

CHAPTER I

INTRODUCTION

1.1. Introduction

Nationalism can be interpreted in the Great Dictionary of the Indonesian Language (KBBI) as the knowledge of love for the homeland and the teaching of loving one's own nation and country. Meanwhile, in terminology, nationalism is loyalty to the nation and state shown by prioritizing national interests over personal and group interests, and is realized through the unification of society in a political unity. The concept of nationalism itself could only be formulated clearly and systematically in the early decades of the 20th century. However, the main elements of nationalism have actually been understood and accepted long ago (Adelia et al., 2024). As a spirit that encourages a nation to have an identity, pride, and common goal, nationalism is an important foundation in building the unity and unity of the Indonesian Nation. Nationalism became a major foundation in the nation's struggle to achieve independence and defend sovereignty. Without nationalism, it is difficult for a nation to face internal and external challenges.

External factors such as globalization began to develop along with the rapid development of technology and information. According to (Syahira Azima et al., 2021), the spirit of nationalism of Indonesian society is starting to decline, especially among the younger generation who are more inclined to master the field of technology and information in this era of globalization. This condition makes foreign cultures more quickly known and used as role models without considering their impact on local culture itself. Foreign culture must be balanced with efforts to maintain Indonesian cultural identity so that it does not become extinct and weaken the spirit of nationalism that has been embedded. Through WARTAKINI.co news on August 4, 2024 with the title "The Phenomenon of the Fading of Nationalism of Indonesia's Young Generation Ahead of the 79th Indonesian Independence Day", it was found that the phenomenon of the fading of nationalism values in the younger generation was found. Based on data from the Directorate General of Politics and General Government of the Ministry of Home Affairs, as many as 24% do not memorize Pancasila, 53% do not memorize the national anthem, and as many as 61% of the younger generation do not care about the condition of the nation based on the results of surveys that have been conducted (Hidayat, 2024).

Instilling the value of nationalism through educational facilities is one of the efforts that is expected to play an effective role in organizing various learning activities. The activity is designed to support the values of civic education and the value of nationalism while applying the knowledge contained in it to daily life (Rizky Amalia & Ulfatun Najicha, 2022). That way, students can feel firsthand the meaning of love for the homeland and the importance of being citizens who have a sense of nationalism. This process is expected to be able to form the character of the younger generation who are not only academically intelligent, but also have social sensitivity and awareness to maintain the unity of the nation. Education plays an important role as a medium for fostering attitudes, because in it there is space to instill morals, ethics, and a sense of belonging to the state.

Civic education to instill a sense of nationalism can be instilled in children through various methods, one of which is media in the form of children's storybooks. According to (Sinamo, 2023) books that combine interrelated text and illustrations can convey the storyline well for children. The presence of illustrations serves to strengthen children's memory while facilitating understanding of the content of the story conveyed. In addition to serving as entertainment that is commonly loved by children, children's storybooks are also able to be presented dramatically so that they can stimulate the imagination and improve reading skills. So that children's storybooks can be a strategic means to instill a sense of nationalism in children. Through story characters, cultural backgrounds, and visual illustrations, children can learn to understand a sense of nationalism and citizenship. Children's storybooks not only serve as entertainment and imagination development, but can also be an educational medium that instills a sense of nationalism in children.

As the type of children's storybooks develops, interactive books emerge as an evolution of children's storybooks. Interactive books present elements that make children participate directly. Interactivity is a way that children love because it is similar to games. Through interactive games, children can express their nature while learning in a fun way. Interactive design is more appropriate for their age, so that children are more active in the process of reading and learning through interaction with books (Song, 2021). Especially children aged 7-12 years, they begin to be able to interact with social environments such as school and interaction with peers. Social emotional development in elementary school children includes being able to feel empathy and understand the feelings of others (Anzani & Insan in Setiana & Eliasa, 2024). In this developmental stage, children aged 7-12 years need media that is not only

informative but also able to stimulate their curiosity, creativity, and active interaction with the surrounding environment.

One example of a character that can be raised as an interactive storybook is H.O.S. Tjokroaminoto, a national hero known as "The King Without a Crown" by the Dutch government. Raden Hadji Oemar Said Tjokroaminoto, or better known as H.O.S. Tjokroaminoto, was one of the important figures in the national movement that had a great influence on political development in Indonesia. H.O.S Tjokroaminoto was born in Bakur Village on August 16, 1882 as the second of twelve children. His father, Raden Mas Tjokroamiseno, was a nobleman who was respected and respected by the people in his environment (Cahyani & Hasan, 2024). H.O.S Tjokroaminoto not only fought for independence, but also instilled a spirit of unity, justice, and courage in the younger generation of his time. He made his house located in Gang Peneleh VII No.29-31 Surabaya as a boarding house for young figures. It was there that great ideas about struggle, unity, and independence were born, such as Soekarno, Musso, Alimin, Semaun, and Kartosuwiryo (Rokhim, 2024). Now, the Rumah Peneleh is enshrined as a historical museum so that the public can remember and learn from the traces of the struggle of H.O.S Tjokroaminoto and his students.

A similar design that was previously written by Yanuar Aldi (2022) with the title "Designing Illustration Books About H.O.S. Tjokroaminoto as an Example for Indonesian Children" focuses on designing children's illustration books that tell the figure of H.O.S Tjokroaminoto as an example for children aged 9-11 years. The media produced is in the form of a printed illustration book entitled "The Big Dream of Tjokroaminoto" with the aim of fostering interest in reading as well as introducing the figure of Tjokroaminoto as an example of the nation. The design has not focused on the role of H.O.S Tjokroaminoto as the mother of the big figures who had lived in his house, and also limited to learning media for SDN Brangkal Mojokerto, so this design is here to fill the gap by making the design of interactive storybooks as an educational medium at the H.O.S Tjokroaminoto Museum. In addition, there is also documentation in the form of a biographical drama film released in 2015, describing the life journey of H.O.S Tjokroaminoto as a figure of the national movement, especially in Sarekat Islam and his role as a teacher for major Indonesian figures.

According to (Denty & Aline in Prasetyo et al., 2021) there are around 439 museums spread across Indonesia, making museums one of the educational tourism in the world of education for school and university levels. Educational tourism in the form of museums is a non-formal learning medium and also contextual learning, a learning approach that relates

material to daily life (Angita & Ritonga, 2025). One example of an educational museum suitable for children is the Children's Museum Singapore (CMSG), Singapore's first children-only museum designed to provide an interactive and fun learning experience for children aged around 3–12 years. The focus is on exploration and active learning with an interactive, multisensory, and educational approach (Tan, 2025). With the bright colors used, it can create an active and cheerful children's character, so that it can provide comfort and attract children's attention (Sutawijaya, 2024). Through this comparison, the interactive storybook designed for the H.O.S. Tjokroaminoto Museum is expected to be able to present a similar approach, which is to package Tjokroaminoto's tolerance as the mother of the great figures and the value of nationalism in an interesting, educational, and easy-to-understand manner. Thus, interactive storybooks are not only a promotional medium for museums, but also a means of learning that can build children's curiosity and help them understand the contents of the museum in a fun way.



Figure 1. 1 Children's Museum Singapore, 2026
(Source: <https://bit.ly/48Q1Dce>)

Based on the visit data of the H.O.S. Tjokroaminoto Museum, the number of visitors has not always been the same in the last three years. In 2023, there were 11,830 visitors from nusantara tourists and 105 foreign tourists. In 2024, it will be 16,181 nusantara tourists and 216 foreign tourists. In the same year, there were also 103 visitors to elementary school students based on museum visit letter data, then visitors in 2025 (January-September) were 12,746 nusantara tourists, while the number of foreign tourists was 364 foreign tourists, and visitors to elementary school students were 100 students. The data shows that the H.O.S Tjokroaminoto Museum is still dominated by local visitors, but it is starting to show increasing interest from foreign tourists, also showing interest from students to get to know history through educational activities.

Direct observation was carried out at the H.O.S. Tjokroaminoto Museum located in the Peneleh area, Surabaya. This activity aims to gain a real understanding of spatial planning, historical and biographical narratives, and the atmosphere displayed by the museum. Tjokroaminoto's house is a house of dialogical ideology, a place where figures with different ideologies meet. Although there are often ideological differences in the young figures who live there in Rumah Peneleh, H.O.S. Tjokroaminoto is still able to be a wise mediator. His figure is known to be flexible in blending and getting along with anyone regardless of their different political backgrounds or views. This attitude makes his home not only a place to live, but also a dynamic learning space, where big ideas about the future of the nation are debated. From that house, Soekarno also learned to give speeches imitating the speech style of Tjokroaminoto, the boarding house father and Chairman of Sarekat Islam at that time.

In addition to observations, interviews were also conducted with educators and museum guides H.O.S. Tjokroaminoto. This interview aims to unearth information that is not recorded in the written literature on the museum. According to Mr. Ozon and Mr. Harrys as educators and guides of the H.O.S Tjokroaminoto museum, there is no special media designed to attract children's interest in the H.O.S Tjokroaminoto museum. This condition causes children's visits to tend to provide less pleasant and age-appropriate experiences. At the H.O.S Tjokroaminoto Museum, the information presented is still in the form of brief biographies of figures who once lived in the Rumah Peneleh, not yet explaining the exemplary value of H.O.S Tjokroaminoto with his students in writing and the relationship between them. This interactive storybook is designed as an educational medium that assists the guide in explaining to children visitors that they understand historical narratives visually and narratively, especially the introduction of national figures and the nature of H.O.S Tjokroaminoto which is not written directly in the museum's narrative.

The existence of interactive and educational media is very important so that children not only visit, but also can understand the contents of the museum in a more interesting and easy-to-understand way. From this proposition, the initial design hypothesis emerged that this interactive storybook is effective on children's understanding when visiting museums. To ensure that the design process runs in a directional manner, the ADDIE (Analysis, Design, Development, Implementation, Evaluation) method is used in accordance with the design needs. It is hoped that the existence of an interactive storybook that tells the story of H.O.S Tjokroaminoto and Rumah Peneleh, can make it easier for children who visit to understand the

content and meaning stored at the H.O.S Tjokroaminoto Museum in a fun way, so that it is easier to foster a sense of tolerance for others and the spirit of nationalism from an early age.

1.2. Identification of Problems

The identification of problems arising from the background and existing conditions is as follows:

1. The fading of the spirit of nationalism in the younger generation. As reported in WARTAKINI.co on August 4, 2024 with the title "The Phenomenon of the Fading of Nationalism of Indonesia's Young Generation Ahead of the 79th Indonesian Independence Day"
2. There is no special media from the museum to attract children in the museum. According to the statement of the resource person as the guide of the H.O.S Tjokroaminoto Museum
3. The lack of children's understanding of the information conveyed by the H.O.S Tjokroaminoto Museum. According to the data of the questionnaire that has been carried out to the children

1.3. Problem Formulation

Based on the background and identification presented, the following problem formulation was found:

"How to design the interactive storybook of H.O.S. Tjokroaminoto and Rumah Peneleh as a museum educational media?"

1.4. Problem Limitations

The limitations of the problems contained in this design refer to the scope of the problems raised in the design of an interactive storybook about H.O.S. Tjokroaminoto and Rumah Peneleh in order to be a medium of introduction to the local history of Surabaya as well as instilling the spirit of nationalism in children.

1. The hero is only focused on H.O.S. Tjokroaminoto and his relationship with the Rumah Peneleh in Surabaya
2. The target segment in the design of this interactive storybook is limited to 7-12 years old or at the elementary (elementary school) level
3. The values instilled are focused on the introduction of tolerance and the growth of the spirit of nationalism, not discussing aspects of Indonesian history as a whole

4. The design is focused on the main media that has been determined, namely in the form of children's illustration books, supporting media only function as a support for the delivery of messages, not discussing other media beyond the needs

1.5. Purpose of Design

1. Designed an interactive storybook about H.O.S. Tjokroaminoto and Rumah Peneleh
2. Instilling the value of nationalism and tolerance from an early age through the delivery of the story of the hero figure in a simple and interesting form for children
3. Providing an alternative educational media to museums that are fun and educational for children

1.6. Benefits of Design

1. Contributing to the design of educational media in the form of interactive storybooks H.O.S Tjokroaminoto and Rumah Peneleh
2. Introducing national heroes in a fun way and fostering the values of nationalism and tolerance in children
3. As an educational media at the H.O.S Tjokroaminoto Museum so that it helps convey historical information to children

1.7. Design Framework

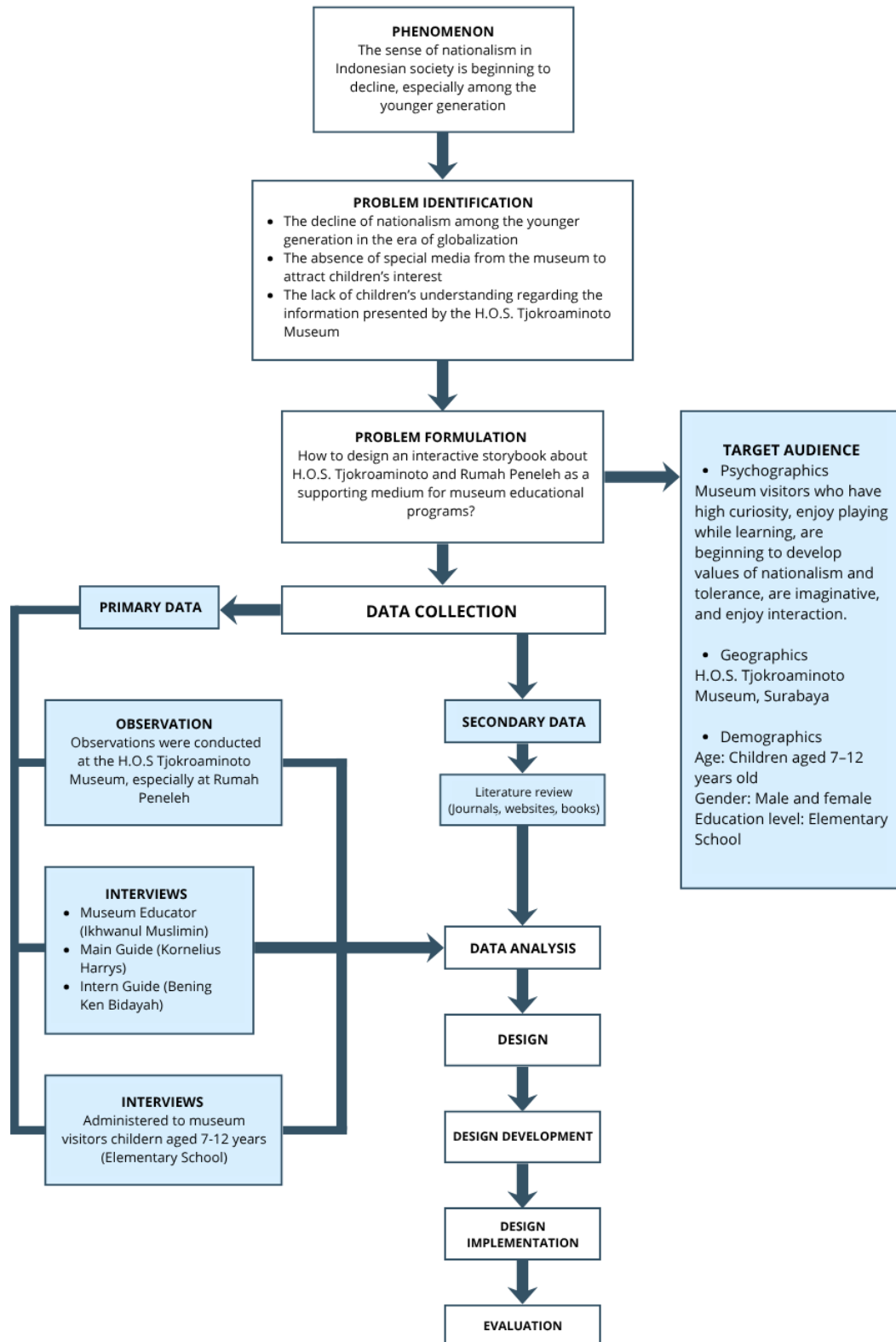


Figure 1.2 Planning framework chart, 2025
(Source: Personal documents)