

INTISARI

Penelitian ini menganalisis proses pembelajaran pengunjung melalui aktivitas *hands-on* fosil gajah purba di Museum Sangiran Klaster Krikilan dengan menggunakan kerangka *Contextual Model of Learning* (CML). Fokus penelitian yaitu memetakan interaksi taktil dengan fosil autentik dalam membentuk pengalaman belajar pengunjung dalam konteks personal, sosial, dan fisik di lingkungan museum. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Data dikumpulkan melalui observasi partisipatif dan wawancara semi-terstruktur terhadap informan yang dipilih secara purposive, terdiri dari pelajar, mahasiswa, dan pengunjung umum. Data dianalisis berdasarkan tematik serta diinterpretasikan dalam kerangka CML. Hasil menunjukkan bahwa aktivitas *hands-on* berfungsi sebagai pemicu pengalaman belajar kontekstual yang bersifat multisensory dan afektif. Pada konteks personal, interaksi langsung dengan fosil memunculkan respon autentisitas berupa rasa kagum, takjub, dan refleksi historis. Konteks sosial, diskusi antar pengunjung dan interaksi dengan edukator memperkuat proses pembentukan makna. Dalam konteks fisik, desain display dan zona sentuh yang terkontrol dapat membentuk persepsi keaslian dan tetap mempertahankan prinsip konservasi. Temuan ini menegaskan bahwa interaksi objek autentik memiliki potensi lebih besar dalam membangun pembelajaran bermakna dibanding media interaktif non-autentik serta dapat memperkuat hubungan CML dalam konteks museum arkeologi dan paleontologi di Indonesia.

Kata kunci: *hands-on*, fosil, gajah purba, Museum Sangiran, *Contextual Model of Learning*

ABSTRACT

This study examines visitor learning processes through the hands-on activity involving an authentic prehistoric elephant fossil at the Sangiran Early Man Museum, Krikilan Cluster, using the Contextual Model of Learning (CML) as its analytical framework. The research aims to map how tactile interaction with an authentic fossil shapes visitor learning experiences within personal, sociocultural, and physical contexts in a museum environment. A qualitative case study approach was employed. Data were collected through participant observation and semi-structured interviews with selected participants, including students, university students, and general visitors. The data were analyzed using thematic analysis and interpreted through the lens of CML. The findings reveal that the hands-on activity functions as a catalyst for contextual, multisensory, and affective learning. Within the personal context, direct tactile engagement with the fossil generated a sense of authenticity, emotional resonance, and historical reflection. In the sociocultural context, discussions among visitors and interactions with museum educators facilitated collaborative meaning-making. In the physical context, the display design and controlled touch zone reinforced perceptions of authenticity and conservation awareness. The study concludes that interaction with authentic objects provides stronger potential for meaningful learning compared to non-authentic interactive media and supports the applicability of the Contextual Model of Learning in Indonesian paleontological museum settings.

Keywords: hands-on, fossils, Sangiran Museum, Contextual Model of Learning