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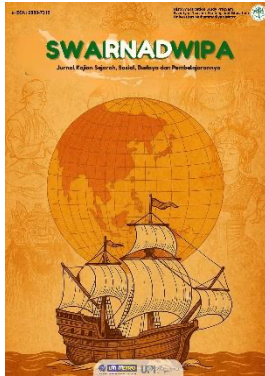
## Analyzing the Potential of the Doctor's House (Dokterswoning) in Metro City as a Local-Based History Learning Resource in Lampung

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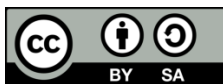


### Abstract

This study aims to analyze the potential of the Doctor's House (dokterswoning) in Metro City as a source of history learning in Lampung. The research employed a qualitative approach with a case study design conducted at the Rumah Informasi Sejarah (RIS) of Metro City. The research subjects included history teachers, students, and RIS managers selected through purposive sampling. Data were collected through observation, in-depth interviews, and documentation, while data analysis used an interactive model consisting of data reduction, data display, and conclusion drawing. The findings reveal that the dokterswoning possesses significant historical and architectural value as a learning resource, as it represents Dutch colonial policies and serves as an authentic physical evidence of the past. Its utilization in history learning creates contextual and meaningful learning experiences, enhances students' historical thinking skills, and fosters historical awareness as well as appreciation toward cultural heritage. However, its implementation remains suboptimal due to limited teacher competence, the dominance of conventional teaching methods, and the lack of integration into instructional planning. Therefore, innovation in developing local history-based learning models and improving teachers' competencies are necessary to optimize the use of dokterswoning as a contextual and meaningful history learning resource.

**Keywords:** Dokterswoning, Local History, History Learning, Cultural Heritage

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### INTRODUCTION

History learning has a strategic role in shaping students' historical consciousness, identity, and character. In the context of 21st-century education, history learning is no longer merely oriented toward memorizing facts, but emphasizes critical, reflective, and contextual thinking about past events. Therefore, innovation in utilizing more authentic and contextual learning resources is needed to make history learning more meaningful. This is in line with the view of Keith C. Barton and Linda S. Levstik (2008), who argue that history education should encourage students to think critically about the past and connect it to present-day life.

Local history has great potential to bring students closer to the historical realities surrounding them. Through the use of local historical sources, students can understand the relationship between past events and current socio-cultural conditions. In addition, local history-based learning can foster a sense of belonging toward cultural heritage and

strengthen local identity. This is consistent with Aman (2011), who emphasizes that local history plays an important role in building historical awareness due to its closeness to students' daily lives.

One form of local historical source with high educational value is cultural heritage buildings. These buildings not only function as physical remnants of the past but also serve as media for understanding the social, political, and cultural dynamics of a society. In this context, historical buildings can function as "living laboratories" that provide direct learning experiences for students. As stated by Koentjaraningrat (2009), physical cultural heritage plays an important role in transmitting cultural values and identity. Furthermore, heritage buildings can also be understood as "guardians of collective memory" that represent the historical journey of a community (Ashworth, Graham, & Tunbridge, 2007).

In Lampung Province, particularly in Metro City, there are various colonial-era heritage buildings with high historical value. One of these is the Doctor's House, known as dokterswoning. This building is an important historical witness to the development of Metro City, especially during the Dutch colonial period. The Doctor's House was built around 1939 and completed in 1940 as the residence of the first colonial doctor in Metro (Amboro & Bambang, 2020). Its existence is closely related to the Dutch colonial policy of colonization, which aimed to develop Lampung as a new settlement area (Amboro et al., 2018).

The Doctor's House (dokterswoning) has significant historical value because it is directly related to health services, colonization, and social development during that period. Moreover, the building represents the colonial social structure, reflecting the division of roles and functions within colonial society. From a social history perspective, colonial buildings often reflect social stratification and power relations of their time (Gottschalk, 1986). Over time, the Doctor's House has been designated as a cultural heritage site by the Cultural Heritage Preservation Agency (BPCB) Serang in 2015 (Tim Ahli Cagar Budaya Kota Metro, 2020). This designation indicates that the building holds important value that must be preserved and utilized, including for educational purposes.

Furthermore, the Doctor's House has now been transformed into the Rumah Informasi Sejarah (RIS) of Metro City, which provides historical information to the public. This transformation has turned the dokterswoning from a static object into an interactive and informative educational space. Visitors can gain a deeper understanding of Metro City's history through various media presented within the building. This demonstrates the transformation of heritage buildings into dynamic and contextual learning resources.

The potential of the Doctor's House as a learning resource is further strengthened by contextual learning approaches that emphasize students' direct engagement with their learning environment. According to Elaine B. Johnson (2002), contextual learning enables students to connect academic content with real-life situations, making learning more meaningful. Thus, studying the dokterswoning can serve as a reflective medium for students to understand changes from the past to the present.

In addition, within the context of educational curricula, the use of local historical sources such as the dokterswoning aligns with curriculum demands that provide opportunities for teachers to develop learning based on local potential. Teachers are expected to integrate relevant learning resources to create more engaging and meaningful learning experiences. This is also supported by Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia (2022), which emphasizes the importance of contextual and locally based learning in the implementation of the Merdeka Curriculum.

Despite its significant potential, the utilization of the Doctor's House as a history learning resource in schools remains suboptimal. History learning is still largely dominated by textbook-based instruction and lecture methods, which provide limited contextual and meaningful learning experiences (Wineburg, 2001). Moreover, there is still limited research

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specifically examining the use of dokterswoning as a history learning resource in Lampung, which hinders its development.

Previous studies have mainly focused on the historical aspects and preservation of heritage buildings, with limited attention to how these sites can be integrated into history teaching practices. In fact, the use of dokterswoning as a learning resource has the potential to enhance the quality of history education, particularly in developing critical thinking, historical awareness, and character values among students (Seixas & Morton, 2013).

Based on the above discussion, there is a gap between the potential of the Doctor's House as a history learning resource and its actual utilization in classroom practice. Therefore, further research is needed to comprehensively examine the potential of the Doctor's House (dokterswoning) in Metro as a source of history learning in Lampung. This study is expected to contribute to the development of more innovative, contextual, and locally based history learning.

Thus, this research has significant urgency in optimizing the use of local historical resources as learning media, while also supporting the preservation of cultural heritage through education. Furthermore, this study is expected to serve as a reference for teachers, researchers, and educational practitioners in developing more meaningful and relevant history learning.

## RESEARCH METHODS

This study employed a qualitative approach with a case study design to comprehensively examine the potential of the Doctor's House (dokterswoning) in Metro City as a history learning resource within a real-life context. This approach was chosen because it enables an in-depth exploration of meanings and values embedded in the studied phenomenon, as emphasized by Robert K. Yin (2018). The research was conducted at the Rumah Informasi Sejarah (RIS) of Metro City, with research subjects consisting of history teachers, students, and RIS managers selected purposively based on their involvement and knowledge (Matthew B. Miles, A. Michael Huberman, & Johnny Saldaña, 2014). In this study, the researcher acted as the primary instrument (human instrument), directly involved in data collection and analysis, in line with the perspective of Sugiyono (2019). Data were collected through observation, semi-structured in-depth interviews, and documentation to obtain comprehensive information regarding the utilization of the dokterswoning as a history learning resource. The research instruments included observation guidelines, interview protocols, and documentation sheets developed based on the research focus and validated through expert judgment. Data analysis employed the interactive model proposed by Matthew B. Miles and A. Michael Huberman (2014), which involves data reduction, data display, and conclusion drawing conducted iteratively. To ensure the trustworthiness of the data, triangulation of sources and techniques as well as member checking were applied, as suggested by Norman K. Denzin (2017). These procedures ensured that the research findings are credible, valid, and scientifically accountable.

## RESULTS AND DISCUSSION

### Historical and Architectural Potential of the Doctor's House (Dokterswoning)

The Doctor's House (dokterswoning) in Metro City has strong historical potential as a source of history learning, as it directly represents the Dutch colonial policies implemented in Lampung in the early 20th century. Based on research findings, the building functioned not only as a residence for medical personnel but also as part of a structured colonial system designed to support the success of settlement programs. The presence of doctors within colonial areas reflects the colonial government's concern for health as part of its strategy in managing migrant populations. Thus, the dokterswoning

can be understood as an important symbol of colonial social dynamics, illustrating the relationship between power, health, and regional development. This aligns with the view of Louis Gottschalk (1986), who argues that physical historical artifacts provide concrete insights into social structures and patterns of life in the past.

Historically, the construction of the Doctor's House in Metro is closely linked to the colonization program of the 1930s, which aimed to relocate populations from Java to Lampung. In this context, the dokterswoning became an integral part of colonial infrastructure designed to support the daily life of settlers, including the provision of basic healthcare services. Therefore, the building holds not only local historical significance but also contributes to the broader national narrative, particularly in the study of colonization and transmigration in Indonesia. According to Amboro et al. (2018), the development of Metro City cannot be separated from Dutch colonial policies that shaped its social, economic, and spatial structures up to the present day.

From an architectural perspective, the dokterswoning exhibits distinctive characteristics of Dutch colonial architecture adapted to tropical conditions. Observations indicate the presence of architectural elements such as large ventilation openings, high ceilings, and wide verandas that function to improve air circulation and natural lighting. These features reflect the concept of Indies architecture, a synthesis of European architectural styles adapted to the tropical environment of Indonesia. According to Handinoto (2010), colonial architecture in Indonesia evolved through a process of adaptation to climate and local culture, resulting in unique architectural forms distinct from those in Europe.



**Figure 1.** Doterswoning House View

Source: research sources

The spatial layout of the dokterswoning also reflects the social stratification of the colonial period. The clear division between main spaces, service areas, and supporting rooms indicates a hierarchy of functions associated with the occupant's professional status within the colonial system. This reinforces the notion that colonial buildings function not only as residences but also as symbolic representations of power and social order. In this perspective, buildings can be interpreted as "social texts" that embody historical meanings (Ashworth, Graham, & Tunbridge, 2007).

Furthermore, the authenticity of the building that has been well preserved constitutes an important value in its utilization as a history learning resource. This authenticity allows students to gain more concrete learning experiences through direct interaction with historical evidence. In heritage conservation studies, authenticity is a key factor in determining the value of historical sites, as emphasized by UNESCO (2013). Therefore, the dokterswoning has great potential as an experiential learning medium that can enhance students' understanding of historical events.

The historical and architectural potential of the Doctor's House can also be utilized to develop students' historical thinking skills. Through analyzing the building, students can interpret meanings, connect historical contexts, and evaluate changes over time. This is

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in line with the concept of historical thinking proposed by Peter Seixas and Tom Morton (2013), which emphasizes the importance of using authentic sources in history learning to develop analytical and interpretative skills.

In conclusion, the Doctor's House (dokterswoning) is not only a historical relic but also a rich learning resource with significant historical and architectural values. The integration of these aspects into history learning can provide deeper, more contextual, and meaningful learning experiences for students, while also supporting the preservation of local cultural heritage.

#### **Utilization of the Dokterswoning as a Source of History Learning**

The utilization of the Doctor's House (dokterswoning) as a history learning resource demonstrates significant potential in developing contextual, authentic, and student-centered learning. Based on the research findings, the use of the dokterswoning enables students not only to understand historical facts textually but also to construct knowledge through direct interaction with physical evidence of the past. In this context, the dokterswoning functions as a primary historical source that provides experiential learning (learning by experiencing). This is consistent with the view of Sam Wineburg (2001), who emphasizes that deep historical understanding can only be achieved through direct engagement with authentic sources.

The use of the dokterswoning in history learning also strengthens the constructivist approach, in which students actively build their own understanding through meaningful learning experiences. In this setting, teachers are no longer the sole source of information but act as facilitators who guide students in exploring and interpreting historical sources. According to Lev Vygotsky (1978), learning becomes more effective when students are actively involved in the process of knowledge construction through interaction with their social and cultural environment.

Interview findings indicate that students show higher levels of engagement when learning activities involve direct visits to the dokterswoning. This suggests that the use of site-based learning resources can enhance students' motivation and curiosity. This condition aligns with the concept of contextual learning proposed by Elaine B. Johnson (2002), which states that learning becomes more meaningful when students can relate academic content to real-life experiences.

Furthermore, the utilization of the dokterswoning provides opportunities to develop students' historical thinking skills. Through the analysis of the building, students can be trained to identify historical evidence, understand context, interpret meanings, and draw conclusions based on available data. This is in line with the framework developed by Peter Seixas and Tom Morton (2013), which emphasizes the importance of mastering key historical thinking concepts such as evidence, cause and consequence, and historical perspective. Thus, the dokterswoning functions not only as a learning medium but also as a means of developing higher-order thinking skills.

In the context of school implementation, the dokterswoning can be integrated through various innovative learning models, such as project-based learning (PjBL), inquiry-based learning, and field studies. For instance, students can be assigned projects to conduct local historical investigations through direct observation at the site and subsequently produce reports or creative outputs such as documentary videos or mini exhibitions. This approach encourages collaborative, critical, and creative learning. It is also aligned with the policies promoted by Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia (2022), which emphasize project-based and contextual learning within the Merdeka Curriculum framework.

However, the findings also reveal several challenges in utilizing the dokterswoning as a learning resource. One of the main constraints is the limited competence of teachers in developing local resource-based learning. Many teachers still rely on conventional,

textbook-centered methods, resulting in the underutilization of local learning resources. In addition, time constraints and limited access to the site also hinder the implementation of field-based learning.

These challenges indicate that the utilization of local historical resources depends not only on the availability of the site but also on teachers' pedagogical readiness and institutional support. In this regard, training and mentoring programs are needed to help teachers design innovative, locally based learning models. This aligns with the concept of pedagogical content knowledge proposed by Lee S. Shulman (1987), which highlights the importance of integrating subject matter knowledge with appropriate teaching strategies.

Moreover, the utilization of the dokterswoning also encompasses a public history dimension that extends history learning beyond the classroom. By involving students in activities at historical sites, learning occurs not only within the classroom but also in public spaces that carry historical significance. This approach fosters broader and more inclusive learning while promoting collective awareness of the importance of cultural heritage preservation. In this perspective, history learning serves not only as a means of knowledge transmission but also as a medium for identity formation and social awareness, as emphasized by Keith C. Barton and Linda S. Levstik (2008).

In conclusion, the utilization of the Doctor's House (dokterswoning) as a history learning resource holds strategic value in creating more contextual, critical, and meaningful learning. The integration of local historical sources, appropriate pedagogical approaches, and supportive educational policies is essential to optimize this potential. Therefore, collaborative efforts among teachers, schools, and heritage managers are needed to develop innovative and sustainable learning models based on local potential.

### **Implications for History Learning**

The utilization of the Doctor's House (dokterswoning) as a history learning resource has significant implications for transforming learning across pedagogical, cognitive, and affective domains. From a pedagogical perspective, the use of historical sites encourages a shift from teacher-centered to student-centered learning, where students actively construct knowledge through direct experience. Recent studies indicate that local history-based learning enhances student engagement and active participation (Sari et al., 2021; Afwan, 2023). This finding confirms that the use of authentic sources such as the dokterswoning makes learning more contextual and meaningful.

From a cognitive perspective, the utilization of the dokterswoning contributes to the development of historical thinking skills, including analysis, interpretation, and contextual understanding of historical events. Recent research shows that direct engagement with local historical sources can improve students' critical thinking and problem-solving abilities (Rahmawati & Nugroho, 2022). In addition, this approach strengthens historical consciousness, as students are able to connect past events with present-day realities.

From an affective perspective, direct interaction with historical sites fosters an appreciation for cultural heritage and enhances students' sense of nationalism and awareness of historical preservation (Pratama et al., 2024). Experiential learning approaches, such as field visits, have also been proven effective in improving students' conceptual understanding (Wibowo, 2021). In the context of curriculum implementation, the use of the dokterswoning is highly relevant to project-based learning approaches that promote creativity and collaboration among students (Utami et al., 2023), and aligns with the policies of Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia (2022) within the Merdeka Curriculum framework.

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However, the implementation of local resource-based learning still faces several challenges, particularly limited teacher competence and the continued dominance of conventional teaching methods (Setiawan, 2024). Therefore, strengthening teachers' capacities and promoting instructional innovation are necessary to optimize the potential of the dokterswoning. In addition, a public history approach can be further developed to extend history learning into public spaces and enhance students' contextual participation (Nugraha, 2022). Overall, the utilization of the dokterswoning not only enriches learning resources but also promotes more contextual, critical, and meaningful history learning, making it essential to further develop its integration in history education practices.

## CONCLUSION

Based on the findings of this study, the Doctor's House (dokterswoning) in Metro City has significant potential as a local history learning resource in Lampung, both in terms of its historical and architectural values as authentic evidence of the colonial period. Its utilization in history learning is capable of creating more contextual and meaningful learning experiences, while also contributing to the development of students' historical thinking skills, engagement, and awareness of historical and cultural values. However, its implementation remains suboptimal due to limited teacher competence, the dominance of conventional teaching methods, and the lack of integration of local learning resources into instructional planning. Therefore, innovation in developing local history-based learning models, enhancing teachers' capacities, and strengthening institutional support are necessary to optimize the use of the dokterswoning as a contextual, critical, and sustainable history learning medium.

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