Using Virtual Museum Tours as a Post-Pandemic Historical Blended Learning Medium

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Abstract: Post-pandemic learning no longer uses conventional or face-to-face learning processes, but the learning process is in the form of mixing conventional learning processes with network-based learning or called blended learning. Virtual Tour (or also called panoramic Tour) is a simulation of a place that exists. History learning using virtual media during this pandemic is very effective in shaping students' historical understanding. The virtual museum tour is a new breath in post-pandemic history learning; this is because the virtual museum tour has various advantages. Using virtual media, museum tours can present data at various scales and display images from various points of view, such as pictures of traditional houses or other collections. In addition, the virtual museum tour can also be used as a pre-study and review activity before students visit the museum directly.

Keywords: Blended learning, virtual tour museum, post-pandemic history learning

Introduction

Society, nation, and state in today's modern life, education is the most important and much-needed part of the formation of humans who are superior to previous generations; education is also needed to prepare humans to face the challenges that exist in life. In-Law no. 20 of 2003 concerning the National Education System, it is stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character and the skills they need.

Along with the outbreak of the covid-19 pandemic, which has paralyzed many sectors of human life, including the field of education, the world of education has improved a lot, one of which is by carrying out the learning process by utilizing sophistication in the field of technology and internet networks or called online learning. This is an innovation in education that is intended to keep the learning and learning process going even during a pandemic.

Innovation in the world of education during a pandemic can be used as an essential capital so that learning in the post-pandemic period can run better, one of which is that teachers can combine conventional learning with online learning or often called blended / According to Lynn (in Arifin, 2017) defines that blended learning is often called hybrid learning is a learning model by combining e-learning-based learning methods with face-to-face learning methods. So that with blended learning, students can choose their learning model; that is, they can learn face-to-face or learn to use a network.

Innovation is an essential key for the success of the learning process in the post-pandemic period, including in history learning. Because the history learning process that only relies on memory and memorization today will not be of interest to students because it feels boring, this innovation in history learning can be applied in the form of selecting new, contemporary learning media that can arouse students' interest in learning. One of them is to use a virtual tour of the museum in blended learning history.

Virtual Tour (or also called panoramic Tour) is a simulation of a place that exists. In comparison, the museum is one source of learning history that can provide a different learning experience for students (Wibowo, 2020) because students will be presented with exciting collections of historical objects so that

studying with museums will attract students' interest in learning history. So that the Virtual Tour of the museum is a form of reality from the existing museum, which is presented virtually. Using a virtual museum tour can bring the museum into the classroom so that the history learning process is more exciting and can provide a direct history learning experience for students.

Methods

This research uses the library study method or literature research. In this case, the data and information in the study come from the literature collected by researchers, such as books, previous research articles. According to Mirzaqon and Purwoko (2017), in library research, data or information in research is collected through various existing references related to research such as books, documents, articles, or similar research results that have been carried out previously to obtain patterns or theories about what will be studied (Mirzaqon & Purwoko, 2017). Because this study aims to examine the use of virtual museum tours in history learning, researchers collected various sources or information related to the use of virtual museum tours in history learning.

Findings and Discussion

Virtual Tour Museum. The development of technology and information today brings enormous changes in all areas of life and cannot be separated from education. Technology can be used as a supporting tool in the learning process, including in post-pandemic history learning. In post-pandemic history learning, teachers must be able to take advantage of advances and developments in technology; this is intended so that the ongoing history learning process can be even more interesting; one form of utilization is by using technology as a historical learning medium.

The success in the educational process of transferring knowledge in learning is influenced by several supporting factors. One of which is the teacher's accuracy in choosing methods and media learning (Arifin, 2021; Tasbihah & Suprijono, 2021). Media in a narrow sense means components of materials and tools in the learning system; in a broad sense, it means maximum utilization of all system components and learning resources to achieve learning objectives (Miftah, 2013).

The research conducted by Anis, Arifin, et al. (2021) showed that there was a decrease in student history learning outcomes caused by the unfamiliarity of students learning online, lack of interaction in the learning process, and online history learning, which was felt to be boring because of the learning media used less attractive. One of the exciting media that history teachers can use to provoke students' interest in learning history is by using virtual museum tours.

A virtual tour (or also called a panoramic tour) is a simulation of a place that exists, usually consisting of a collection of 360 panoramic photos, a collection of images connected by hyperlinks, or videos, can also use other multimedia elements such as sound effects, music, narration, and writing (Yuliana & Lisdianto, 2017). Museums are a source of historical learning that can provide a different learning experience for students (Wibowo, 2020).

The virtual museum tour is a new breath in post-pandemic history learning; this is because the virtual museum tour has various advantages. While the virtual museum tour is a simulation of a museum built by utilizing multimedia components in the form of images, videos, and animations by applying the concept of virtual reality (Chistin, 2017). The results of research from Wibowo et. al. (2020) state that the advantage of using virtual museum tour media in history learning is that using virtual museum tour media can present data at various scales and display images from various points of view, such as pictures of traditional houses or other collections. In addition, virtual museum tours can also be used as pre-study and review activities before students visit the museum directly.

Historical learning has been less attractive to students because the learning is monotonous, tends to be rote, and lacks learning experience, which can be overcome by utilizing virtual museum tours. The results of research conducted by Syarifudin et. al. (2017) using virtual museum tours in history learning, history learning is more interesting because students are presented with pictures from existing historical relics, in addition to using virtual museum tours can provide a direct learning experience for students.

In applying history learning by using virtual museum tour media, several things must be considered. According to Stoddard (in Wibowo et. al., 2020) suggests things that need to be considered in conducting a virtual museum tour, namely:

1. The Virtual Tour of the museum must be adjusted to the learning outcomes in the curriculum, and it is necessary to arrange the time to fit the curriculum.
2. The need for collaboration between teachers, the museum so that the learning process is more planned.

Based on the results of the studies above, the use of virtual museum tour media in history learning has various advantages, such as the availability of large amounts of data from museum collections, ease of accessing virtual museums, and using virtual museum tours can also provide a direct learning experience for students so that students can observe the collections of historical relics in the museum collections directly. By using a virtual museum tour in history learning, blended learning will make learning more fun and eliminate boredom because students will be presented with historical relics from museum collections.

In addition to advantages, there are also weaknesses or shortcomings in learning history using virtual museum tours. This museum virtual tour media can only be used in areas with adequate internet network availability. In addition, in the blended learning process using virtual museum media, this Tour cannot be carried out for a long time because students at the age of 12 years and above study virtual-only 2 hours a day at most. Because if it is too long, it will cause health problems, such as eye disorders. Therefore, in the process of setting the time in learning history using a virtual tour of the museum, it is essential.

a. Blended Learning

Post-pandemic learning, as it is now, is no longer using conventional or face-to-face learning processes. However, the learning process is mixing conventional learning processes with network-based learning or called blended learning. Blended learning is a combination or combination of conventional learning (synchronous) with internet-based learning (asynchronous) or other elements to achieve the objectives of the learning process (Indra, 2010; Arifin, 2017). According to Sutisna and Vonti (2020). Hybrid learning is essential to facilitate learning more effectively, efficiently, and appealingly for students since it is related to technology (Sutisna & Vonti, 2020). Based on this opinion, blended learning is a learning model that combines conventional learning with

learning using networks. In the blended learning process of history learning, history teachers must be able to master the progress of existing technological developments.

Blended learning is a new learning model for history teachers in Indonesia, wherein the hybrid learning process is not simple to combine physical and virtual learning. According to Yu (2015), blended or hybrid learning is a learning model integrated with various important factors, such as learning environment factors. These learning factors include (motivation, satisfaction, decisions, and frustrations of students and teachers) (Yu, 2015).

Based on Zonggen's opinion, the application of the blended learning history learning process is not easy because blended learning is a new style of learning model, therefore in the blended learning process, the history teacher must master pedagogy, especially creative pedagogy so that the blended learning process can be applied. According to Supriatna and Maulidah (2020), creative pedagogy is a form of planning, organizing activities in the imaginative and innovative teaching and learning process in the curriculum with learning strategies in or classrooms for the development of student creativity. Planning in the blended learning process is essential so that the blended history learning process can attract students' interest in learning; besides, the selection of the right learning media is also essential.

b. Post-pandemic History Lessons
The existence of the COVID-19 pandemic, which has brought many negative impacts in the field of life, it turns out that this Covid-19 pandemic has brought many positive impacts. One of the positive impacts is the use of technology and networks in education, which was previously rarely used. Referring to the opinion of Wahyuningsih (2021) that in the post-pandemic learning process, teachers must have the ability to master technology, and schools must also have learning applications to facilitate students to learn. This is an essential capital in implementing post-pandemic history learning.

In the post-pandemic history learning process, the innovation and creativity of the teacher will determine the success of the ongoing history learning process. History teachers should be more open to the progress

of the times. Innovation in learning can be done by combining conventional or face-to-face learning models with learning models that involve technology and networks in learning.

The conventional learning model does have various advantages, one of which is that interaction and communication in the learning process are easier to use, in contrast to the online learning process where online learning must require a stable internet network connection so that the process of interaction and communication in learning can be carried out. Although online learning has various weaknesses, the post-pandemic history learning process should no longer be done conventionally, given the limited number of students in the conventional learning process. However, history teachers must be able to organize a blended learning process or a mixture of conventional learning. With online learning.

With the use of blended learning models, the learning process becomes flexible; students can choose their way of learning, that is, they can learn face-to-face and learn online. Thus, the history learning process is obtained in classrooms, but the learning process can be carried out anywhere; this follows the essence of independent learning promoted by the government. Furthermore, besides being innovative, in post-pandemic history learning, history teachers must also have high creativity. Creativity is helpful so that the learning process that takes place does not cause boredom in students.

The innovative power of history teachers can be in selecting more contemporary learning media that can support the blended learning process of history learning to make it more enjoyable. There are many learning media that history teachers can use to support blended learning history learning, teachers can use video content on YouTube, besides history teachers can also use virtual museum tour media in history learning, the use of this virtual museum tour is intended to boost student interest, so that post-pandemic history learning can still instill historical understanding and awareness of students.

Conclusion and Recommendations

The COVID-19 pandemic has not only had a negative impact in various areas of life, but the COVID-19 pandemic has also had a positive impact, one of

which is in the field of education. With this pandemic, the world of education is starting to improve by using technology in the learning process; this is an essential capital in implementing post-pandemic learning later. In the post-pandemic learning process, history teachers must have innovative power; this innovative power is in the form of choosing a blended learning model or mixing conventional learning with online learning because this conventional learning process will be less effective to implement, given the limited number of students in the learning process. In blended learning, the history teacher must be creative; creativity can be in choosing learning media because using the suitable media will make students more interested in learning. Media that can be used in blended learning is by using a virtual museum tour. A virtual tour museum is a simulation of a museum built by utilizing multimedia components in the form of images, videos, and animations by applying the concept of virtual reality. By using the virtual museum tour media, students can virtually see and observe the collections of historical objects in the museum. The ongoing learning process can provide a direct learning experience for students, and learning is also more contextual; besides, the virtual museum is very easily accessible. This can make students able to learn anywhere and anytime so that independent learning can be carried out.

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