



**TECHNIUM**  
**SOCIAL SCIENCES JOURNAL**

**Vol. 7, 2020**

**A new decade  
for social changes**

[www.techniumscience.com](http://www.techniumscience.com)

ISSN 2668-7798



9 772668 779000

## **Internalization strategy of conscious awareness of spices lane as national brand and national pride of Indonesian nation**

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**Abstract.** The archipelago (now Indonesia) in the past was known as the center of the spice commodity, which was needed for various purposes by other nations, such as: China, India, the Middle East, and Europe. This has caused the archipelago to become a destination for traders from other countries for thousands of years, thus creating a trade route called the Spice Route. The glory of the Spice Route in the Archipelago reached its peak in 1500 until 1650, but then collapsed after being ruled by European nations. Nevertheless, the existence of the history of the Spice Track needs to be internalized to students as one of the nation's branding and nation pride of the Indonesian people. The problems are: (1) What is the strategy of internalizing the teaching of the Spice Path to students? (2) What are the efforts made by the government, to support efforts to internalize the historical awareness of the Spice Track? The aim is to instill awareness to the younger generation about the glory of the Indonesian people in the past as a producer of spices. The results showed that the strategy undertaken by the Government of the Republic of Indonesia to internalize the history of the Spice Track to the younger generation was through: exhibitions, historical visits, and discussions / seminars. However, the internalization effort has not been evenly carried out in all provinces, districts and cities. To that end, internalization of the history of the Spice Route can also be done through museum visits, especially provincial state museums located in provincial capitals. Awareness about the history of the Spice Route can also be used to break the efforts of the Chinese government to promote the Maritime Silk Road for their political trade interests.

**Keywords.** internalization, history of the spice track, archipelago, spices, historical awareness

### **1. Introduction**

Archipelago society in the past known as a maritime nation that has sailed trade to various parts of the country. In addition, the archipelago was also known as the center of important trading commodities at that time, namely spices. Many traders from other countries come to buy spices from the archipelago, (such as China, India, the Middle East, and even Europe) for various purposes of the people in their home countries. Thus, the Nusantara region has a strategic position as the axis of trade routes connecting these countries (Planning and Information Bureau, Ministry of Maritime Affairs and Investment, 2019).

Why did the archipelago become one of the spice-producing regions most sought after by traders from other countries? In the International Forum on Spice Route (IFSR, 2019) at the

National Museum explained, this is inseparable from the geographical position of the archipelago with a tropical climate and a habitat for various types of spice-producing plants. It is estimated that around the world there are 400-500 types of plants which can be a source of spice production. Of these, there are at least 275 species of spice-producing plants that grow in the archipelago in particular and Southeast Asia in general.

The spices which became the main commodity at that time were believed to be able to influence political, economic and socio-cultural conditions on a global scale. The axis of the global spice trade between the Archipelago and the Middle East, India and China through the Indian Ocean and Pacific Ocean has made this route one of the busiest maritime routes in the world (IFSR, 2019).

According to Prof. Anthony Reid from the Australian National University in the IFSR event, the triumph of the Spice Trail in the Archipelago reached its peak at around 1500 until 1650. However, it then collapsed when the European nations arrived to look for spices in the archipelago, and in the end succeeded in controlling economically and there was a monopolistic practice of spices. The kingdoms in the Nusantara region were one by one controlled by European nations.

Considering the glory of the kingdoms in the archipelago when controlling the spice commodity in the past, currently the Coordinating Ministry for Maritime Affairs and Investment is trying to raise the history of the glory of Indonesian spices to be recognized internationally. This was conveyed by Tukul Rameo Adi, Expert Staff of the Minister for Socio-Anthropology, Ministry of Maritime Affairs and Investment in the 2019 IFSR event. One effort is to promote the history of the Spice Track. The Spice Route is a trade route by sea that connects China, the Archipelago, India, and the Middle East, with spices as its main commodity. Promotion of the history of the Spice Route is also an effort to overcome the opinion of the developing international community today, which only knows the history of the Silk Road with China as its main commodity producer, which is traded by land through Central Asia, India, and the Middle East.

The Ministry of Maritime Affairs promotes the history of the Spice Track to the international community to show the role of the Indonesian people in world trade at that time. In this regard, the Government of Indonesia has ample historical evidence to support the promotion of the history of the Spice Route. Nevertheless, the government's efforts will be in vain if it is not supported by the Indonesian people themselves, especially the younger generation. Therefore, the promotion efforts must be balanced with efforts to internalize the history of the Spice Track to the younger generation.

In connection with the explanation above, the history of the Indonesian nation in the field of maritime, which was once the main destination of spice commodity producers, so as to give birth to the world of the Spice Track, must first be internalized the history of the Spice Track to the younger generation, especially students. Thus, they will have an awareness of the history of the nation, they must be raised awareness about the history of the Spice Trail as part of nation branding and nation pride. For this reason, a strategy is needed to raise awareness of the history of the Spice Trail among the younger generation in Indonesia.

In the school environment, internalization of the history of the Spice Route can be done through history subjects. History is part of the social sciences that can actually be used as a medium to foster national values. But history is often regarded as a subject that is not important compared to other sciences, such as: mathematics, physics, chemistry, and English. This causes the identity and pride as an Indonesian nation will not grow. Therefore, learning history is not only done in the classroom, but requires learning media outside the classroom (Aman, 2014: 24). On the other hand, in learning history, the transfer of information from teachers to students

often pays little attention to intellectual skills and increases students' historical awareness. For this reason, it is necessary to develop historical learning that can encourage students to think critically and be able to reap the benefits of history learning (Pratiwi, 2018: 1).

In connection with the explanation above, the problems in the efforts to internalize the history of the Spice Track are as follows.

1. What is the strategy to internalize the teaching of the history of the Spice Path that the Indonesian people had had for students?

2. What are the efforts made by the government, to support efforts to internalize the historical awareness of the Spice Route?

The purpose of this research is to instill historical awareness for the younger generation, especially the historical awareness of the Spice Track, that the Indonesian people had experienced the glory of producing spices as an important commodity of world trade at that time, which was needed by nations from other parts of the world. resulting in a trade route called the Spice Track.

## **2. Literature Review**

### **2.1 Internalization**

In the Big Indonesian Dictionary, internalization is defined as appreciation, assignment, deepening, mastery in depth that takes place through coaching, guidance, counseling, upgrading, and so on (KBBi Online, 2016)

According to Crossman, internalization is a process through which we come to identify parts of our culture as parts of ourselves, especially in relation to norms and values. (The process we go through to identify parts of our culture as part of ourselves, especially in relation to norms and values. (Crossman, 2017) Thus internalization is a process of understanding by individuals involving ideas, concepts, and actions that there is from outside then moves into the mind of a personality until the individual concerned accepts the value as the norm he believes in, becomes part of his views and moral actions.

According to the U.S. Hornsby, internalization is: "Something to make attitudes, feelings, beliefs, etc. fully part of one's personality by absorbing them through repeated experiences of or exposure to them" (something to make attitudes, feelings, beliefs, and others fully part of the personality someone will absorb their thoughts with repeated experiences or with what they say) (Hornsby, 2015: 624). Thus, internalization is an action that can influence someone in attitude, feeling, belief, and others. It happens from the process of absorbing an experience, action, or utterance again and again.

Based on the opinions above, the relation with history can be summarized that the internalization of historical values must be able to bring ideas, concepts, and actions that are implanted from the outside, which can be accepted in the minds of students, thus affecting their attitudes, feelings, and beliefs.

### **2.2 Media Internalization History**

Internalization in the field of history is not only done in the classroom learning, but also through media outside the classroom. In this case the internalization of history outside the classroom can be done through: exhibitions, museum visits, historical tours, and discussions.

#### **a. Exhibition**

An exhibition is an activity that presents certain works of art or products to be communicated to the public so that they can be appreciated by the public at large. Another understanding says that the exhibition can also be interpreted as an activity held as a medium

to convey ideas or ideas to the public in the form of art, culture, education, certain products, and others.

The exhibition has several functions, namely: education, appreciation, achievement, and appreciation. The education function, which is an exhibition, is useful for educating and training people in understanding to balance memories and views of their surroundings. The function of appreciation, which is an exhibition, is useful as a medium to convey the inspiration of artists so that visitors can give appreciation to artists and their works. The function of achievement, the exhibition, helps spur art creators to excel and produce an inspiring work. Finally, the recreational function, which is an exhibition as a medium for relaxation and escape from the pressures of daily activities that drain a lot of energy and thoughts (Cahyono, 2002).

#### **b. Historical tour**

A historical trip is a trip to visit historical sites (a trip to historical sites). According to Cahyo Budi Utomo, a historical visit is a form of edutainment. Edutainment itself is an acronym for education and entertainment (education and entertainment). Thus, edutainment can be interpreted as an educational or learning program that is packaged in an entertainment concept such that each participant is barely aware that they are actually being invited to learn or to understand a value, so that the activity has a different nuance compared with ordinary learning. Therefore, the historical tour packed in edutainment will be more interesting for the participants. In practice, this historical tour can be carried out in half a day to three days, both indoors (in the classroom) and outdoors (in the field directly) (Utomo, 2007).

#### **c. Discussion**

Discussion is the exchange of thoughts, ideas and opinions between two or more people, which aims to seek agreement of opinions. Usually discussions are often held in groups. The discussion aims to get an agreement and to find a decision about an issue discussed in the discussion so that an agreement is reached. In this case there are several types of discussions, including: group discussions, panel discussions, seminars, symposia, workshops, congresses, conferences, gatherings, and deliberations (Majid, 2013: 201-203).

#### **d. Museum visit**

Museum visits are the media most often used for learning history. The role of museums as a medium of historical learning is due to the function of museums that provide concrete information to the public, including students and teachers. The museum is an ideal place as a source of historical information because there are many objects that can be used as learning media that serve as a means of increasing understanding of historical events for students (Trisnadewi, 2017: 8-9). In museum visits, efforts to foster nationalism in students can be done because they observe directly from the collection objects on display in the museum.

### **2.3 Nation Branding and Nation Pride**

Conceptually, nation branding is an effort made to build and maintain the country's image holistically. The formation of the image of a country both internally and externally is based on the values and positive perceptions held so as to get a position among other countries in the world. (Kaneva, 2011: 118). Eventually the improvement of the image of Indonesia is expected to be felt by all Indonesian people. The aim of improving the image of Indonesia is not only related to economic values, but also related to ideological, social, cultural, political, and detention and security values, so that Indonesia has a position that is respected by other nations in the world.

National branding is the overall perception of a nation in the minds of international stakeholders. This perception can be realized in many ways, such as: people, places, culture, language, history, food, fashion, faces of famous people (from the country), famous brands, and so on. Thus, whether or not there is an effort to build nation branding, every country has an image (impression) in the minds of the international community. Then, what happens if a country does not have a strong branding concept? Like selling, a product or service is difficult to be known by the public if branding fails to be accepted. The impact continued; product sales are certainly halting. (Kaneva, 2011: 120) Therefore, as a country, Indonesia must have a mature branding concept. The reason, according to Kaneva, is to increase the selling power and persuasion of marketing communications, streamline marketing communications budgets, minimize the impact of a crisis of trust, build pride and loyalty and increase competitiveness (Kaneva, 2011: 121-122).

According to Anholt, a country's reputation influences every interaction with the outside world. In the context of trade, investment and tourism, a country's reputation influences how its citizens are treated when they go abroad to study, work or do business. If the government can improve a country's reputation, at least that means the government is doing a great service for its citizens. Therefore, it is the duty of every government to work to develop the country's image abroad. Therefore, nation branding is an important thing to do by a country's government. Nation branding is basically an effort to make a country unique and ensure that unique images reach and penetrate the minds of other countries. National branding involves the promotion of the nation's image to an international audience to benefit a country both politically, socially and economically and create competitive advantage (Anholt, 2008: 2).

Nation pride is the feeling of love, devotion, and a sense of attachment to the motherland and alliance with other citizens who have the same sentiments. This attachment can be a combination of a variety of different feelings related to the homeland itself, including aspects of ethnicity, culture, politics, or history (Harvey Chisick, 2005). Nation pride is often also called patriotism (Stanford Encyclopedia of Philosophy, 2013).

### **3. Methods**

This study uses a qualitative method with a literature study approach. In literature studies, data collection is done by means of a literature review. In studies that use the literature study approach, data collected from the literature are then analyzed and interpreted. Analysis and interpretation of data occupies a decisive position in the study of this literature study. Data analysis is the process of compiling data so that it can be interpreted. Data compilation means classification of data in patterns, themes or categories. While the interpretation of data means giving meaning to analysis, explaining patterns or categories, looking for relationships between various concepts (Mills, 2000). Data analysis is also the process of sorting data into forms, categories so that themes can be found that can be formulated into hypotheses. The sequence in data analysis is to arrange, sort, group, code and categorize it (Sutopo and Arief, 2010).

Furthermore, Seiddel states that the purpose of qualitative data analysis is for researchers to get the meaning of the relationship of variables so that they can answer the problems formulated in the study. The main principle of qualitative data analysis techniques is to process and analyze collected data into systematic, orderly and meaningful data. Furthermore, the meaning behind the data will be found through the recognition of the subject of the culprit (Kasiram 2010: 355).

## **4. Results and Discussion**

### **4.1 History of the Spice Path**

Historical evidence shows that the trade relations between the Archipelago and other nations, especially India, had begun since the 2nd century AD. At that time the trade relations between the Archipelago and India were relatively intensive, so that in the 5th century AD the influence of trade had penetrated into aspects of cultural and religious life with the emergence of kingdoms that showed the influence of Hindu and Buddhist culture (Sulistyono, 2004: 133-135).

Nusantara's relations with India were then followed by relations with China. In the 5th century AD, merchant ships from China sailed to the archipelago and then traveled to India through the waters of East Sumatra before turning west (Mulyadi, 2016: 5). Trading commodities traded at that time were pepper, clove, nutmeg, sandalwood, rice, cloth, and so on. The kingdoms in the archipelago were the biggest producers of trade commodities at that time (Najemain, 2001: 7). Evidence that the archipelago region has been known as the spice islands has existed since the 5th century AD This is mentioned in Chinese and Indian chronicles, that traders from the archipelago have mastered the fragrant commodity trade, namely cloves and nutmeg (Rahman, 2018).

In addition to cloves and nutmeg, other famous commodities are camphor and frankincense. Camphor in Sumatra and frankincense in Kalimantan, Sumatra and Sulawesi are well-liked by Indians and Chinese for religious ceremonies. On the other hand, commodities from China that are very popular with Indonesians, especially the upper middle class, are porcelain items, such as plates, bowls, cups, vases, and others. In addition, the famous commodity from China is silk fabric whose quality is very fine but also very expensive so that only nobles and rich people can buy it. This silk cloth commodity is then used as the name of the trade route between China and other nations through the Central Asian mainland, the Silk Road. As for India, it sells good quality mori cloth. This has encouraged a fairly busy trade process in the maritime route between India and China (Sulistyono, 2004: 132).

In the 8th century a powerful kingdom emerged in the Nusantara region, namely the Kingdom of Srivijaya. The Srivijaya kingdom came to be known as the master of trade in the western regions of the archipelago from the 8th to the 10th centuries. This kingdom controls the entire Indian and Chinese sea crossing when heading for the Spice Islands and the Malacca Strait.

Until the 13th century Chinese traders became the main distributor of the spice trade taken from its center in Maluku. The Chinese traders bought spices from Banda, then sailed to India to the spice market in Malabar. Then ships from Arabia bought it back and sent spices across the Indian Ocean to the Persian Gulf and the Red Sea.

In the 14th century the spice commodity finally arrived in the Mediterranean and Europe. In the 15th century the spice became very popular in Europe. Europeans really need spices to be used as a spice in culinary and as body warmers, especially in winter. In addition, spices are also rumored to have the efficacy of preserving the meat so that it does not rot quickly and can mask the fishy fishy odor. However, as a result of a very long trade chain, when he arrived in Europe, the price of spices became very expensive. This is what pushed European nations to take the initiative to find their own "spice paradise" which they had only previously heard from traders in the Persian Gulf.

In the 15th century, the Portuguese managed to find a route to the Moluccas, precisely in Ternate and Tidore. The two islands caught their attention because of the presence of cloves. The existence of cloves also later invited the interest of other European nations, such as Spain and the Netherlands, to come to Maluku.

When the European nations managed to reach the archipelago and buy spices in large quantities, it actually caused a lot of conflict and bloodshed among the rulers in the archipelago itself. Conflict and bloodshed among the authorities increasingly became and this was exploited by the European nations, especially the Netherlands, to divide the kingdoms and control their trade. The Dutch succeeded in mastering the spice trade and established the *Vereenigde Oostindische Compagnie* (VOC) in 1602. The VOC then succeeded in monopolizing and exploiting spices as economic commodities for their interests.

At the end of the 18th century, the popularity of spices waned after the invention of heating technology to overcome the winter in Europe. The VOC went bankrupt and left many debts. This prompted the Netherlands to begin to look at other potentials that could be exploited in the archipelago. They shifted their focus to Java to establish coffee and tea plantations. The Netherlands chose to switch to plantation commodities (including coffee and tea), which were considered to be more profitable in the world market in order to cover VOC debts after bankruptcy towards the end of the 18th century (Rahman, 2018).

#### **4.2 Maritime Silk Road Claims from China**

Historian J. J. Rizal stated that outside the history of the Spice Route, the Chinese people had a history of the Silk Road, namely the past trade routes through the mainland of East Asia, South Asia and the Middle East. (Rizal, 2015) The world community has first known the history of the Silk Road promoted by China. With this historical recognition of the Silk Road, China gained international recognition as part of their trade diplomacy framework (Zulivan, 2017). However, the Silk Road that crosses land has many obstacles compared to trade by sea. First, land transportation facilities can only use horses and trains, so they can only transport goods in small quantities. Second, the road terrain by land is relatively more difficult to pass because of natural obstacles, such as rivers, valleys, mountains, deserts, and others. On the other hand, the advantage of trade routes by sea is the mode of transportation of ships that can transport goods in far greater quantities and fewer terrain travel obstacles compared to land routes. Therefore, according to Azyumardi Azra, China then sought to promote trade routes by sea, called the Maritime Silk Road. This trade route connects China with India and the Middle East by sea by means of ship transportation (Azra, 2016a). However, to be able to get international recognition, China still lacks historical evidence to support the Maritime Silk Road. On the contrary, John Keay in his book *The Spice Route: A History*, said that the Spice Route based on history had an existence about its configuration, but there was still much evidence that was "shrouded in mist" (John Keay, 2007; in Azra, 2016a).

According to John Keay, based on ancient map sources, the story of sea explorers, ancient shipping guides, and records of ship loads, it was successfully reconstructed that the Spice Route really exists and is more than three millennia old. Starting from the Egyptians and Roman-Greeks from the west who sailed east, towards India and the Archipelago. In the historical reconstruction made by John Keay, the reason traders from the west sailed the Arabian Peninsula, India and the Archipelago was not to establish trade relations with China, but to find spices, such as cinnamon, pepper, nutmeg, ginger, and cloves (Azra, 2016a). Thus, China's efforts to introduce the Maritime Silk Road are not supported by strong historical evidence. In this case it seems that the Chinese Government's efforts are based more on the interests of economic and political repercussions against Indonesia (Azra, 2016a).

The Maritime Silk Road, according to Azyumardi Azra, is part of the Chinese Government's efforts to enforce hegemony in the sea region, especially in the south of China. Furthermore, the concept of the Maritime Silk Road is part of China's grand plan on "The Silk Road Economic Belt and the 21st Century Maritime Silk Road", to connect China with Central

Asia and Europe by road and China with countries in the Nanyang (southern sea region of China), Indian Ocean, crossing the Mediterranean Sea to Europe by sea. The idea of the Maritime Silk Road unites with the Silk Road in the concept of One Belt One Road (OBOR). The Maritime Silk Road Plan is clearly part of China's territorial, economic-trade and political ambitions to play a greater role in the international world. In addition to the Silk Road that crosses Central Asia and continues to Europe, China also has the ambition to control the trade routes through the sea in the southern region (Azra, 2016b).



Figure 1. UNESCO Version of the Silk Road and Spice Trail  
(Source: Marihandono and Kanumoyo, 2016: 5)

Facing the promotion of the Chinese Government, J. J. Rizal said that the Government of the Republic of Indonesia must promote the history of the Spice Path to the international world. (Rizal, 2015) Government efforts to promote the history of the Spice Track seem to have the support of UNESCO. According to UNESCO, the Spice Route is the name given to the shipping network route that connects the East to the West (see figure 1). The Spice Route stretches from southwestern Japan, connects to the Archipelago, passes south of India, crosses land between Saudi Arabia and Egypt, enters the Red Sea, and ends in the southern part of Europe, a distance of about 15 thousand kilometers (Azra, 2016a).

#### 4.3 Efforts to Internalize the History of the Spice Path

As stated in the Big Indonesian Dictionary, internalization means comprehension, assignment, deepening, counseling guidance, and upgrading. Then, in this case what should be internalized? In this case what is internalized is the history of the Spice Route which has been agreed by historians and has been recommended to be taught to students. The purpose of internalization of the history of the Spice Route is that there arises historical awareness among students. In this case the internalization strategy taken is outside the classroom. Historical learning outside the classroom is initiated by each school, while the government, both central and regional, is obliged to provide these learning media.

In connection with efforts to internalize the history of the Spice Track, the last few years, both the Government of Indonesia and non-governmental organizations that have an interest in the glory of the Nusantara spices have held exhibitions, historical visits, and discussions, as follows.

#### **a. Exhibition**

Exhibition activities with the theme of the history of spices, among others, as follows (Rahman, 2019: 347-348):

- 1) The exhibition "The Spice Trail: The Untold Story", 18 – 25 October 2015 at the National Museum, Jakarta, organized by the Ministry of Education and Culture in collaboration with the Indonesian National Museum Bina Foundation. This exhibition brings visitors back to dig deeper into the ins and outs of the history of the spices of the archipelago, re-dive into the triumph of the civilization of ancient kingdoms from the Hindu-Buddhist and Islamic eras, to the darkness of colonialism (Akbar, 2015).
- 2) Exhibition of "Spice Track Changes the World", 5 – 16 October 2016 at the Bintaro Exchange Mall, organized by the Directorate for the Preservation of Cultural Reserves and Museums, Ministry of Education and Culture. This exhibition conveys that spices play an important role in the life order and development of Indonesian civilization towards other nations (Branti ed., 2016).
- 3) "Five Century Spices Shake the World" Exhibition, 1 – 5 August 2017 at Fort Oranje, Ternate, North Maluku, organized by the Directorate for the Preservation of Cultural Heritage and Museum (PCBM) and UPT museums of the Directorate General of Culture. This exhibition aims to inform the general public about the history of the struggle of the nation in Indonesia, especially the Maluku Islands which is the gateway for foreign nations to seek spices (Ratnasari, 2017).
- 4) Exhibition "Sriwijaya Union, The Great Maritime", 4 – 28 November 2017, organized by the National Museum in collaboration with PT. Nusantara Spice Track. This exhibition seeks to show how the Kingdom of Srivijaya reached its golden age for 600 years, an important maritime kingdom in the world trade in spices, up to what relics were left of the Srivijaya Kingdom for the Republic of Indonesia (Mni, 2017).
- 5) Exhibition of "Spice Market: Aroma of the Silence, Fragrance Tradition, Future Taste, May 18 s.d. June 13, 2019 at the Maritime Museum, Jakarta, held by the Maritime Museum. This exhibition is intended to make people aware of spices as a trade commodity to add flavor, fragrance, and medicines, and their development in the future (Agmasari, 2019).

#### **b. Historical tour**

Historical tour activities with the theme of the history of spices, among others, are as follows.

- 1) "2018 Spice Track Expedition: History of Kie Raha's Spice and Biodiversity", 28 September until October 10, 2018, organized by the Ministry of Education and Culture. This activity was attended by 100 outstanding students from all over Indonesia. They observed and researched in four historic areas that were once known as the kingdoms of Moloku Kie Raha, namely Ternate, Tidore, Jailolo, and Makeang (Editor of Gamalamaews.com, 2018).
- 2) Exploration of Spice Track Charms (JPJR), 26 – 31 August 2019 at Nyiur Melambai Beach, Manggar Subdistrict, East Belitung Regency, organized by the East Belitung Regency Government. This activity is intended to introduce East Belitung Regency, Bangka-Belitung Islands Province, as one of the world's spice routes (Gumilang, 2019).

### **c. Discussion / Seminar**

Discussion / seminar activities with the theme of the history of spices, among others, are as follows.

- 1) International Forum on Spice Route 2019, with the theme: "Reviving the World's Maritime Culture through Spice Route as World Common Heritage", 19 to March 24, 2019 at the National Museum, Jakarta.
- 2) Spices Seminar as a Unifying Nation, May 23, 2019, at the Maritime Museum. This seminar raised the theme of Spice as a Unifying Nation, with a view to explaining how the role of spices in unifying cultures in the archipelago (Agmasari, 2019).

### **d. Museum visit**

Exhibition activities, historical tours, and discussions / seminars, the theme and location of which is determined by the organizer. This results in, these activities can only be reached by students from schools not far from the location. This is different from museum visit activities, where the school can determine its own theme that will be focused when students visit the museum. The number of museums in Indonesia is quite large, although not spread evenly in all provinces in Indonesia, which is 435 pieces (Purnama, 2017). From hundreds of museums, some of them are state museums located in each provincial capital.

Not every state museum is in the provincial capital which has historically been the center of the spice trade in the past, especially cities that do not have ancient ports, such as: Bandung, Yogyakarta, Denpasar, and others. Nevertheless, it is certain that all state museums in the provincial capital have collections related to maritime history and the spice trade. Thus, provincial state museums, wherever they may be, can still be used as a medium to introduce the history of the Spice Trail to students.

Today many local governments, both provincial and district / city, are aware of the importance of planting historical awareness in students, so organizing a mandatory museum visit program at schools in their area. One of them is the Provincial Government of the Special Region of Yogyakarta (DIY). Through the Department of Culture, the Provincial Government of Yogyakarta created a Compulsory Visit Museum (WKM) program for schools at all levels, which began in 2013 until now. Schools that wish to participate in the WKM program must first submit an application letter to the Yogyakarta Provincial Culture Office. After the application is accepted, a schedule of visits and the name of the museum to be visited are determined. In this case the Culture Service facilitates it by providing transportation to pick up and bring students to the museum, buy admission tickets, and provide food. Meanwhile, the school only has to determine the theme of the museum visit, the number of students participating, and the teacher who is responsible (Yogya Provincial Culture Agency, 2019).

## **4.4 History of the Spice Trail as the Nation Branding and Nation Pride of the Indonesian Nation**

Based on the explanation above, it can be seen that the exhibition activities, historical visits, and discussions / seminars are evidence of the commitment of the government and non-governmental organizations that care about the historical existence of the Spice Track. This was done by the government as part of an effort to restore the collective memory of the younger generation of Indonesia to the existence of spice commodities that had scented the archipelago in the era of trade in the past (Rahman, 2019: 348).

Organizing exhibitions, historical tours, and discussions / seminars on spices and the history of the spice path, both conducted purely by the government and in collaboration with non-governmental organizations shows that the government together with non-governmental

organizations have tried to internalize the community, especially the younger generation, regarding the history of the Spice Route. If the young generation has the awareness that they are a nation that had succeeded in trading in the past, then this can be a nation of branding or identity as an Indonesian nation. With the history of the Spice Track as the nation's branding, the younger generation will have a nation's pride and foster a spirit of patriotism within themselves.

The Indonesian people need an image based on positive values and perceptions that they have in order to gain a bargaining position among other countries in the world, one of the efforts is to raise the history of the Spice Track. Thus, it will lift the image of the Indonesian people to get the bargaining position. The aim of improving the image of Indonesia is not only related to economic values, but also related to ideological, social, cultural, political, and detention and security values, so that Indonesia has a respected position by other nations in the world.

In order to have a position respected by these other nations, the existence of the history of the Spice Track needs to be internalized to the younger generation through learning media. That is so that the historical memory of the wealth of the archipelago can be relayed between generations. Moreover, the cultural richness of the Spice Track is now prepared to become a World Heritage recognized by UNESCO. Strategically, the historical knowledge of the Spice Track can also be utilized to develop national strategies. It was also to anticipate China which is now building the Maritime Silk Road (Winata, 2019).

## **5. Conclusions**

The strategy taken by the Government of the Republic of Indonesia to introduce the history of the Spice Trail to the younger generation seems to be quite optimal. This is marked by various efforts to internalize the history of the Spice Track through learning media outside the classroom, which include: exhibitions, historical tours, and discussions / seminars. The internalization effort has been carried out since 2015 until now. Nevertheless, the internalization efforts are still concentrated in the Jakarta and surrounding areas, as well as several other cities / regencies, namely: Palembang City (North Sumatra Province), East Belitung Regency (Bangka Belitung Islands Province), and Ternate City (North Maluku Province). The internalization effort has not been evenly carried out in the provinces, or even in other districts / cities. In fact, regardless of the region historically been part of the spice trade route or not, internalization of the historical existence of the Spice Path must still be made to students. However, in areas that do not have a history as part of the spice trade route (for example: Yogyakarta, Bandung, Denpasar, etc.) internalization of the history of the Spice Trail can still be done through museum visit activities in state museums provinces that are generally located in the provincial capital. Internalization of the history of the Spice Route can be conveyed informally, when students visit museums and observe museum collections related to the maritime history of the Indonesian people. In this case it is certain that the provincial state museums have collections related to the history of the spices.

On the other hand, with the increasingly massive internalization of the history of the Spice Track to the younger generation, it is hoped that more young people will make the glory of the spice path one of the nation's branding, which they can be proud of as nation pride. This awareness can in turn be used politically by the younger generation in the future to break the efforts to promote the Maritime Silk Road carried out by the Chinese government, which is actually not supported by strong historical data.

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