

**PEMANFAATAN WARISAN KEDATUAN SRIWIJAYA
SEBAGAI SUMBER PEMBELAJARAN
UTILIZATION OF INHERITANCE OF SRIWIJAYA KEDATUAN
AS THE LEARNING RESOURCES**

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Abstract

Sriwijaya Kadatuan founded by Dapunta Hiyang Sri Janayasa in 682 had been widely developed and later became as one the famous maritime kingdom in the history. Most of the people lived from sailing and trading. This fact was closely related to the availability of ample natural resources they used for trading commodities. Sumatra had been a well-known place for trading goods based on forest and mining products, as well as other natural resources. Having these wealthy commodities, many foreigners from overseas countries such as Arab, Persian, Indian, and Chinese, had been deliberately come to visit Sriwijaya for trading. The existence of Sriwijaya in Sumatera along with its rich natural resources and its vital position in regional trading had triggered the place turn out into the prominent kingdom. During 8-12 century, this kedatuan had controlled over Melaka strait; a main sailing and trading channels during the period. Moreover, Kadatuan Sriwijaya presumably had taken control over the western sea of archipelago. Although the existence of Sriwijaya have been widely known, in actual fact, most of the people have not yet well informed about its preeminence in the past. This is because a number of valuable information still tied up. The similar circumstances in educational setting, inadequate information about Sriwijaya have an effect on the children's understanding and perception on glorious and great values of our nation in the past. Even if there were some accessible information, but they were only scrappy and extraneous historiographies. As the consequences, a number of important aspects for the historical information have faded away that brought about barriers to the children in appreciating the historical inheritances from the past. Considering the important of recognizing the historical inheritances for our national living, there should be an adequate knowledge and understanding on the historical inheritance to be passed on to children since the early beginning. So, the utilization of historical inheritance as the learning resources in education becomes a need and a necessity. Therefore, the process for digging great values from the past prominent could be used in more appropriate and meaningful for the purpose of nowadays and future needs

Keywords: *Kedatuan Sriwijaya; Sriwijaya Legacy; Learning Sources*

Abstrak. Kadatuan Sriwijaya yang didirikan oleh Dapunta Hiyang Sri Janayasa pada 682 telah banyak dikembangkan dan kemudian menjadi salah satu kerajaan maritim yang terkenal dalam sejarah. Sebagian besar orang hidup dari berlayar dan perdagangan. Fakta ini terkait erat dengan tersedianya sumber daya alam yang cukup banyak yang mereka gunakan untuk berdagang komoditas. Sumatera telah menjadi tempat yang terkenal untuk perdagangan barang berdasarkan hutan dan produk pertambangan, serta sumber daya alam lainnya. Memiliki komoditas kaya ini, banyak orang asing dari luar negeri seperti Arab, Persia, India, dan Cina, telah sengaja datang untuk mengunjungi Sriwijaya untuk perdagangan. Keberadaan Sriwijaya di Sumatera bersama dengan sumber daya alamnya yang kaya dan posisinya yang vital dalam perdagangan daerah telah memicu tempat itu

berubah menjadi kerajaan terkemuka. Selama 8-12 abad, Kadatuan ini telah menguasai Selat Melaka; jalur utama berlayar dan perdagangan selama periode tersebut. Selain itu, Kadatuan Sriwijaya kemungkinan telah mengambil kendali atas laut Barat Nusantara. Meskipun keberadaan Sriwijaya telah dikenal luas, dalam kenyataannya, sebagian besar orang belum mendapat informasi tentang keunggulan di masa lalu. Hal ini karena sejumlah informasi berharga masih diikat. Kondisi yang sama dalam pengaturan pendidikan, informasi yang tidak memadai mengenai Sriwijaya memiliki dampak pada pemahaman dan persepsi anak atas nilai-nilai yang mulia dan besar bagi bangsa kita di masa lampau. Bahkan jika ada beberapa informasi yang dapat diakses, tetapi mereka hanyalah historiografi yang berlebihan dan asing. Sebagai konsekuensinya, sejumlah aspek penting untuk informasi sejarah telah memudar yang membawa hambatan bagi anak dalam menghargai warisan sejarah dari masa lalu. Mengingat pentingnya mengenali warisan sejarah untuk hidup nasional kita, harus ada pengetahuan yang memadai dan pemahaman tentang warisan sejarah untuk diteruskan kepada anak sejak awal. Jadi, pemanfaatan warisan sejarah sebagai sumber belajar di bidang pendidikan menjadi kebutuhan dan kebutuhan. Oleh karena itu, proses menggali nilai yang besar dari masa lalu dapat digunakan secara lebih tepat dan bermakna untuk keperluan saat ini dan kebutuhan masa depan

Kata kunci: Kadatuan Sriwijaya; Warisan Sriwijaya; Sumber belajar

1. Introduction

*... with happiness. On the fifth day of
Asadha moon
quickly and joyfully came to make wanua
Sriwijaya. win, success journey and be-
come prosperous always*

That's a part of the content in Prasasti Kedukan Bukit that found in the village of Kedukan Bukit, Palembang in 1920. Inscription Kedukan Bukit is the oldest inscription ever found in Indonesia. Even in this inscription is existed three dates in one angka in 682 Masehi. Although the inscription is a short one, but it presented a solid and important information for history. The inscription depicted a journey of Dapunta Hiyang Sri Jayanasa who founded a wanua (village) called Sriwijaya. The village developed fast and became a big empire in form of Kadatuan, that is Kadatuan Sriwijaya. Based on documents written by Chinese merchants and voyagers, Sriwijaya is located in Palembang

area known by the name of Shih-li-fo-tsi, San-fo-tsi, or Po-lin-fong. Meanwhile from the Arabic documents, Sriwijaya is known as Zabag/Zabay or Sribuza (Boechari, 1989).

Palembang is located in a plain aluvial of Musi river sediment, surrounded by a dense tropical rain forest. Some of the area consisted of marshes with some small rivers flow to Musi, for example Sungai Lambidaro, Keduk Riveran, Sekanak River, Bajas River, Lawang River Kidul, Buah River, and Sungai Tengkuruk. Despitefully, Palembang is also flowed by big rivers that come from Mountain range hinterland, that is Sungai Komerling, Ogan River and Sungai Kramasan. Third great river is referred [as] have the estuary in Sungai Musi and is of vital importance water traffic-lane to [go] to hinterland (Utomo, 2008).

The location that strategic at intersection of sea transport traffic-lane and commerce, has made Palembang as one of like fun trad-

ing port in a period of Sriwijaya. As (the) life country from commerce of course not get out of nature resources that can become commerce commodity. As the same manner as known that Sumatera is since long time recognized rich in its nature resources that overflow as [the] commerce commodity, that is have the shape of forest result, mining products, and land product. Because noted for its trade commodity then foreign merchantmen from outside Nusantara a lot come to Swarnabhumi to trade, for example merchantmen from Arab, Persian, India, and China. Trading Activity that growing multitude has made Kadatuan Sriwijaya growing larger and strong. At this Masehi Kadatuan 8-12th century range of time even had succeeded controlled Selat Melaka which at that moment is band of sea transport traffic and commerce that multitude (Marsden, 1966).

2. Writing Method

The research method that authors use is a qualitative research method. As for the phase of qualitative research method The authors do this includes methods of collecting data both through the study of the literature and the results of the research from the area of Palembang Archaeological Hall as a learning resource. Furthermore, analysis, and interpretation of data, then from the valid data is made learning media to be used as a learning in the classroom.

3. Discussion

3.1. Palembang: Commercial city and Buddhism Centre of Studies

Founding Kadatuan Sriwijaya in Palembang

area that layed in strategic position, that is at daerah meeting Sungai Musi with Kramasan and Ogan, seems is one of factor that push Kadatuan is referred [as] then become a big empire. On the way its history, dwelling that bernama Sriwijaya that old too long grow and expand become a river port city. According to some river port experts referred [as] even have the pattern international, already for centuries the duration people with nation background and culture, color of leather and religion confidence that different each other bermeeting in this port. Base history note that till to us and also cultural remains, noted trader from Arab, Parsi, India, Chinese, Japan, and last Europe (UK and Netherlands) come trade in Palembang. Base that then it is not a wonder if at situs-situs archaeology in Palembang area found objects that come from various of regions, either from Asian area, Mid-east, and also Europe (Utomo, 2008) .

As a port city that have the pattern international it is of course trade commodity not only come from in, however also various of trade commodities that come from outside. Trade Commodity that come from outside Sriwijaya for example have the shape of ceramic, parfume, bead, etc. Whereas trade commodity that come from Sriwiglorious for example have the shape of incense, camphor, resin, peppercorn, gold, silver, etc. Some trade commodities are referred [as] not all come from Palembang area, however among others delivered from other area, for example camphor is delivered from area Barus in north sumatra, gold is delivered from Bengkulu area, etc.

Beside known as trade city, at era Sriwijaya Palembang is also known as instruction center agama Buddha for Asian area. That thing for example relied on behow much/many China source that mention that in Sriwijaya existed religion college Buddha. Source from China referred [as] for example loaded in its book I-tsing that entitle *T'ang si-yu-ku-fa-kao-sheng-chuan* (= Biography of glory priests from T'ang that mengteach in India) that written in 688-695 report on (Takakusu, 1896):

“In capital of Sriwijaya that encircled fortress, there is more a thousand people bhiksu Buddha; altogether assiduous men pour its attention to pengetahuan religion and practice teaching Buddha. Mereka conducts research and study existing science/knowledge at that time, not differ from in Madhyadesa in India. Ceremony and religion regulation in both that place same. By karena that bhiksu-bhiksu China that want to go to India to study religion and memread genuiness texts, better stay in Sriwijaya ahead during two or three month. There menexperience practice before go to India. Moreover there there is bhiksu Buddha that celebrated and has explored five countries in India to add its science/knowledge, called Sakyakirti”

Existence wihara and dormitory of priests Buddha in city Sriwijaya maybe can be traced the rest at situs-situs archaeology that existed beside east Palembang city. That Guideline is found in Situs Lemahelder brother and Situs Gedingsuro. In both this location found a large amount of arca Buddha and Bodhisattwa in size that small (8-10

cm). Arca bronze and sometime endued this gold, usual ditempatkan in a wihara or residence [of] dormitory priests. In other hand found also stupika that made of clay materials that in its interior existed clay tablet with supertitous formulas article Buddha. Ekskavation that conducted in 1973 in Situs Lemahabang succeed find more than 400 units stupika clay, beside an arca Bodhisattwa Awalokiteswara (Bronson & Jan Wiseman, 1976). Clay tablets is referred [as] there is that show articles in letter pre-Nagari that its contents in general show about teachings of Buddha (dharmma text). Based of Langgam art arca and article form at clay tablet show pertanggalan about/around Masehi 7-10th century. This objects usual placed in komplek wihara and dormitory. With what materials building wihara and this dormitory are made, have not yet can be known categorically. If that buildings is made of brick, of course still leave remainsits. Brick Finding in Situs Lamahabang there is no. With tobecoming can be anticipated that wihara or dormitory that exist in area of around Lemahabang that made of wood materials that not leave the rest. Some tingsgalan related to culture religion Buddha in Palembang for example is found in Bukit Siguntang forceps, Sarangwaty, and Gedingsuro (Utomo, 2013:74—76) .

3.2. Sriwijaya Legacy as Learning Sources

Sriwijaya was first built on a marshy area at the aluvial plain of Musi river, eventhough it is very strategic because it is located in the intersection of three great riv-

ers. With its rich natural resources and environment, Sriwijaya then developed into a big empire with an international trading port and have ever become the center for Buddhist study in Asia (Utomo, 2008).

It was not easy to build a city on marshy area. Although rich in forest goods, in marshy area some raw materials are rarely found, such as stone to make building foundation etc. But it did not become a constraint for Dapunta Hyang Sri Jayanasa to build Sriwijaya wanua (village). Moreover, choosing sea transport and trade as its main activity have brought Sriwijaya into a big trading city. It showed us that in the past our ancestors have wisely exploited the environment for their needs.

Some informations about Sriwijaya seem have not been comprehended properly by younger generation nowadays. It is partly because the dissemination of information on Sriwijaya have not yet reached the society and academic communities. Many important aspects of the past often considered merely as story passed from generation to generation. There are many relics inherited by the Kingdom of Sriwijaya, among others, inscriptions, temples, statues, etc. To give meaning and to utilize the remains of the past, the information about the past should be processed to become learning sources, in order to be understood and easy to be comprehended by the society. Furthermore, the learning sources could be passed in the form of various learning media, for academic importance as well as the society. Those learning sources are expected to be able to sharpen the knowledge and understanding of im-

portant aspects from the past legacy to be used in the present and the future (Kulke, 1985).

Learning as a process is a system compatible with other components that interacts within it. One of those components is the learning sources. Learning sources is none other than the resources that could be exploited to be used for learning importance, directly or indirectly, a part or as a whole (Sanjaya, 2013: 228).

Learning sources in narrow context, in example are: books or other printed materials. That context is still in use by most of teachers at present. For example, the component of learning sources within the teaching programme compiled by teachers in general will be filled with textbook or other suggested books. In broader context, Edgar Dale stated that experiences are learning sources as well. Learning sources in this context have a very wide meaning, as wide as life itself, because everything we have experienced could be considered as learning source as long as it brings an experience that made us learn something. Basically, learning is a process of changing behaviour towards a more perfect direction according to a certain goal formulated before. Experience that become learning source could be classified into certain stages in the form of experience pyramid, from the concrete to the abstract stages (Sanjaya, 2013:230).

3.3. Implementation The history of Sriwijaya Legacy Learning as a learning Resource

The implementation of historical learning

in the 2013 curriculum with the use of the historical relics of Sriwijaya Kingdom as a learning resource in the curriculum 2013 must be adjusted with core competencies and basic competencies contained in the syllabus. 2013 curriculum compiled systematically in the Learning implementation plan (Helmawati, 2019:32—33).

The implementation of the learning with the use of the historical relics of Sriwijaya Kingdom is conducted observations directly in the X class of social sciences at the time of the historical study carried out by the history teacher with the material "analyzing the characteristics of people's life, government and culture in the time of Hindu-Buddhist kingdoms in Indonesia and showing examples of evidence that is still valid in people's lives" (Sanjaya, 2013: 118).

The teacher starting the class with greetings, ask the students to arrange the room according to the groups that have been shared before, teachers grant the student according to the absence at the teacher's desk, read the prayer before opening Lessons, convey the learning objectives, convey material coverage and description of the activity in accordance with the Learning Plan, prepare the teaching materials and each student in the group in regard to the explanation Teacher's initial delivered. After the classroom management preparation, the teacher begins the lesson by showing a theme structured with learning objectives (Yaumi, 2013: 241-242).

The preparation of the theme of learning in historical subjects in accordance with the basic competencies, "analyzing the charac-

teristics of people's lives, governments and cultures in the era of Hindu-Buddhist kingdoms in Indonesia and show examples Evidence that still applies to the lives of today's Indonesian society. "Using the theme of the teacher brought students in the reception to try to analyze the development of Hindu-Buddhist religion in Nusantara (Yaumi, 2013: 118—119).

After the initial activity was carried out, then entered into core activities. The core activity of the teacher divides the learning materials that have been compiled systematically by the teachers about the benefits and usefulness of the historical relics of Sriwijaya kingdom in the 2013 curriculum. In this activity the teacher asked to observe the benefits and usefulness of the history of Sriwijaya kingdom in social life in the society today. The student observing activities observe the historical relics of Sriwijaya kingdom which are stored in Sriwijaya Kingdom Museum and Balaputeradewa Museum Helmawati, 2019: 94—99).

In the learning activity, the students are very active in asking and expressed his opinion on "the benefits and uses of the relics of the history of Sriwijaya kingdom for its social life"

After the Questions and Answers activity, proceed with the trying activity. In this activity, students try to ask information about the Legacy of Sriwijaya Kingdom and also students expressed his opinion (Helmawati, 2019: 215).

The concluding activities, teacher gave the student reflections also several questions to remind back of learning materials. After

that some learners give his opinion to conclude and make a good reflection.

4. Closing

In its development, learning sources consisted of: First, Learning resources by design that is the learning resources made to help the learning process, such as book, brochures, film, video, tape, slides, OHP, etc. Second, learning more easy to someone, in the form of various things around us, such as market place, shops, museums, prominent persons, experts, etc.

Various learning sources then would be changed into learning media inside a class or within a learning activity. Yusufhadi Miarso stated that learning media is everything that could be used to disseminate message and could drive the mind, feeling, as well as the attention and willingness of a student that could cause a designed learning process, with a goal as well as controlled.

In the era of global information system nowadays, and the limited space and time, teachers are expected to bring up various learning sources through media. In example, it is impossible to bring a temple or monument into a class, but it could be visualized through a temple miniature, film, picture, or photograph.

The utilization of archaeological remains as a learning sources could increase the society appreciation towards the archaeological remains itself. A better understanding towards the the experience of the past could be used and practised in the present as well as the future through the learning process.

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