

Efforts to Increase Archipelago Identity Awareness through Digital Collage Learning for Class XII 8 Students of SMA Negeri 13 Surabaya**Novia Eka Permata Sari¹, Setyo Yanuartuti², Choirunnisa³**Universitas Negeri Surabaya, Indonesia^{1,2}SMA Negeri 13 Surabaya, Indonesia³noviaeps@gmail.com¹, setyoyanuartuti@unesa.ac.id², choirunnisa31.7@gmail.com³**Keywords**

Indonesian Cultural Identity, Digital Collage, Arts and Culture, High School, Innovative Learning

Abstract

In the current era of globalization, many students are experiencing a cultural identity crisis, where they are more likely to appreciate foreign culture than local culture. This phenomenon can be seen among students of SMA Negeri 13 Surabaya, where students' interest in the archipelago's cultural activities tends to be low. This study aims to increase awareness of the archipelago's cultural identity among students of class XII 8 SMA Negeri 13 Surabaya through digital collage learning. The method used is a cultural arts learning approach with the theme of the archipelago which is carried out in two cycles. Each cycle consists of planning, action, observation, and reflection stages. The results showed that students were not only able to complete the task well, but also produce quality collage works. There was a significant increase in students' understanding of the culture of the archipelago, which was reflected in the average pre-test score of 58 to 82 in the post-test. Some students even published their work on social media, indicating an increase in cultural awareness. This research is expected to be a reference for other teachers in developing art and culture learning methods that are more interesting and relevant to modern technology. The conclusion of this research shows that digital collage learning is effective in improving students' understanding of Nusantara culture. Students show active involvement in the learning process, which can be seen from students' activeness in the learning process.

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**INTRODUCTION**

As a cultural arts teacher in class XII 8 of SMA Negeri 13 Surabaya, the researcher found that many students experience an Indonesian identity crisis. Students favor foreign culture over Nusantara culture, which is reflected in their interest in cultural activities and the media they consume. This indicates a lack of awareness of local cultural identity, which should be an integral part of their education (Cleveland et al., 2016).

To overcome this problem, the researcher designed an action in the form of learning cultural arts by making digital collages containing elements of Nusantara culture (Yadav et al., 2020). This approach was chosen because the use of digital techniques is expected to increase students' enthusiasm and interest in cultural arts lessons. Digital collage allows students to express their creativity while deepening their understanding of Nusantara culture.

The purpose of this study is to increase the awareness of cultural identity of the archipelago in students of class XII 8 SMA Negeri 13 Surabaya through digital collage learning, as well as to evaluate the effectiveness of this method and technique in increasing students' interest and engagement in cultural arts learning.

The theory of constructivism is the main foundation in this research, which emphasizes the active role of students in constructing their own understanding (Pande & Bharathi, 2020). Cultural arts learning through digital collage is also related to project-based learning theory, where students engage in a creative process that integrates cultural knowledge with technical skills. In addition, social identity theory is also relevant in understanding how students develop their cultural identity awareness through interaction with local and global cultures.

Constructivism theory is a learning theory that states that knowledge is constructed by individuals through interaction with their environment and experiences, where knowledge is not passively received, but rather actively formed by the learner (Tuncel & Bahtiyar, 2015). A major figure in constructivism, Jean Piaget, emphasized that learning is an active process involving assimilation and accommodation, while Lev Vygotsky highlighted the role of social interaction and cultural context in cognitive development. In this study, students were asked to create digital collages that reflect the culture of the archipelago, which is an example of constructivist learning as students actively build an understanding of their cultural identity through creative exploration. The utilization of technology in this activity increases student engagement and facilitates a more meaningful knowledge construction process (Rashid & Asghar, 2016). The reflection process in the post-test questions also reflects the constructivist approach by inviting students to think critically and connect new knowledge with previous experiences (Kwan & Wong, 2015). The implications of this theory suggest that learning is more student-centred, with the teacher acting as a facilitator who helps students find meaning from the material (Baeten et al., 2016). In addition, social identity theory, developed by Henri Tajfel and John Turner, explains how individuals identify themselves based on membership in social groups. In the context of this study, students experienced an archipelago identity crisis, favoring outside cultures, which shows the influence of social identity on cultural preferences (Winchenbach et al., 2022). By inviting students to make digital collages with the theme of Indonesian culture, they can strengthen their social identity as part of Indonesian culture and internalize the cultural values. This activity also helps students feel more connected to the larger social group, the Indonesian nation, and strengthens their local identity empowerment, which is an important goal in cultural arts education (Haslam et al., 2016).

By linking constructivism theory and social identity theory, this research incorporates a pedagogical approach that allows students to construct their understanding and identity through creative and interactive experiences. Constructivism theory supports an active and student-centred learning process, while social identity theory provides a framework for understanding how such activities can strengthen the Archipelago's cultural identity among students. This makes the research relevant in the context of cultural arts education that aims to raise awareness and appreciation of local cultural identity amid the influence of globalisation.

This research is expected to show that the digital college learning approach is effective in increasing awareness of the archipelago's cultural identity among students. In addition, the research also aims to contribute to the development of cultural arts learning methods that are more relevant to technology and students' social context.

RESEARCH METHOD

PTK Design

This research was conducted in two cycles involving four stages (Piccinno et al., 2016): planning, implementation of actions, observation, and reflection. The first cycle

focused on the introduction of digital collage techniques and understanding of Nusantara cultural elements. The second cycle aimed to deepen student involvement in the creative process and evaluation of the work results. they.

Research Objectives

The target of the research was students of class XII 8 of SMA Negeri 13 Surabaya. The researcher also acted as a teacher who carried out actions, provided teaching, and observed student development.

Data Collection Techniques and Instrument Development

Data were collected through observation, assignment assessment, and interviews. The instruments used included observation sheets, digital collage assessment rubrics, and interview guides. Observations recorded students' participation in making digital collages and their interactions with technology and Nusantara cultural materials. Assignment assessments evaluated students' collage work based on cultural understanding, creativity, and digital techniques. Interviews collected student feedback regarding satisfaction and interest in the learning methods applied, as well as their effectiveness in understanding Nusantara culture.

Data Analysis Techniques

The data were analyzed qualitatively by reviewing changes in participation, interest, and quality of student work from the first cycle to the second cycle. The analysis was conducted by identifying key themes that emerged from observation and interview data.

Presence of Researchers, Subjects, Location, and Time of Research

The researcher played an active role in every stage of the research. The research was conducted at SMA Negeri 13 Surabaya for two months, with a schedule adjusted to the ongoing arts and culture curriculum.

Validity of Research Results

The validity of the research results is guaranteed through triangulation of data from various sources, including direct observation, assessment of work results, and interviews with students. In addition, reflection with students is also used to evaluate the effectiveness of the actions taken.

RESULTS AND DISCUSSION

This study successfully achieved its main objective of increasing awareness of Nusantara cultural identity among students (De Medeiros et al., 2014). Students were not only able to complete the digital collage task well, but also showed an increase in their understanding of Nusantara culture. Some students even published their work on Instagram, showing pride in their work. This publication also reflects that learning with digital techniques has succeeded in increasing students' interest in cultural arts (Gómez-Pablos et al., 2017). Overall, the results of the study indicate that the use of digital collage as a learning method can be an effective tool in building cultural awareness in students.

1. Pre-Test and Post-Test Analysis

Pre-Test: Before action, carried out a pre-test for measure understanding student about Nusantara culture. Questions consists of out of 10 questions choice double related various element Nusantara culture, such as clothes customs, dances, buildings, animals or plant endemic, and food traditional.

- **Pre-Test Results :**
 - Of the 32 students, the average score was 58 (scale of 100).

- A total of 15 students scored below 60, indicating an inadequate understanding of Nusantara culture.
- Only 3 students scored above 80.

Post-Test: After learning about the Nusantara-themed digital collage, a post-test was conducted with similar questions to evaluate the increase in understanding.

• **Post-Test Results :**

- The average score increased to 82.
- A total of 28 students scored above 70.
- 10 students achieved scores above 90, indicating excellent understanding.

Analysis: There was a significant increase in students' understanding of Nusantara culture, which can be attributed to the digital collage learning approach. The increase in the average score from 58 to 82 indicates that this method is effective in improving students' knowledge.

Analysis Qualitative:

- **Key Themes:** Identify key themes that emerged from students' responses. For example, was there an increase in the amount of detail they knew about Nusantara culture or did their reflections become more positive after the action?
- **Comparison of Pre-Test and Post-Test:** Analysis of whether students show a better understanding or changes in their attitudes towards Nusantara culture after digital collage learning.

Example of Assessment Rubric:

1. Completeness of Answers (Score: 1-5)

- 5: Answer all parts of the question completely and in detail.
- 4: Answer most parts of the question completely.
- 3: Answer part question, but some important details are lost.
- 2: Answers a small portion of the questions with very little detail.
- 1: No answer or very little answer with minimal detail.

2. Depth Comprehension (Score: 1-5)

- 5: Demonstrates in-depth understanding by providing detailed explanations of origin, function, or meaning.
- 4: Demonstrates good understanding with fairly detailed explanations.
- 3: Demonstrates basic understanding with less detailed explanation.
- 2: Shows very limited understanding.
- 1: Does not show sufficient understanding or does not answer well.

Reflection Measurement:

Student reflections can be analyzed by looking at how they describe their feelings, impressions, and views before and after participating in learning (Finch et al., 2015). Positive changes in student reflections, such as increased appreciation for Nusantara culture, can be an indicator of the success of the action (Howell, 2021).

Analysis and Interpretation:

After collecting all the data from the pre-test and post-test, I conducted simple statistical analysis (e.g., mean and score comparison) as well as qualitative analysis of the students' answers. The results can be presented in the form of graphs (for scores) and narratives that describe changes in students' understanding and attitudes towards Nusantara culture. By using this approach, I measure the effectiveness of the actions taken more

holistically, covering both cognitive (understanding) and affective (attitude and appreciation) aspects.

Recommendation:

- **Combination Both of them :** Ideally , the PTK report should be lists the average pre-test and post-test scores for give description general , but still include table or graph showing all over mark students . This gives balance between summary and details.
- **Appendix:** If the main report is too long, you can include individual student grades in an appendix. This keeps the main report focused but still provides complete data if needed.

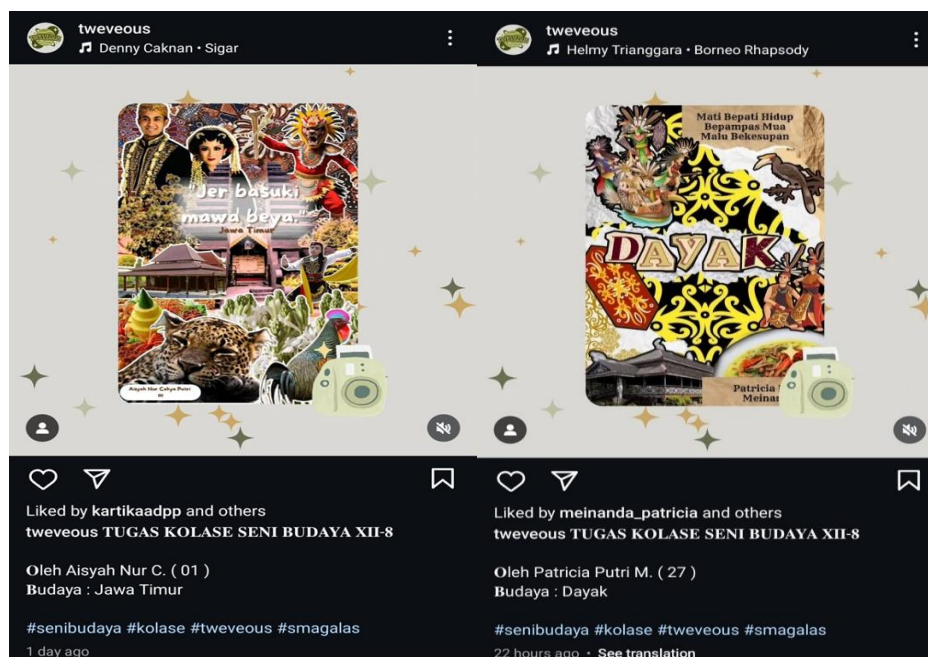
2. Analysis of Students' Digital Archipelago Collage Works

After learning, students are asked to create a digital collage that integrates elements of Nusantara culture.

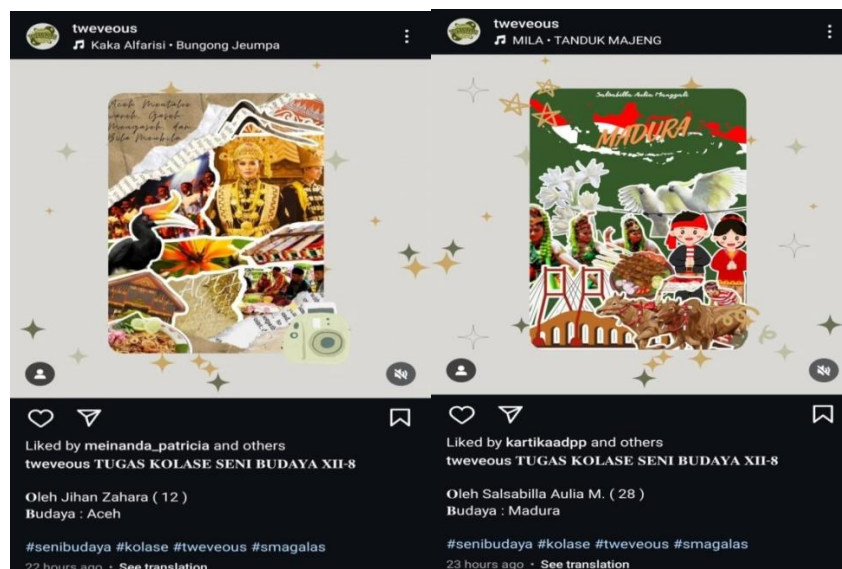
- **Criteria Evaluation :**
 - **Diversity of Cultural Elements:** To what extent do students integrate various elements of Nusantara culture into their collages (e.g. traditional clothing, traditional weapons, traditional houses).
 - **Creativity:** The extent to which students demonstrate creativity in selecting and arranging these cultural elements.
 - **Technical Skills:** The technical quality of digital collage, including color selection, composition, and mastery of digital tools.

Results:

- **Excellent Work:** (90-100) 11 students produced work with an integration of diverse cultural elements and excellent technique.



- **Good Work:** (80-89) 21 students demonstrated good technique, although there were some shortcomings in creativity.



The majority of students were able to produce good collage works, with some works standing out (Shim & Lee, 2020). This shows that the use of digital techniques is effective in attracting students' interest and encouraging their creativity in learning about Nusantara culture.

3. Student Satisfaction Questionnaire

After the action was completed, a questionnaire was distributed to measure student satisfaction with the learning method.

- **Scale Satisfaction :**
 - 1: Very No Satisfied
 - 2: No Satisfied
 - 3: Enough Satisfied
 - 4: Satisfied
 - 5: Very Satisfied

Results Questionnaire:

- **Satisfaction To Method Learning :**
 - 18 students (56%) gave a score of 5 (Very Satisfied)
 - 12 students (38%) gave value 4 (Satisfied)
 - 2 students (6%) gave value 3 (Enough) Satisfied)
- **Interest in Arts and Culture Learning After Action:**
 - 22 students (69%) stated that their interest in arts and culture lessons had increased.
 - 10 students (31%) felt their interests remained the same, but enjoyed the lessons more.

Analysis: Most students were satisfied with the learning methods applied, and many of them reported increased interest in arts and culture lessons.

4. Observation

During the action, direct observations were made to observe changes in student behavior and participation.

- **Involvement Student:**
 - Before the action, only about 10 students were actively asking questions and participating in class discussions.

- After the activity, student engagement increased with more than 28 students actively participating in the discussion and enthusiastically asking questions about Nusantara culture.
- **Enthusiasm in Workmanship Task:**
 - Before the action, most students seemed less enthusiastic in doing assignments related to local culture.
 - After the action, students showed higher enthusiasm, as seen from the way they completed the digital collage task carefully and enthusiastically.

Analysis: Observations showed a significant increase in student engagement and enthusiasm, supporting the effectiveness of the actions taken.

5. Interview

Interviews were conducted with 5 students to gain in-depth feedback on their experiences.

- **Findings Interview :**
 - **Aisha:** "The experience that I have gained is I can make collage about Indonesian culture to be precise culture Java East. Motivation that can I gain from during learning is I can know-it-all more in about culture area I Alone."
 - **Tsania:** "Previously, I focused more on modern culture than local culture and in the end, I didn't think about Nusantara culture. Now, I appreciate the diversity of ethnic groups and languages more. This collage process made me think about how rich our cultural heritage is that we often don't know about."
 - **Jihan:** "Making collages is fun because I can develop my ideas. I am proud to be able to publish my work on Instagram. Social media can be an effective platform to promote Nusantara culture, because people can learn about cultures that we don't know about."
 - **Nethania:** "Yes, making collages with digital techniques makes me more interested in recognizing and looking for things related to the topic (Betawi - Jakarta) that I choose. I feel that this technique is more effective than other learning methods, because if you only study based on the material without showing evidence, it's boring, ma'am. Then, like yesterday, it was more fun, and the vibes were more relaxed, but it still included the material that had to be studied."
 - **Annora:** "What makes me more aware of the importance of preserving Nusantara culture Nusantara culture is the identity of the Indonesian nation. So the unique Nusantara culture makes people in the world interested and makes Indonesia known as a country with diverse traditions and cultures. I planning attend a cultural festival like a fashion show using clothes custom For to preserve culture . "

Analysis: Interview confirms that actions taken succeed increase awareness and appreciation student to Nusantara culture. Students feel more involved and motivated to learn local culture after participating in this activity.

Here are some interview questions that can be asked based on student answers:

1. **Student A: Tsania Witri**
 - "What made you not very interested in Nusantara culture before?"
 - "How did the process of making this collage change your view of Nusantara culture?"
 - "Is there a particular aspect of Nusantara culture that you now appreciate more after making this collage?"

2. Student B: Nethania Shalom

- "What do you like about learning with digital techniques?"
- "How do digital techniques help you better understand Nusantara culture?"
- "Do you feel this technique is more effective than other learning methods? Why?"

3. Student C: Annora Isabelle

- "What made you more aware of the importance of preserving Nusantara culture after making the collage?"
- "In your opinion, what can be done to help preserve Nusantara culture?"
- "How do you plan to contribute to the preservation of Nusantara culture in the future?"

4. Student D: Jihan Zahara

- "What makes the process of making this collage fun for you?"
- "How do you feel when you see your work published on Instagram?"
- "Do you think social media can be an effective platform to promote Nusantara culture? Why?"

5. Student E: Aisyah Nur

- "What part of this learning made you want to learn more about Nusantara culture?"
- "What topic or aspect of Nusantara culture would you like to learn more about?"
- "Was there a particular experience during this process that motivated you to delve deeper into our culture?"

CONCLUSION

The conclusion of this study shows that the learning objectives in improving students' understanding of Nusantara culture through the creation of digital collages have been successfully achieved. Students showed active involvement in the learning process, which was reflected in an increase in understanding of Nusantara cultural elements and the ability to apply digital techniques. In addition, the use of technology has proven effective in creating a more interactive and enjoyable learning experience for students.

This study also found that students were satisfied with the learning methods applied, and were more motivated in learning about Nusantara culture. Pre-test and post-test analysis showed a significant increase in students' understanding, and the results of the digital collage task strengthened these findings. However, there is room for improvement, especially in increasing group interaction and providing more practice related to digital techniques. Overall, this approach not only supports cultural learning but also improves students' digital skills.

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