

Integration of Javanese Cultural Workshops to Enrich Museum Visitor Experiences

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ABSTRACT

Museums have a strategic role as sources of knowledge, inspiration, and motivation for visitors. Each museum features unique characteristics and artifacts with aesthetic, historical, and cultural value, offering diverse visitor experiences. Visitors can fully appreciate these experiences when they explore the museum's collections. Therefore, museum management must innovate to enhance visitor engagement. This study examines the integration of Javanese culture workshops to improve museum visitor experiences, focusing on a case study of the UNS Museum managed by PUI Javanologi. The museum houses artifacts related to UNS's history and Javanese cultural research by PUI Javanologi. Data collection involved observation, interviews, and document analysis, with interactive analysis techniques and triangulation ensuring data validity. Results indicate that Javanese culture workshops enhance visitor experiences. Visitors enthusiastically explore Javanese artifacts, read descriptions, and learn fascinating stories from educators. Workshop participants gain richer experiences by learning traditional dances, batik-making, herbal medicine preparation, and children's games, alongside insights into Javanese cultural research. These workshops increase visitor interest, extend visit duration, and create meaningful, educational experiences. Moreover, they contribute to preserving cultural heritage. Integrating Javanese culture workshops represents a strategic innovation in museum management, strengthening cultural identity and enhancing its appeal.

Keywords: Museum Innovation, Javanese Culture, Visitor Experience

INTRODUCTION

Museums hold a strategic role as learning resources for society. The various artifacts in museum collections contain significant information that can enhance visitors' knowledge and help them identify the history of those artifacts. Each artifact possesses values that can motivate its visitors. These values serve as meaningful learning resources and provide important experiences. Visitors' experiences in observing museum collections can complement their learning process. Nurhajjah et al. (2020) stated

that museums must continually develop to maintain their existence and be utilized as enjoyable historical learning resources. Furthermore, Lestari & Susanti (2023) emphasized that studying history can provide comprehensive information and experiences by directly visiting historical sites or viewing their artifacts. This can be achieved through museum visits. Irani et al. (2018) highlighted that every museum has unique characteristics, making its development essential for it to function as a learning resource for society.

The use of museums as learning resources has been explored by various researchers. Prasetyo et al. (2021) examined museums as media for historical learning through case studies. Nugroho & Mareza (2016) developed museums as learning resources for social studies. Museum development requires collaboration to maximize their role as sources of information (Tupan & Djaenudin, 2022). Both external and internal development is necessary to optimize the museum's role in advancing education. Museums can also be developed as educational communication media (Pradita, 2018). Art museums serve as learning resources for visitors through hands-on experiences and interactive games. Visitors can learn directly from the collections within (Lee, 2023). Museums can become alternative sources of authentic and contextual learning (Gregoriou, 2024). They can innovate by developing various features to meet visitors' learning needs. The narrative of museum collections is a primary element required by visitors as a learning resource, necessitating complete explanations (Gregoriou, 2019).

Every museum has unique characteristics, which can be categorized by the collections they house. These collections become the museum's strengths (S. Wang et al., 2024). Each museum reflects the identity, historical values, and culture it aims to convey to its visitors. For instance, historical museums display significant artifacts that depict the journey of a civilization, while art museums focus on works from artists across different styles and periods. Meanwhile, natural history museums showcase collections of flora, fauna, and fossils representing the evolution of life on Earth. A museum with an archeological collection, for example, would attract visitors interested in ancient history and civilizations.

Museum collections play a significant educational role. Visitors can learn about the past, understand the context of historical events, and explore specific fields of knowledge. Museums also serve as a resource for in-depth studies by academics, researchers, and scientists. According to Alifia & Trilaksana (2022), museum collections contribute to preserving cultural heritage through educational exhibitions that effectively convey historical values to future generations. Thus, these collections are not merely displayed but also function as legacies that must be preserved for posterity. Museums contribute to developing a profound understanding of history. Parinduri et al. (2024) emphasize the importance of museums as integral to history and civilization. In historical learning, Asmara (2019) highlights that museums serve as effective media for imparting historical knowledge to the public through visual and interactive approaches. This makes museum collections a bridge connecting the past, present, and future. Through the preservation, research, and exhibition of collections, museums become

spaces for learning, recreation, cultural preservation, and scientific advancement. Museum collections act as vital instruments for shaping cultural identity while encouraging the preservation of noble values inherited from the past.

Museum visitors are more attracted by various innovations. Innovations can be developed through collections and supporting elements. For instance, the Museum Sandi has integrated augmented reality into its exhibits to create a more immersive experience for visitors (Haryani & Triyono, 2018). Learning in museums significantly impacts visitor satisfaction, and satisfied visitors are more likely to return (Suparna & Riana, 2022). Support facilities, such as theater rooms, cinemas, and amusement parks, are also present in some museums to enhance visitor experiences. A pleasant learning environment in museums can be achieved through appropriate supporting facilities (Grinell, 2020). From the perspective of experiential marketing, both the product and emotional aspects of visitors must be considered. Providing an enjoyable experience is a key focus for museum managers (Kopalle et al., 2020). Furthermore, Kotler & Keller (2021) assert that museum managers should focus not only on collections and exhibitions but also on the experiences, values, and benefits that visitors can gain. Pallud (2017) elaborates that museum visitors seek experiences through learning, engaging in activities, and creating.

Integrating workshops with museum visits is an effective way to enhance the visitor experience. For children, detailed explanations combined with hands-on activities are essential. Learning processes complemented by direct practice can capture children's attention and provide a comprehensive understanding (Werdiningtyas & Chrisyarani, 2017). Children are more likely to grasp messages and information through interactive, hands-on activities.

The UNS Museum continues to grow through various innovations and digitalization efforts. Innovations are developed through its diverse collections, which include artifacts that reflect the historical journey and identity of Universitas Sebelas Maret. These artifacts illustrate the stages of its founding, development, academic progress, and significant achievements throughout its history. The "Pre-UNS" category showcases the heritage and culture of the community before UNS's establishment, offering a glimpse into local life and the journey toward forming this educational institution. The "UNS" category includes artifacts directly related to the university's founding and growth, such as important documents and memorabilia from academic and non-academic activities. Additionally, the "Javanologi" category enriches the collection with materials from the PUI Javanologi, which actively conducts research on Javanese culture. This research and its results are among the innovations complementing the museum's collection.

The museum strives to be an educational and inspirational space for students, lecturers, researchers, and the general public. Visitors can explore UNS's journey as a continuously evolving institution contributing to various aspects of life, inspiring them to preserve and expand intellectual and cultural heritage. The museum's collections are divided into main categories that reflect its history, culture, and development. Digital collections allow visitors from around the world to explore art,

historical artifacts, and cultural documentation online without geographical or time constraints. These digital collections are accessible via the museum's website, with detailed information available in text and audio formats. Visitors can independently read or listen to information, complemented by augmented reality features and audiovisual displays.

The UNS Museum has several collections related to Javanese culture. Some of these collections include lontar manuscripts, reog ponorogo, large gongs, angklung, kendang, classic batik cloth, batik equipment, lurik cloth, kimono batik, congklak, various herbs, and so on. PUI Javanologi has several Javanese cultural workshops that can be attended by visitors who want to learn and get to know Javanese culture. The Javanese cultural workshops include the Beksan Smarasanta workshop. Museum visitors can dance together. The dance is very aesthetic and has the motivation and spirit to always be active, creative, and achieve. Beksan Smarasanta is the result of research that has been demonstrated by more than 44 countries in the World Dance Event as part of UNS anniversary celebration. Another interactive experience includes preparing traditional Javanese herbal drinks (*jamu*). Visitors first learn about the *empon-empon* collection, their functions, and how to use them to make health-benefiting *jamu*. Visitors can also learn Javanese script, batik, Javanese-style clothing, gamelan, and play traditional children's games.

METHOD

This research was conducted using a case study method to explore the forms of innovation in museum development through various interactive activities that can enhance the visitor experience. Case study research is a method used to understand a phenomenon in-depth within its real-life context. This method is employed to explore complex phenomena involving various factors. In case study research, the researcher can explore, explain, and analyze a specific phenomenon in-depth using various data sources (Yin, 2018). Case studies do not only examine a single event or activity but also the relationships, processes, or dynamics occurring in a particular context. This method was chosen because the research focuses on a complex contextual phenomenon, namely how the Javanese Cultural Workshop is integrated into the museum visit experience. Case studies allow researchers to explore this phenomenon in-depth while considering various aspects that influence it. The unit of analysis in this study is the Javanese Cultural Workshop integrated within the museum visit. Data sources consist of museum management activities, museum visits, museum managers, and museum visitors. This study aims to understand how the workshops are designed, implemented, and their impact on the visitor experience from an educational, cultural, and emotional perspective.

Data were collected using several techniques, including in-depth interviews, participatory observation, documentation, and questionnaires. Interviews were conducted with museum visitors, museum managers, and workshop instructors to gain in-depth insights into the program's implementation and perceptions of its impact. Participatory observation allowed the researcher to directly observe the dynamics of the workshop activities, including interactions between participants

and instructors. In addition, documentation such as brochures, museum reports, and photos of activities was collected to complement the primary data. Questionnaires were used to measure visitors' perceptions of the workshop's benefits and their satisfaction levels. Data analysis procedures followed a qualitative approach. The first step was to organize data from various sources, which were then coded to identify key themes and emerging patterns. Thematic analysis was conducted to interpret the findings based on themes such as the relevance of the workshop to Javanese culture, its impact on the visitor experience, and the potential for desired program development. To ensure data validity and reliability, triangulation was applied by comparing data from interviews, observations, and documentation. Additionally, interview results were cross-checked with respondents through member checking, and an audit trail was applied to document each research step in detail.

RESULT AND DISCUSSION

The UNS Museum has collections categorized into several sections, including Pre-UNS collections, growth collections, and PUI *Javanologi* collections. Located in Surakarta, Central Java, this museum houses various collections related to Javanese culture. The diversity of Javanese cultural collections includes materials and research outcomes from PUI *Javanologi*. These collections encompass a wide range of artifacts, manuscripts, and documents that represent the values of Javanese traditions and wisdom. One key aspect of this collection is the gathering and reconstruction of culture to enrich understanding of Javanese culture in various dimensions, such as art, literature, language, and customs. As a center of excellence for Javanese culture innovation, the collection, based on interdisciplinary research, is developed to support the preservation and revitalization of Javanese culture in the modern era. These collections not only consist of physical artifacts but also include digital collections accessible through various relevant devices.

The museum's digital development continues with various forms of collection digitization. Examples include the 3D virtual museum for the ancient collection in Beijing (Y. Wang et al., 2019), Artificial Intelligence for the Xanthi folk museum (Ioannakis et al., 2019), Virtual Reality, Augmented Reality, and Interactive Games in the Gansu museum (Jun et al., 2017), Gamified Virtual Reality integration in the Wieng Yong Thailand museum (Chernbumroong et al., 2024), and digital photos and archives at the Senobudoyo museum (Nico-Jati, 2022). The UNS Museum's digitization includes audio collections, audiovisual materials, augmented reality, virtual reality, and a digital collection catalog. These digital collections allow visitors to explore the museum from various locations. Digitization facilitates direct and indirect access to museum collections, enabling wider reach.

Digitization of museum collections is crucial as it allows for the use of various technologies and diverse exhibition formats. The digitization of collections presents the museum's items in a more modern and engaging manner. Chernbumroong et al. (2024) highlight the importance of digitizing museum collections in today's era. Digitalization brings museum collections closer to visitors without time and geographical restrictions. While digital collections accessed virtually add appeal, experiencing

collections in person within the museum space offers a more complete experience. The atmosphere of the museum room also contributes positively to the visitor experience. Therefore, the layout of museum exhibition spaces remains essential, even with the development of digital collections. Certain visitors will visit the museum virtually and physically, observing the collections both digitally and in person. Thus, interactive activities and thematic workshops integrated with museum visits are essential.

PUI Javanologi conducts several Javanese cultural workshops as part of the Intensive Course on Javanese Cultural Heritage program. These workshops include dance workshops, batik-making workshops, gamelan workshops, traditional herbal medicine preparation workshops, and playing traditional Javanese games. These workshops are widely attended by students from countries studying Javanese culture.

***Beksan Smarasanta* Workshop**

"*Beksan*" is another term for dance in the Javanese language. *Beksan Smarasanta* is a dance created by a group of Javanologi enthusiasts and practitioners to maintain mental and physical health in the post-pandemic era. The dance contains positive spirit and motivation. In Javanese tradition, every movement in a *beksan* carries symbolic meaning, reflecting the harmony between humans, nature, and the Creator. *Beksan Smarasanta* was created with the goal of reviving spirit during the pandemic that was affecting the world at the time. The creation of *Beksan Smarasanta* became one of the media for cultural learning and the expression of noble values. In its creation, Javanologi practitioners integrated various elements of Javanese culture, such as gamelan music, costumes, and the philosophy embedded within it. *Beksan Smarasanta* is a means of introducing cultural heritage to the younger generation. This dance is frequently performed in various cultural events, both locally and internationally, as a symbol of efforts to preserve and develop Javanese culture.



Figure 1. Dance workshop event documentation

Dance workshops can be designed to create a pleasant and immersive experience for participants. In these workshops, the process of learning dance is not only about technique but also about appreciation for the art, which can foster aesthetic sensitivity. According to Wulandari (2016), practicing dance can enhance participants' aesthetic sensitivity, which is important in understanding and feeling the beauty of the dance movements. Therefore, this activity not only provides an opportunity to learn dance but also to enjoy the beauty and meaning behind each movement. The experience of dancing in this workshop leaves a positive impression on museum visitors, especially in recognizing and understanding the diversity of Javanese culture. Beksan Smarasanta, with movements that can be learned by beginners, is an ideal choice for the dance workshop. The beautiful accompanying music also strongly supports participants' motivation to learn and dance with enthusiasm. In Beksan Smarasanta, the appropriate musical backdrop enhances the experience even further. Thus, this dance workshop becomes an enjoyable and meaningful activity, where participants not only learn dance movements but also directly experience Javanese culture.

Batik Workshop

Batik is one of Indonesia's cultural heritages that has been recognized by UNESCO as an Intangible Cultural Heritage of Humanity. The Javanese people have actively created batik motifs, leading to a rich variety of designs. Some of these motifs are even unique to specific regions or cultural contexts. To understand the diversity of Javanese culture, learning about batik motifs and their philosophical meanings can be enhanced by exploring the process of batik-making itself. Batik workshops provide a fun and engaging way to delve deeper into this art form. These workshops serve as an educational tool and an opportunity for participants to develop their experience with traditional arts that are rich in philosophical values. In a batik workshop, participants are introduced to the tools used in batik-making and practice using them. Beginners, especially those new to batik, are usually very enthusiastic. The process includes drawing patterns on fabric, applying wax to form motifs, dyeing, and then removing the wax. Each step in the process is enjoyable and creates its own unique beauty. Batik-making requires precision and craftsmanship, showcasing the skill and artistry of the batik maker in creating the desired patterns.



Figure 2. Batik learning class documentation

Batik workshops offer a fun activity for visitors who learn about batik as one of Java's cultural heritages. Learning batik involves both the theory and practice of creating batik (Maarif et al., 2021). These workshops provide valuable experiences for beginner participants who are exploring culture through batik activities. Through this activity, participants can directly engage in the batik-making process, from drawing patterns to dyeing. This experience provides insights into the cultural values embedded in each batik motif. Direct involvement in this process not only offers technical skills but also brings them closer to the philosophical and symbolic meanings of batik. Batik activities can enhance experiences and creativity (Jatmika, 2022). Batik is not just about drawing patterns on fabric; it is also a process of exploring ideas, developing fine motor skills, and forming an understanding of aesthetic values.

Javanese Attire Workshop

Clothing is an important aspect of Javanese culture, reflecting aesthetic values, life philosophy, and social identity. Every element of traditional Javanese attire, from batik fabric and kebaya to accessories such as *keris*, *blangkon*, *sanggul*, and *kalung*, carries profound symbolic meaning. The colors, motifs, and ways of wearing these garments are often tailored to specific events or moments, such as traditional ceremonies, weddings, and religious rituals, signifying honor and adhering to cultural norms. By considering the values contained in clothing, its preservation, and its development, Javanese culture continues to mirror the richness of tradition and the greatness of the Nusantara civilization. Javanese attire is not just clothing, but also a medium for understanding history, philosophy, and wisdom that are inseparable from the identity of the Javanese people.



Figure 3. Javanese attire class documentation

Participants in the Javanese clothing workshop responded positively, showing high appreciation for the diversity and beauty of Javanese culture as reflected in traditional attire. They expressed admiration for the deep philosophy embedded in every element of the clothing, from batik motifs to the way it is worn, all of which carry significant meaning. This workshop not only provided theoretical

knowledge but also offered practical experience that strengthened their understanding of the importance of preserving cultural heritage. The workshop opened new perspectives on how Javanese clothing can serve as a medium for introducing noble values to younger generations. Additionally, it provided a platform for interactive discussions. With more individuals becoming involved in cultural preservation, it is hoped that Javanese clothing will continue to be a symbol of the richness of tradition and national identity.

Jamu Brewing Workshop

Jamu is a traditional Javanese drink passed down from generation to generation as a form of local wisdom in maintaining health. Each type of *jamu* has specific health benefits, such as boosting stamina, aiding digestion, reducing pain, and improving skin appearance. In Javanese tradition, *jamu* is not just an herbal drink but also a symbol of a philosophy of life that emphasizes balance between the body, mind, and soul. The preparation of *jamu* is often accompanied by prayers and good intentions, adding spiritual meaning to every step of the process. Traditional *jamu* recipes are usually passed down orally, becoming an integral part of family and community culture. Workshops, festivals, and training sessions about *jamu* are effective ways to introduce *jamu* to younger generations while reinforcing its position as a symbol of Nusantara culture. With its wealth of benefits and philosophy, *jamu* is not only a traditional drink but also a reflection of local wisdom that remains relevant today. Its continuity will always be an important part of Javanese cultural identity and the pride of the Indonesians.



Figure 4. *Jamu* brewing class documentation

Playing Javanese Traditional Children Games

The children's games workshop also provides a special experience for visitors, especially in reintroducing traditional games that are gradually being overshadowed by the development of modern technology. Through this activity, visitors are invited to understand the educational, social, and cultural values embedded in various traditional children's games. This activity creates a fun and interactive atmosphere while fostering a sense of togetherness among the participants. The workshop also offers insights into how traditional games can support a child's holistic development. Positive responses from visitors indicate that traditional games are still relevant in the digital age. Many participants felt inspired to reintroduce these games to children in their communities as an alternative educational.



Figure 5. Playing “*Dakon*” Traditional Children Games at the Museum

Participants of the Javanese cultural workshop gave positive responses. They were happy and actively learned through the workshop held. Museum UNS has a diverse collection of Javanese culture, including historical artifacts, traditional arts, and various cultural objects that reflect the uniqueness of Javanese civilization. The Center of Excellence in Javanese Studies (PUI Javanologi) has a program for introducing Javanese culture through various workshops. The combination of both, integrated into museum visits, offers a holistic and profound experience for visitors. These cultural workshops are designed in a fun atmosphere, allowing visitors of all ages to directly experience the richness of Javanese culture while enjoying an interactive learning process. Many visitors express high appreciation for this integration, as it provides a deeper understanding of Javanese cultural values. They leave with beautiful memories but also new knowledge of wisdom that can be applied in their everyday lives.

CONCLUSION

Cultural Workshop can be an integrated program with museum visits that have Javanese cultural collections. Workshops can be chosen as a strategy to enhance visitor experience while strengthening the role of museums as centers for cultural preservation and education. Through various interactive activities such as traditional clothing workshops, herbal medicine, and children's games, visitors not only get information but also directly experience the cultural values contained in Javanese traditions. This approach makes the museum more relevant in the modern era, attracts the interest of the younger generation, and builds an emotional connection between visitors and cultural heritage. This success also shows the importance of innovation in museum management. By prioritizing participatory experiences, the museum not only functions as a storage space for artifacts but also as a living medium for understanding the history and noble values of the nation. The Javanese Cultural Integration Workshop needs to be continuously developed. With a strong commitment, the museum can be a bridge between the past and the future, preserving cultural heritage while building a generation that better understands and appreciates its identity. This initiative is not only to attract visits, but also to emphasize the museum as a guardian of collective memory and guardian of the Nusantara cultural heritage.

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