggression I Koptu Ruswadi. Supported by the results of the interview Mr. Punjul Ismuwardoyo Koptu Ruswadi with hundreds of troops and hundreds of communities around Tegaldlimo is a hero who defends

the Republic of Indonesia from the Dutch attack, especially in the area of South Banyuwangi namely Tegaldlimo (Interview with Mr. Punjul Ismuwardoyo).



Figure 5. Monument Koptu Ruswadi Source: Personal Documentation

Entering 1947, the situation in Banyuwangi worsening. This is because the Dutch colonialists from Bali constantly conduct reconnaissance and often attempted landing in the area ini.dalam this case the military leaders and the Government considers it necessary untuuk Banyuwangi increase vigilance, even the need to strengthen the defense, so it needs to be formed Unity Comando Center (KPC) under the leadership of the White Tiger Battalion Major R. Abdul Rival. Deputy Commander and KPC staff is composed of elements of strength include: Commander TLRI, regent of Banyuwangi, Indonesian Permanent Mission Commander, Commander of the State Police and the Leader of the People kelaskaran Agency, including Mopel and MBT SU (Force 45, 1991). While the first Military Aggression is happening in South Banyuwangi exactly on the border village and hamlet Sumbermulyo Sumberluhur Tegaldlimo village or surrounding communities call it by name blombong, led by Koptu Ruswadi. Resistance against the Netherlands by a combined military and surrounding communities Tegaldlimo killed Koptu Ruswadi and many troops he leads and to appreciate the sacrifice and service Koptu Ruswadi for to sustain the region South Banyuwangi of Dutch troops by the District Government Tegaldlimo monument was built Koptu Ruswadi and name Koptu Ruswadi be the name the street in front of the district office Tegaldlimo to the south. It is also delivered by Hari Suryono, M. Pd Head of State High School 1 Tegaldlimo hero during a memorial day 10 november 2019.

B) Potential Remains of Japanese History in District Tegaldlimo, The results showed that the Japanese historical relics in the district there Tegaldlimo Japanese cannons, water tank, bunker Japan, a Japanese cave.

4.4 Japanese cannon, supported by interviews with Mr. A'ang Officer Alas Purwo national park that sembulungan have found two types of cannons, the cannon lies very near from the post less than a 30 mention, continue around the cannon no weapons storage box. The cannon is a type of artillery were generally sized to form a tube, in Indonesia cannon into parts of firearms set out in the Firearms Ordinance 1939 in conjunction with the Emergency Law No.12 of the year 1951 found two cannons District Tegaldlimo legacy of Japan used in the

past World war II or also known as the Greater East Asia war were found to be in the National Park Alas Purwo Resort Sembulungan, the entire cannon was found in a state of disrepair and some parts separate from the body cannon.

4.5 Fried Krupp cannon no.20, found at the coordinates X: 0212607 Y: 9065085 cannon 310cm length 46cm around 150cm diameter Bismol Krupp fried, Essen 1900 at the end of the cannon, with a 15cm diameter inner circle. Having two ammunition storage box shaped like a bunker with a length of 150cm and a width of 180cm height 100cm has a cannon in the form of the circles with a diameter of 6m (VanDo, 2019).



Figure 6. Edge Krupp cannon Source: Personal Documentation

In the area around the cannon also found several bunkers made possible as a safe haven Japanese soldiers when there is an enemy attack. Krupp name is a family name of the owner of the German nation weapons factories, settled in Essen since the sixteenth century. Freinrich 1787-1826 Krupp steel mill modern business start, his Alferd Krupp 1812-1887 which is also called the "king cannon" make special weapons for military purposes Germany (Pringgodigdo, 1973). In this 01 cannons found a used fracturing and used hacksaw that showed their efforts to vandalism and attempted theft of these historical objects.

4.6 Cannon 02, Found at the coordinates X: 0212607 Y: 9064686 with a length of 607cm diameter 46cm cannon circumference of 150cm weight 4.908Kg meriyam to achieve 6cm thick end facing the north side, has two rectangular ammunition box with a length of 282cm, 122cm wide, 100cm high and cast over 40cm thick. In this cannon has a circular area with a diameter reaching 6m embankment with a thickness of 50cm diameter pedestal cannon reach 20cm (VanDo, 2019).



Figure 7. Agency Meriam Source: Personal Documentation

In this cannon there is no information in the form a seal / logo of the manufacturer from the cannon only contains information on heavy cannon, the cannon was already damaged state that were allegedly destroyed by the NII tenatara Japan itself so that the cannon will not be reused by anyone other than Japan. At the centre of the cannon there is a used as an indication of intent perusakanm lengkukan cannon even this has been separated by the agency and foundation cannon cannon, attempt theft of scrap metal cannon cannon and this adds to the destruction of the cut keontentikkannya because of there hacksaw.

4.7 Water tub, As for other relics Sump water as one of their basic needs. Powered by interviewing the father A'ang as Officer Alas Purwo National Park said that discovered water reservoir is located in the north TNAP resort seat post-Sembulungan urang over 300 meters away from the post. The structure of a water bath is building technologically made by cast and using a mixture of cement and stone. In general a water bath serves as a reservoir of water for everyday purposes.

One officer TNAP Resort Sembulungan A'ang explained that: The tub water reservoir was built in the era of Japan because of the shape and structure of the building is similar to the Japanese bunker buildings are found spread around the area sembulungan. No year of making sure this tub but more easily live viewing only dibuku that Japanese troops came to power in a period of approximately 1942 until 1945. The tub serves as a repository of fresh water brought fishermen from around Muncar, where when you want to sail around the peninsula sembulungan supposedly have to deposit a certain amount of fresh water that is accommodated in this building (water bath).

Bunker Japan, one of Japan's defence system development is a bunker. The bunker is a room, a building made of cast cement and bricks are deliberately made man with a particular function so that the design and specification of the bunker following the intent, in this case the interests of the military defense of Japan (VanDo, 2019).

According to M. Chawari in a study entitled Models Japan Defense in Lumajang and Jember, East Java: Typology and Directions Target explained that the bunker is technologically defence building that is entirely made with cast concrete. To maintain the geographical location and natural resources Banyuwangi and Besuki residency which has a very important role as a producer of rice at most in Java as well as producing other natural resources, Japan developed a defense system such as caves and bunkers in an attempt to defend the area from the dangers of the Allied attack and hope maintain power. So that many found the spread of Japanese heritage in the form of bunkers and caves around the area Besuki residency (VanDo, 2019).

4.8 Japanese Cave, In the District Tegadlimo Japanese caves, are relics were found in as many as 1 cave Sembulungan Peninsula.

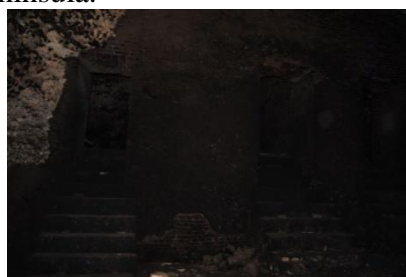


Figure 8. Rooms in cave Source: Personal Documentation

Based on the identification of a Japanese cave is a natural cave that has been modified in accordance with the functional inside the cave at the moment is for the purposes of the Japanese military during the Greater East Asia War, so the location is almost very difficult to know.

C) Utilization of Historical In Sub Tegaldlimo For Student Learning Resources, high school students not to run entirely on historical relics Dutch and Japanese colonial era in District Tegaldlimo maximum. Learning that there is still use the lecture method, not all schools that take advantage of local historical sites located in Banyuwangi, especially District Tegaldlimo. According to Poesponegoro, Notosusanto (1979) one of the objectives of teaching history is to get inspiration from the passion, struggle, and all the life experiences of the past in order to achieve self-identity, national identity, and pride collectively and dedication to the ethnic group, country, or nation (Saputro, 2015).

At the high school level, history teaching aims to encourage students to think critically analyzes in utilizing knowledge of the past to understand the present life and future. Understand that history is a part of everyday life, develop intellectual abilities and skills to understand the process of change in community sustainability. In addition, if listened to various educational issues concerning the teaching of history in schools. Expectations were so great against peninggalan history seems inversely proportional to the realities on the ground. The teaching of history in schools is often interpreted as a lesson learners that are unattractive and boring.

Burnout happens to students in learning history can be overcome by increasing the learning resources and learning media right from the book and from the environment. Learners should be given a lot of experience, especially to prove that what he learned during this past relevant books, namely one through observation on site and museum. Through the utilization of alternative sources such as these will then be built understanding to students who not only understood through books but also to develop and have ideas of observations from historical sites and museums site- visually.

Pejelasan above is also confirmed by a high school teacher who said that the activities of the teaching of history is not only done in the classroom, but can also be done outside the classroom, for example a visit to the place where the historical, museum, or to a laboratory. Special subjects necessary history teaching and learning activities conducted outside the school to make it more attractive. Moreover, the history lesson expected nor evidence supports. Such evidence can be interpreted as the traces of his legacy, such as objects, buildings, letters, photographs, and recording sites. If listening and observing syllabus used by history teachers at SMAN 1 Tegaldlimo, seems not indicate the integration of heritage Netherlands and Japan in District Tegaldlimo on aspects of the curriculum syllabus of learning resources in 2013 (K13). Therefore, the need to integrate legacy of Dutch and Japanese history in the District Tegaldlimo by adjusting the determination of basic competence and relevance to core competence. To prove their relevance between Dutch and Japanese historical relics in the District Tegaldlimo with school materials is by matching the potential of heritage Netherlands and Japan at the District Tegaldlimo with curriculum or syllabus.

From the observation of the Basic Competency (KD) specified in the syllabus analysis of high school history curriculum in 2013 was at KD 3.5 is "Analyzing the nature of the occupation and the response of the Indonesian nation". and KD 3:10 namely "Analyzing strategies and forms of struggle of Indonesia in an effort to maintain its independence from the threat of the Allies and the Netherlands". Basic competency determination (KD) 3.5 and 3:10 to consider linkages between basic competencies (KD) and also with the subject matter. It is intended to make it easier to analyze the selection of instructional materials in accordance with the learning objectives and expectations of the success of learners in the following study. The analysis of Competency (KD) in the utilization of heritage Netherlands and Japan in District Tegaldlimo as learning resources on the specific history syllabus is on the attachment syllabus.

5.0 CLOSING

5.1 Conclusion

Based on the results of research and discussion on the issues discussed by researchers, delivered some conclusions as follows: a) There are three historical relics the Netherlands in District Tegaldlimo include Dam Dam Limo, railways lorries and monuments Koptu Ruswadi. Limo Dam dam located in the hamlet Source Tegaldlimo Luhur village was built in 1934 until 1937 by the Dutch colonial government as a means to irrigate agricultural land in South Banyuwangi. Rail lorry on Alas Purwo indicates District Tegaldlimo used to transport teak and the like, one of which is used to fuel a locomotive when it uses steam from burning wood. Meanwhile, Military Aggression I, which took place in South Banyuwangi exactly on the border village and hamlet Sumbermulyo Sumberluhur Tegaldlimo village or surrounding communities call it by name blombong, led by Koptu Ruswadi. Resistance against the Netherlands by a combined military and surrounding communities Tegaldlimo killed Koptu Ruswadi and many troops he leads and to appreciate the sacrifice and service Koptu Ruswadi for to sustain the region South Banyuwangi of Dutch troops by the District Government Tegaldlimo monument was built Koptu Ruswadi and name Koptu Ruswadi be the name the street in front of the district office to southern Tegaldlimo, b) Japan Remains in District Tegaldlimo found in Resort Sembulungan National Park Alas purwo form of bunkers, water tank (reservoir), Japanese cannons and the cave which is a legacy of Japan during World War II, or commonly referred to as the Greater East Asia War where Japanese forces against the Allies during the period 1943-1945. The discovery of artefacts indicates that sembulungan is a strategic area for reconnaissance and defence of Japan at the time, c) Dutch heritage and Japan is one of the archaeological resources that can be used as educational history and which can travel into new destinations in District Tegaldlimo Banyuwangi. Besides Dutch and Japanese heritage can be utilized as a source of learning history in SMAN 1 Tegaldlimo are integrated into the syllabus, and d) Curriculum 2013 (K13) at class XI in accordance with the Basic Competency (KD) and the subject matter.

5.1 Suggestion

a) To the history teacher's attention to the potential for archaeological resources contained in the school environment mainly by the Dutch and the Japanese as a source of learners, so that learners are expected to make sense in the teaching and learning activities, and b) To society

in Banyuwangi primarily located The District Tegaldlimo to care for, maintain and preserve the historical heritage, one with no action doodle or vandalism.

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