

Museum-Based History Learning for Schools at the Wereldmuseum Leiden: Educational Activities and the Roles of Teachers and Museum Educators

Argitha Aricindy¹, Wasino², Aji Sofanudin¹, Hamdan Tri Atmaja²,
Atika Wijaya², Endah Sri Hartatik³, Suryadi⁴

¹ National Research and Innovation Agency (BRIN), ✉ aricindyargitha@gmail.com

² Universitas Negeri Semarang

³ Universitas Diponegoro

⁴ Leiden University

Article history

Received : 2025-06-10

Accepted : 2026-04-10

Published : 2026-04-23

Keywords

Museum Education;
History Learning;
Experiential Learning;
Wereldmuseum Leiden;
Colonial History

Abstract: This study examines the educational activities and resources of Wereldmuseum Leiden within the context of formal history education, focusing on how learning is designed before, during, and after school visits. The central question is: what structured learning activities are implemented, and how do they support students' historical understanding? Using a mixed-methods approach, qualitative data were collected through semi-structured interviews with five teachers and two museum educators, complemented by a descriptive survey of 20 participants involved in museum programs. The study analyzes activity types, timing, learning resources, and collaboration patterns between schools and museum staff. Findings indicate that hands-on workshops, artifact observation, and audiovisual materials are the most frequently used activities, mainly conducted during museum visits. Pre- and post-visit activities remain limited, suggesting weak integration with school curricula. Collaboration between teachers and museum educators is generally informal and inconsistent. This study highlights the need for more systematic partnerships between museums and schools to strengthen the pedagogical impact of museum-based history education. It also contributes to the field by adapting the instrument of Escribano-Miralles et al. (2021) to ethnographic museums with colonial collections, revealing specific challenges such as the underuse of pre/post-visit activities and digital resources in these settings.

Abstrak: Penelitian ini mengkaji aktivitas dan sumber belajar di Wereldmuseum Leiden dalam konteks pendidikan sejarah formal, dengan fokus pada perancangan pembelajaran sebelum, selama, dan setelah kunjungan sekolah. Pertanyaan utama penelitian ini adalah: aktivitas pembelajaran terstruktur apa yang digunakan, dan bagaimana aktivitas tersebut mendukung pemahaman sejarah siswa? Penelitian ini menggunakan pendekatan mixed-methods. Data kualitatif diperoleh melalui wawancara semi-terstruktur dengan lima guru dan dua edukator museum, serta didukung oleh survei deskriptif terhadap 20 partisipan yang terlibat dalam program edukasi museum. Analisis difokuskan pada jenis aktivitas, waktu pelaksanaan, sumber belajar, dan pola kolaborasi antara sekolah dan pihak museum. Hasil penelitian menunjukkan bahwa workshop berbasis praktik, observasi artefak, dan penggunaan media audiovisual merupakan aktivitas yang paling dominan, terutama selama kunjungan berlangsung. Aktivitas sebelum dan setelah kunjungan masih terbatas, yang menunjukkan lemahnya integrasi dengan kurikulum sekolah. Kolaborasi antara guru dan edukator museum juga cenderung bersifat informal dan belum konsisten. Penelitian ini menegaskan pentingnya kemitraan yang lebih sistematis antara museum dan sekolah untuk meningkatkan dampak pedagogis pembelajaran sejarah berbasis museum. Selain itu, studi ini berkontribusi dengan mengadaptasi instrumen Escribano-Miralles et al. (2021) ke konteks museum etnografi bercorak kolonial, serta mengungkap keterbatasan pemanfaatan aktivitas pra/pasca kunjungan dan sumber digital pembelajaran yang bermakna di tingkat lokal maupun global.



Available online at
<https://journal.unnes.ac.id/journals/paramita>

INTRODUCTION

History education plays a crucial role in shaping historical awareness, identity, and students' understanding of contemporary social, political, and cultural contexts (Seth, 2017). However, at various levels of education, history learning is still often conducted in a conventional manner, rote-based, minimally interactive, and lacking in the development of critical thinking. History teaching and learning activities tend to be trapped in textual classroom approaches that fail to deliver meaningful learning experiences (Daston, 2020). As a result, many students perceive history as a boring subject that is irrelevant to their lives (Aricindy et al., 2020). One approach that is being developed to address this challenge is experiential history learning, which involves out-of-classroom media such as museums (Nopas, 2025). Museums have great potential as concrete sources of historical learning, as they present historical relics in visual, narrative, and multi-sensory forms. Exhibitions, artifacts, and direct interaction with museum collections provide authentic experiences that cannot be obtained solely from textbooks (Saefudin & Musadad, 2024). With the right approach, museums can enhance critical thinking skills, historical empathy, and cross-cultural understanding (Aricindy et al., 2023). The Wereldmuseum Leiden (formerly known as the Museum Volkenkunde) is one of the oldest ethnographic museums in Europe, housing a collection of more than 500,000 objects from around the world, including regions that were former Dutch colonies, such as Indonesia. Its collections reflect the historical relationships between the Netherlands and the wider world, including periods of colonialism, trade, and cultural exchange (KITLV, 2019b). The narratives presented in this museum not only reflect global history but also offer opportunities for reflection on identity, diversity, and cultural heritage. Therefore, the museum holds strong potential as a space for contextual and critical history learning (Boomgaard, 2013). To understand museum utilization in this context, it is essential to consider the Dutch educational system and its *Geschiedskultur* (historical culture). Unlike curricula that focus on static national narratives, Dutch history education emphasizes historical thinking and active citizenship. This policy influences how museums are perceived not merely as repositories, but as active didactic sites that require specific pedagogical strategies from both teachers and museum educators.

Unfortunately, the utilization of museums as historical learning resources in formal education,

both in Indonesia and the Netherlands, remains suboptimal (Putri et al., 2022). Museum visits are often symbolic in nature, not integrated into the learning process comprehensively (pre-visit, during-visit, and post-visit), and lack structured reflective activities (KITLV, 2019a). Furthermore, collaboration between teachers and museum educators has yet to become systematic. This raises important questions: how exactly do teachers and museum educators use educational activities and resources in the context of history learning in museums such as the Wereldmuseum Leiden? This study aims to explore in greater depth how museums are used in formal history education. The main focus is on the types of activities used, the timing of their implementation (pre-, during, and post-visit), the kinds of educational resources employed, and the roles of teachers and museum educators in designing history learning experiences (KITLV, 2020). By adapting the approach from the journal "The Use of Activities and Resources in Archaeological Museums for the Teaching of History in Formal Education" (Escribano-Miralles et al., 2021), this research will attempt to apply similar instruments within the context of ethnographic museums and colonial heritage, which have thus far been relatively underexplored. It is hoped that this study will contribute to improving the quality of history education by using museums as spaces for critical and reflective learning.

Based on the aforementioned background, this study aims to address several key questions related to history learning at the Wereldmuseum Leiden. First, what types of history learning activities are conducted at the museum by teachers and museum educators? Second, when are these activities carried out before, during, or after the museum visit? Third, what educational resources are utilized during the educational visit? Lastly, how are teachers and museum educators involved, and what roles do they play in the history learning process?

This study aims to identify the types of history learning activities implemented at the Wereldmuseum Leiden, describe the use of educational resources by teachers and museum educators, and analyze the implementation of these activities across the pre-visit, during-visit, and post-visit time points. In addition, this study also aims to assess the contribution of teachers and museum educators in designing meaningful history learning experiences for students.

Theoretically, this research contributes to the development of historical education studies, particularly by examining the use of public spaces and

cultural institutions as learning media. In practice, the findings of this study are useful for teachers as a reference for developing museum-based history teaching practices, for museums as input for designing educational programs aligned with the school curriculum, and for policymakers as a basis for developing partnerships between schools and cultural institutions.

This research is limited to a single case study location, namely the Wereldmuseum Leiden, with a focus on history-learning activities conducted during educational visits. Data were collected from teachers and museum educators who were directly involved in these activities. This study does not address curatorial aspects, conservation, or museum collection management. Furthermore, the small sample size ($n=20$ for the survey and 7 for interviews) limits the statistical generalizability of the findings. The results should therefore be interpreted as contextually specific to Wereldmuseum Leiden and may not be directly transferable to other ethnographic or colonial heritage museums. Future studies with larger and more diverse samples across multiple institutions would strengthen the comparative validity of these findings. Additionally, student perspectives were not included in this study; incorporating learner voices in future research would provide a more complete picture of the educational impact of museum visits.

Literature Review

Museum as History Learning Media

Museums have long been recognized as non-formal educational spaces with great potential to support history learning. In the context of 21st-century education, which emphasizes active, contextual, and experiential learning, museums serve as strategic venues for connecting learners with historical evidence directly (Suratminto, 2015). This unique characteristic, as an ethnographic museum with a complex colonial heritage, explicitly demands a pedagogical approach that is not only informative but also critical and reflective. In the context of history education, Wereldmuseum Leiden serves as a laboratory for deconstructing past narratives, ensuring that the learning process becomes more relevant to contemporary social dynamics and research objectives. Artifacts, dioramas, exhibitions, and educational programs organized by museums provide students with opportunities to learn through observation, exploration, and critical reflection. According to Hein (1998), museums are not merely places for storing ancient objects but are also learning environments where visitors interact with infor-

mation, symbols, and meaning (Sugian & Sombu, 2023). In history education, museums act as intermediaries between the past and the present, between historical narratives and complex social realities. This is reinforced by Hooper-Greenhill (2007), who states that museums can develop students' historical thinking skills through a learner-centered approach (Beumers & Abspoel, 2000). Within the context of the history education curriculum, museums can help students understand chronology, cause and effect, change and continuity, as well as historical perspectives (Plantinga, 2025). Moreover, museums foster the development of historical empathy the ability to understand the feelings, motivations, and experiences of people in the past based on historical evidence (Xie, 2024). Thus, museums do not merely transmit knowledge; they also shape historical understanding (Pegg, 2025).

Experiential Learning Theory

Experiential learning is a pedagogical approach that is highly relevant to the use of museums as learning spaces. This theory was developed by David Kolb (1984), who stated that learning occurs through a four-stage cyclical process: concrete experience, reflection on that experience, abstract conceptualization, and active experimentation (Frank, 2023). In the context of museums, students directly engage with artifacts or exhibitions (the concrete experience stage), reflect on the historical or cultural significance of what they observe (reflection), connect it with historical theories or narratives (conceptualization), and finally apply their understanding in a task or project (active experimentation). The synthesis of Kolb's Experiential Learning Theory and Vygotsky's social constructivism creates a more coherent pedagogical framework for museum-based learning. While Kolb emphasizes the individual cycle of transforming experience into knowledge, Vygotsky provides the analytical bridge through the Zone of Proximal Development (ZPD), where museum artifacts and social interactions act as tools of mediation. Consequently, the sensory experience of objects (Kolb) is reinforced by guided dialogue (Vygotsky), allowing students to achieve a deeper, collaborative understanding of history that transcends independent learning (Devi, 2019). This cycle integrates cognition and affects, bridging factual knowledge with critical understanding (Quinsay, 2024). From Vygotsky's perspective, museums can also be seen as zones of proximal development, where interaction with educators, curators, and learning media in the museum enables students to reach new understandings with social support

(*scaffolding*) (Kamma, 2013). Therefore, dialogical and participatory approaches are essential in designing meaningful learning experiences in museums.

Activities and Resources for History Learning in Museums

Various studies have shown that the effectiveness of museum-based learning is highly influenced by the types of activities and resources used (Ramiyati et al., 2025). Well-designed learning activities can transform a museum visit from mere passive observation into an active and reflective learning experience. Escribano-Miralles et al. (2021), in the journal *Sustainability*, examined two archaeological museums in Spain and found that activities such as artistic workshops, artifact observation, group discussions, and audiovisual screenings were among the most commonly used (Wilken, 2024). However, more analytical and reflective activities, such as historical debates, interviews with historical figures, and field research, were still rarely implemented (Ardianti et al., 2025). The study also highlighted that the majority of activities occurred during the visit, while pre- and post-visit activities remained under-integrated into the learning process. In addition to activities, the types of resources used are also critical determinants of learning quality in museum settings. The study categorized resources into two types: passive ICT (e.g., videos, photos, and websites) and active ICT (e.g., interactive apps, augmented reality, and educational games). Other resources like worksheets, guides, and printed materials remain popular among teachers and museum educators due to their accessibility and alignment with school curricula (Escribano-Miralles et al., 2021). In the context of history education, it is important to choose activities and resources that encourage students to think historically, explore sources, and construct their own interpretations. Therefore, the design of learning experiences in museums must involve collaboration between teachers and museum educators to ensure that learning objectives are effectively achieved (Guerrero-Romera et al., 2021).

Collaboration between School and Museum

The effectiveness of learning in museums largely depends on the extent of collaboration between teachers and museum institutions. According to Estepa (2017), museum-based learning becomes meaningful when it is planned holistically: starting from introducing the material in the classroom (pre-visit), conducting activities at the museum (during

the visit), and concluding with reflection and follow-up at school (post-visit) (Jacobs, 1883). However, in practice, such collaboration often does not materialize (Astuti & Aricindy, 2025). Teachers are often unaware of the educational program's museums offer, while museum staff do not always understand the needs of the school curriculum. As a result, museum visits become disconnected activities, separate from formal learning processes (Van Eysinga, 1842). Research by Kisiel (2005) shows that schools that maintain ongoing relationships with museums (communities of practice) tend to generate more meaningful and long-lasting learning experiences. This model emphasizes the importance of two-way communication, joint planning, and post-visit evaluation. In the context of the Wereldmuseum Leiden, this is particularly relevant, as the museum possesses a rich collection and educational programs that can be further developed into an integral part of history education (Prager, 2004). Therefore, this study will examine how the relationship between teachers and museum educators is implemented in practice at the museum.

Previous Studies and Research Gaps

Various studies have examined the use of museums in history education, but most have focused on archaeological or local history museums. Research exploring ethnographic museums, especially those with colonial legacies, such as the Wereldmuseum Leiden, remains very limited. Yet, the context of Dutch colonial history and collections related to Indonesia present significant opportunities to explore issues of global history, multiculturalism, and identity (Prager, 2005). A notable strength of the approach by Escribano-Miralles et al. (2021) is its use of a structured quantitative instrument, which enables a comparative assessment of activities and resources from both teachers' and educators' perspectives (Guerrero-Romera et al., 2021). However, their study was limited to archaeological museums. Therefore, this research seeks to adapt that approach within the context of an ethnographic museum and colonial history to examine whether similar findings emerge or different dynamics are revealed.

METHOD

Research Approach and Methods

This study employs a mixed-method approach to provide a comprehensive analysis (Maarif et al., 2025). Qualitative data were obtained through semi-structured interviews with 5 teachers and 2 museum educators to explore pedagogical roles in depth.

Additionally, a descriptive quantitative survey was conducted with 20 respondents ($n=20$) to categorize the types and frequency of learning activities observed at the museum. A quantitative approach is used because the research aims to obtain an objective, systematic overview of the use of activities and resources in formal history education at museums, specifically at the Wereldmuseum Leiden, based on the perceptions of teachers and museum educators. The descriptive method is chosen to provide a detailed account of the variables under investigation without manipulating or experimenting with the research subjects (Gieling & Ong, 2016). This study also adapts part of the methodology used by Escribano-Miralles et al. (2021) in their research on two archaeological museums in Spain, focusing on the activities and resources used in history education within museums (Escribano-Miralles et al., 2021). The adaptation is made to suit the context of an ethnographic museum and colonial heritage, as well as to adjust terminology and the educational environment in the Netherlands.

Location and Research Subjects

The research site for this study is the Wereldmuseum Leiden (formerly known as the Museum Volkenkunde), which is part of the Nationaal Museum van Wereldculturen (NMVW) network. This museum is located in the city of Leiden, the Netherlands, and holds a large collection originating from Asia, Africa, Oceania, and the Americas, including cultural heritage from Indonesia, which forms an important part of Dutch colonial history. The research subjects consist of two main categories: history teachers or teachers of other subjects who integrate history and take students to the Wereldmuseum Leiden for educational visits, and educational staff (museum educators) from the Wereldmuseum Leiden who are directly involved in the design and implementation of educational programs for schools. The sample includes 5 teachers and 2 museum educators. The sample was selected purposively, based on the following criteria: (1) actively engaged in educational visits within the last two years, and (2) directly involved in the planning or implementation of history learning activities at the museum.

Research Instruments

The main instrument used in this study is a closed-ended questionnaire, adapted from the Museum Use for the Study of Education and Learning Activities (Yumasdaleni et al., 2026). instrument developed by Escribano-Miralles et al. (2021). This in-

strument has been adjusted to fit the context of ethnographic museums and global history education. The questionnaire is divided into three main sections: (1) General Respondent Information, including name, gender, educational background, home institution, and experience with museum visits. (2) History Learning Activities, focusing on the types of activities used in the context of museum visits (multiple-choice items combined with a Likert frequency scale), and the timing of these activities: before, during, or after the visit. Activity categories are based on levels of cognition and participation: observational, participatory, reflective, and analytical. (3) Resources and Media, covering the types of materials used: worksheets, videos, interactive apps, audio tours, digital guides, temporary exhibitions, original artifacts, etc. Media engagement is categorized as passive (viewing/reading) or active (interactive/exploratory). The questionnaire was provided in two language versions (English and Indonesian) to ensure a clear understanding for all respondents. Top of Form Bottom of Form

The activity categories in the questionnaire were operationalized based on Kolb's (1984) four-stage experiential learning cycle: observational activities correspond to the concrete experience stage; reflective discussions correspond to reflective observation; project assignments and written reports correspond to abstract conceptualization; and educational games and roleplay correspond to active experimentation. This categorization enabled a systematic mapping of learning activities to theoretical stages of knowledge construction

Instrument Validity and Reliability

To ensure content validity, the drafted questionnaire was first reviewed by two experts: a lecturer in history education and a museum education practitioner in the Netherlands. Feedback from both was used to refine the structure of the questions, terminology, and logical sequence. A reliability test was conducted through a pilot study involving five history teachers who were not part of the main research sample. The results showed that all items in the instrument had a Cronbach's Alpha coefficient of 0.89, indicating high reliability ($\alpha > 0.7$).

Data Collection Technique

Data were collected via online questionnaires distributed via Google Forms and SurveyMonkey. Semi-structured interviews were conducted with 5 teachers and 2 museum educators, selected purposively to deepen the findings from the questionnaire. Documentation was also gathered from learning

materials, museum visit guides, and activity reports available on the museum's official website. The questionnaire distribution took place over a two-month period (February–March 2025), with support from museum staff in reaching out to relevant partner schools.

Data Analysis Technique

Quantitative data from the questionnaires were analyzed using descriptive statistics with Microsoft Excel and SPSS. The analysis included frequencies and percentages of activities by time of implementation (pre-visit, during the visit, post-visit), the average usage level of each type of activity and resource, and a comparison between teachers and educators in selecting types of activities/resources (cross-tabulation). Qualitative data from the interviews were analyzed using thematic analysis to identify key themes related to motivation, challenges, and best practices in using museums as a medium for history education (Aricindy & Wijaya, 2023). The research subjects were divided into two groups to accommodate the mixed-method approach. For the qualitative depth, semi-structured interviews were conducted with 7 key informants (5 schoolteachers and 2 museum educators). To complement this, a descriptive survey was administered to a broader group of 20 participants ($n=20$) who have been actively involved in the museum's educational programs. This larger sample was used to identify general patterns in the types of activities and resources used, which were then cross-referenced with the interview results.

RESULTS AND DISCUSSION

This discussion section will elaborate and analyze the research findings based on the quantitative and qualitative data collected, focusing on three main aspects of history learning at the Wereldmuseum Leiden: the types of learning activities used, the timing of these activities, and the educational resources utilized by teachers and museum educators. The discussion aims to illustrate how both parties, teachers and museum educators, implement educa-

tional visits as part of the formal history learning process (Gieling & Ong, 2016). Moreover, this section will relate the research results to existing literature and previous studies, such as those conducted by Escribano-Miralles et al. (2021) and Kisiel (2005), to assess the extent to which the practices found align with effective museum learning theories and models (Ankersmit et al., 2021). This is especially important given the ethnographic and colonial heritage contextS of the Wereldmuseum Leiden, which presents unique characteristics distinct from those of archaeological or local history museums, thereby creating distinct dynamics in the use of activities and educational resources (Prottas, 2019). Furthermore, the discussion will highlight the challenges and opportunities encountered in conducting pre-visit, during-visit, and post-visit learning activities, and how these affect the overall effectiveness of history learning (Todino & Campitiello, 2025). Thus, this section not only presents descriptive data but also aims to provide a more holistic understanding of the interactions among teachers, museum educators, and learners in the context of history education in museums.

Types of History Learning Activities Conducted

The questionnaire results indicate that both teachers and museum educators use various types of activities during educational visits to the Wereldmuseum Leiden. The table 1 shows the percentage of respondents who reported using each type of activity.

Here is a colored bar chart depicting the percentage of use of different types of activities by

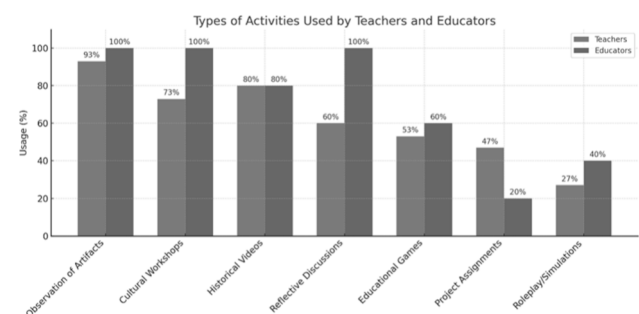


Figure 1. Types of activities used ($n=20$)

Table 1 Types of Activities Used ($n=20$)

No	Type of Activity	Used by Teachers (%)	Used by Educators (%)
1	Direct observation of historical artifacts/collections	93%	100%
2	Cultural workshops (batik, masks, dance)	73%	100%
3	Watching historical videos or documentaries	80%	80%
4	Reflective discussions on historical issues and identity	60%	100%
5	Educational games/museum scavenger hunts	53%	60%
6	Project assignments or written reports	47%	20%
7	Roleplay or historical figure simulations	27%	40%



Figure 2. Percentage distribution of the use of various activities

teachers and educators based on the table you provided. Each activity is shown on the X-axis, and the percentage of its use by teachers (blue) and educators (red) is shown on the Y.

The Table 1 present the results of a descriptive survey conducted with 20 respondents ($n=20$), representing a cross-section of teachers and educators who use Wereldmuseum Leiden's resources. These quantitative findings are further enriched by qualitative insights obtained from the in-depth interviews with the 5 primary subjects. Here is a colored pie chart showing the percentage distribution of the teachers' use of various activities, using the blue color scheme (left). Educator (right) - using the red color scheme. Each slice depicts the proportion of use of a particular type of activity. Based on the data, the most commonly used activities are artifact observation and cultural workshops. This indicates that experiential learning approaches remain the top preference in the museum context. Reflection- and discussion-based activities also rank highly, especially among educators trained to facilitate critical dialogue with students. Game-based activities and project assignments have lower utilization rates, particularly among teachers. This may be due to time constraints and the limited availability of curriculum-aligned teaching materials.

Activity Implementation Time

Activities conducted during the museum visit dominate, while pre-visit and post-visit activities remain limited, especially for teachers. Below is a graph

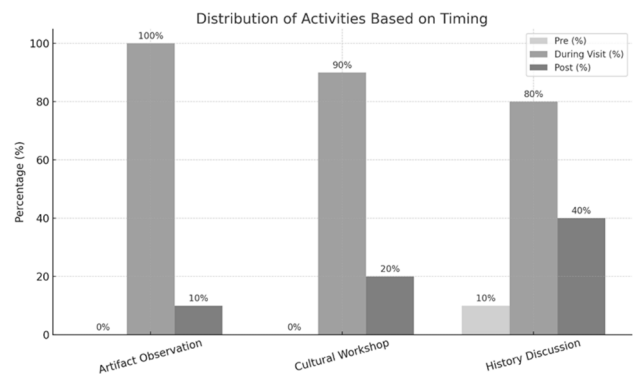


Figure 3. Distribution of Activities Based on Timing

showing the distribution of activities based on the timing of implementation.

Figure 3 shows the percentage distribution of history learning activities at the Wereldmuseum Leiden by implementation time: pre-visit, during visit, and post-visit. The “Artifact Observation” activity was conducted entirely during the visit (100%), with a small proportion also reported to occur post-visit (10%). “Cultural Workshop” was also dominated by implementation during the visit (90%), while 20% took place after the visit. “History Discussion” activities were more varied: 10% took place before the visit, 80% during the visit, and 40% after the visit. This data suggests that most learning activities are focused during the visit, with significant post-visit engagement, especially in the history discussions.

The figure 4 is a Venn diagram consisting of three intersecting circles. Each circle represents one type of activity: Circle 1: Artifact observation, Circle 2: Cultural workshop, Circle 3: History discussion. These three circles intersect at the center, suggesting interrelationships or overlaps in the implementation of these activities. An explanation of each area follows: Single area: Indicates activities that only occur in one type of activity. Two-circle intersection area: Indicates activities that involve two types

Table 2. Distribution of Activities Based on Timing

Type of Activity	Pre (%)	During Visit (%)	Post (%)
Artifact observation	-	100%	10%
Cultural workshop	-	90%	20%
History discussion	10%	80%	40%

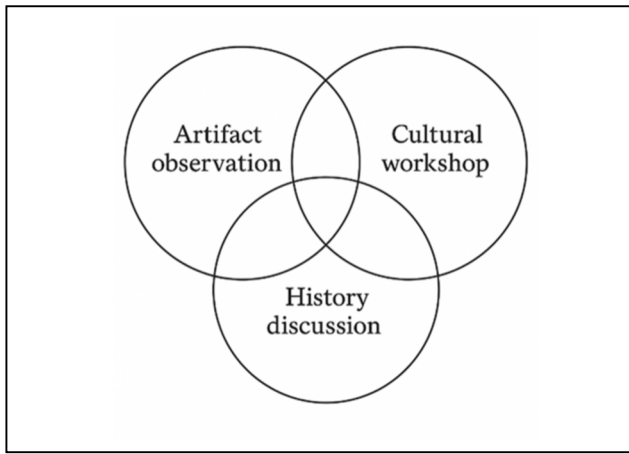


Figure 4. Venn Distribution of Activities Based on Timing

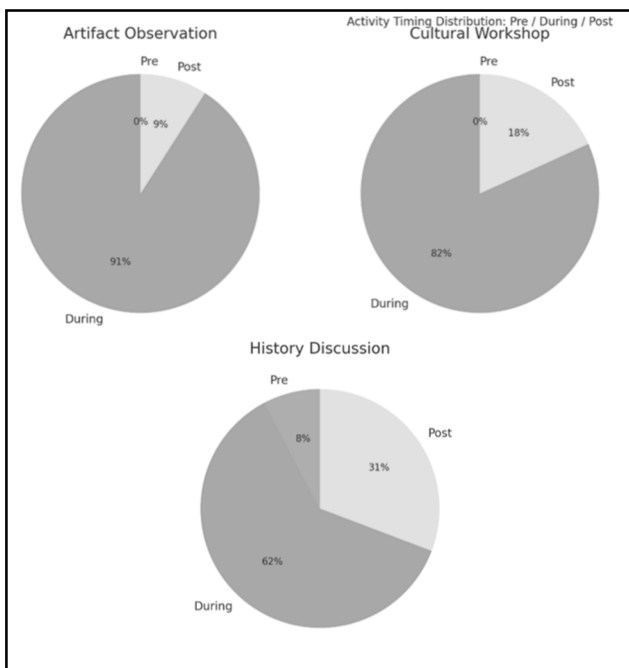


Figure 5 Distribution of Activities Based on (Pre / During / Post)

of activities simultaneously (for example, history discussion & cultural workshop). Center area (third slice): If used, can show activities that include all three.

Figure 5 showing the time distribution (Pre / During / Post) of three types of activities: Artifact Observation: Predominantly done during the visit (During). Cultural Workshop: Also mostly done during the visit, but slightly more done afterwards (Post). History Discussion: More evenly distributed, with significant contributions in the Pre and Post phases as well. Each diagram clearly visualizes the proportion of activities by time of day.

Types of Educational Resources Used

The resources used vary greatly. Museum educators tend to use more visually based and interactive media, while teachers rely on simpler printed materials.

Table 3 Types of Educational Resources

No	Type of Resources	Teacher (%)	Educator (%)
1	Printable worksheets	87%	60%
2	Museum guides (physical/digital)	67%	80%
3	Original artifacts in the exhibition	100%	100%

Original artifacts are the main source of historical learning. Worksheets are still widely used by teachers as they are easily linked to schoolwork. However, the use of interactive technologies such as QR codes and apps remains suboptimal, possibly due to limited facilities or training.

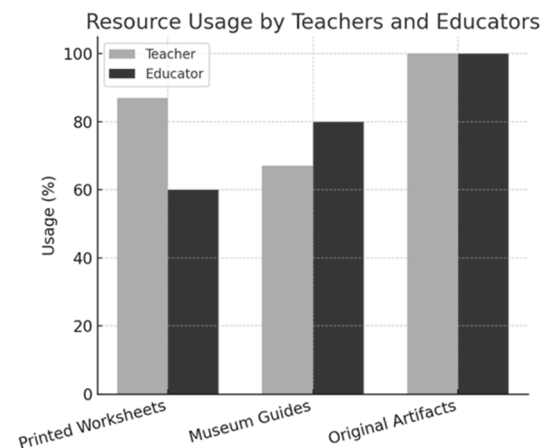


Figure 6 Distribution of Types of Educational Resources

The bar chart compares resource usage between teachers and educators across three types of educational materials: Printed Worksheets, Museum Guides (physical/digital), and Original Artifacts. Teachers most frequently use Original Artifacts (100%), followed by Printed Worksheets (87%) and Museum Guides (67%). Educators also show the highest usage for Original Artifacts (100%), with Museum Guides (80%) used more than Printed Worksheets (60%).

The Venn diagram illustrates the overlap in full (100%) usage of resources between teachers and educators. Both groups fully utilize Original Artifacts, representing the intersection. However, each group has unique preferences for other materials not used at the 100% level by the other.

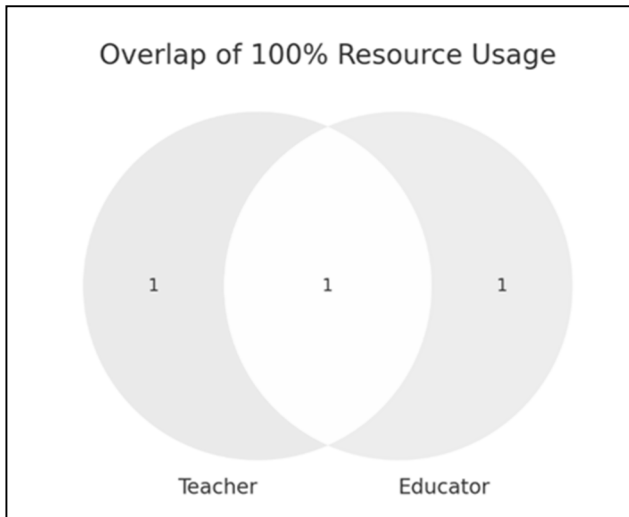


Figure 7. Venn Distribution of Types of Educational Resources

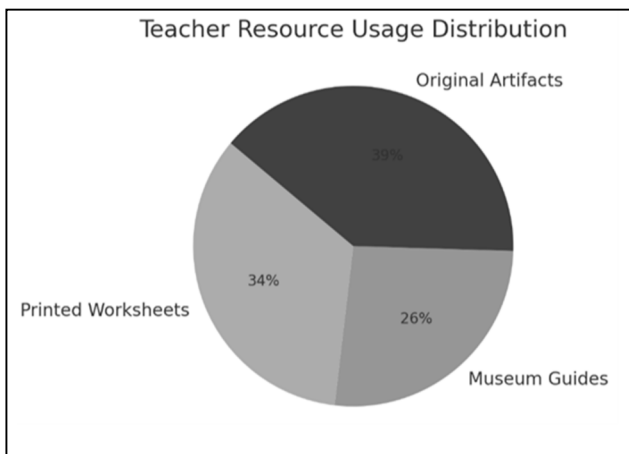


Figure 8. Distribution of the proportion of resource usage by teachers

The pie chart shows the proportion of resource usage by teachers. Original Artifacts account for the largest portion (39%), followed by Printed Worksheets (34%) and Museum Guides (26%). This highlights a strong preference for authentic and tangible resources in teaching practices

The Role of Teacher and Educator in History Learning

The interviews showed a difference in approach between teachers and museum educators: Teachers focus more on integrating museum materials into the curriculum, and linking visits with learning assessments (reports, quizzes, assignments). As one teacher stated during the interview: 'We usually focus on making sure the visit connects to the exam material there is not much time to explore beyond that.' In contrast, a museum educator emphasized: 'Our goal is for students to feel the history, not just memorize it. We want them to question what they see. Museum educators focus more on hands-on

experiences and building cultural understanding in a reflective way. Some teachers expressed challenges in designing pre- and post-visit activities due to time constraints or a lack of access to information from the museum. The field findings show that the use of Wereldmuseum Leiden as a medium for learning history still faces various challenges in practice. Although the museum has provided various facilities and educational programs, the integration of these activities into the formal learning process has not been running optimally (Pshenichny-Mamo & Tsybulsky, 2025). One of the main obstacles is the limited time teachers have to design pre- and post-visit activities. Teachers tend to focus on achieving curriculum targets and limited lesson hours, so reflective and explorative activities are often neglected. Meanwhile, museum educators stated that they have developed thematic learning modules to support history learning, but not all teachers are aware of their existence or potential. In addition, the lack of intensive coordination between the school and the museum has resulted in gaps in material customization (Erol et al., 2025). Most teachers stated they did not know the exhibition's detailed content before the visit. As a result, the activities designed are often general and not directly related to specific learning objectives. On the other hand, museum educators have difficulty tailoring the educational approach to the specific background and needs of each school due to a lack of systematic communication (Meunier & Bélanger, 2025). One teacher expressed a desire to complete reflective assignments after the visit, but there is not enough time and in-depth references on the historical context of the artifacts displayed in the museum.

Another challenge is the limited use of technology in extending the learning experience. Although the museum has provided some digital tools, such as QR codes and online exhibition pages, their use by teachers and students remains low. This is due to the lack of training, the lack of digital devices available in schools, and the assumption that these technologies are secondary to the history learning process (Nopas, 2025). In fact, digital media has great potential to extend the learning experience and encourage students' independent exploration beyond the museum's physical space (Aricindy & Siregar, 2018). The findings show that although museums have transformed into inclusive and interactive learning spaces, the role of teachers as learning facilitators is still crucial in bridging students' experiences with meaningful historical narratives.

Discussion

The results of this study show that the dynamics of museum utilization as a medium for learning history are highly diverse, depending on the perpetrators' roles and backgrounds. If we compare it with the research of Escribano-Miralles et al. (2021), we can see a similar pattern in terms of the dominance of activities during the visit and the limited integration of activities before and after the museum visit (Hamed & Hassan, 2025). In the case of Wereldmuseum Leiden, this is exacerbated by the complexity of the colonial history material, which requires a sensitive and reflective pedagogical approach. Collection observation and cultural workshops rank high among the activities undertaken. The data reveal a consistent trend where artifact observation and cultural workshops are the most dominant activities, reflecting a strong preference for experiential learning. However, the lower utilization of game-based activities and project assignments among teachers compared to educators suggests a 'pedagogical gap' caused by rigid school schedules and a lack of pre-designed museum materials that align directly with the formal curriculum. This highlights the critical role of museum educators as the primary facilitators of interactive and critical dialogue. This aligns with Kolb's (1984) concept of experiential learning, in which students gain understanding through direct experience. However, the high utilization of these activities also raises questions about the depth of learning: Do students just "see" or do they also "understand"?

Workshops such as batik-making, mask-making, or playing traditional musical instruments have high cultural value, but if they are not complemented by historical reflection, they can fall into the trap of surface learning. This has been criticized by (Wibowo et al., 2025), who emphasizes that learning in museums should encourage visitors to develop historical understanding, not just cultural appreciation, as shown in Table 4.1 and Figure 4.1. Pre- and post-visit activities are minimal, especially among teachers. In fact, pre-visit activities are important for building students' initial schemata (Bruner, 1966), and post-visit activities are essential for developing sustainable historical understanding. The lack of pre-visit activities may be due to poor communication between schools and museums. Some teachers even stated that they did not receive enough information from the museum about the exhibition topic they would be visiting. This suggests a gap in pedagogical planning across institutions. (Puspita et al., 2025) calls this phenomenon a "disconnect" in the museum learning tripartite:

teachers, students, and museum educators are not fully connected in the learning design. One interesting finding is the low use of interactive digital media (such as QR codes, museum apps, or AR tours) (Serrano-Ausejo et al., 2025). This is despite research, such as that by Falk and (Ningsih et al., 2025), showing that digital technology can extend the museum learning experience, especially for the digital-native generation. The lack of use of these technologies could be due to two factors: first, a lack of teacher training to integrate museum digital media into learning; second, the museum's less-than-optimal provision of digital media. The underutilization of digital technology directly impacts the stagnation of the quality of history learning, as interactions remain largely one-way (Muzayanah et al., 2025). This confirms that the presence of technology alone is insufficient without the strategic role of teachers as pedagogical mediators. Teachers must explicitly link digital potential with meaningful instructional design, positioning technology as an integral part of a reflective history learning experience rather than a mere supplementary tool (Falk et al., 2012). This is an important challenge, especially in the context of post-pandemic education, which demands strengthening hybrid learning and digital skills. The results of the interviews show a difference in orientation between teachers and museum educators. Teachers focus more on curriculum fulfillment and assessment-based learning, while museum educators emphasize experience-based learning and reflection. This difference in approach is not necessarily negative, but if not communicated well, it can lead to disagreements in the implementation of activities (Adityaji et al., 2025). Museum educators often expect active participation from teachers, while teachers rely on educators as full facilitators. As a result, the student experience can be incomplete.

The results of this study indicate a gap between the educational potential of the Wereldmuseum Leiden and its actual implementation in formal history learning. Although the museum has generally offered a variety of experiential educational activities and resources, teachers have not fully integrated this approach into the school curriculum. This finding aligns with the research of Escribano-Miralles et al. (2021), who highlighted the lack of pre- and post-visit activities in the museum's learning process (Novitasari et al., 2024). This finding corroborates the study by Escribano-Miralles et al. (2021), which found that learning in museums remains centered on the visit. The lack of pre- and post-visit activities can reduce learning effective-

ness, as students lack a frame of reference beforehand and have no time for deep reflection afterward. In fact, within the framework of Kolb's experiential learning theory (1984), activities before and after direct experience are very important for building reflection and conceptualization of knowledge. When learning activities are confined to the visit, the internalization process and the development of students' critical understanding are hampered (Ristawati et al., 2025). The tendency to use observational and participatory activities such as cultural workshops reflects a preference for affective and sensory approaches. However, meaningful historical learning does not rely solely on concrete experiences but must be complemented by critical reflection and historical analysis. If activities such as batik-making or observing artifacts are seen only as aesthetic pursuits, students will not be able to relate these artifacts to the dynamics of colonialism, national identity, or the impact of globalization. This aligns with Hooper-Greenhill's (2007) critique, which argues that history learning in museums should encourage visitors to develop historical understanding, not just cultural appreciation detached from its historical context (Bramantya, 2023).

The difference in approach between teachers and museum educators is also an important factor affecting learning effectiveness. Teachers place greater emphasis on meeting curriculum standards and on learning evaluation, while museum educators emphasize cultural exploration and the development of historical empathy. In many cases, these two approaches run in parallel without clear common ground (Wasino and Hartatik, 2018). This points to the need for pedagogical dialogue and cross-institutional cooperation to build a common understanding of the purpose of history learning in museums. Estepa (2017) calls this a "pedagogical partnership", emphasizing the importance of joint planning between schools and museums to integrate learning holistically. The limited utilization of digital resources is also an indicator of schools' low readiness to face the challenges of 21st-century learning (Wasino, 2020). Museums have tried to introduce interactive media, such as digital tours and educational apps, but adoption at the school level remains very low. Lack of training and access to digital infrastructure makes teachers reluctant to explore these resources. Yet, as Falk and Dierking (2012) point out, technology integration can broaden the learning experience and strengthen students' engagement with historical materials. Therefore, the transformation of museum-based history learning demands not only innovation from the museum,

but also pedagogical and digital readiness from the school (Wasino, 2018). Overall, the findings and discussion emphasize the importance of transforming the approach to history learning from a content-centered model to one that is centered on experience and reflection (Wasino & Hartatik, 2019). Museums such as the Wereldmuseum Leiden have a strategic position to become public spaces that support critical and multivocal history education. However, this potential can be realized only if there is synergy among teachers, museum educators, and educational policies that encourage the integration of curriculum with cultural experiences. Therefore, museum-based history learning should be designed not as an incidental activity, but as a structured, collaborative, and sustainable pedagogical process (Aricindy & Wijaya, 2023).

From a theoretical point of view, this reflects the importance of collaborative work in formal-informal education, as Estepa (2017) argues that museums will be more educationally meaningful when used in a "pedagogical partnership" with schools. The results of the interviews show differences in orientation between teachers and museum educators. Teachers focus more on curriculum fulfillment and assessment-based learning, while museum educators emphasize experience-based learning and reflection. This difference in approach is not necessarily negative, but if not communicated well, it can lead to disagreements in the implementation of activities. Museum educators often expect active participation from teachers, while teachers rely on educators as full facilitators. As a result, the student experience can be incomplete. From a theoretical perspective, this reflects the importance of collaborative work in formal-informal education, as stated by Estepa (2017), that museums will be more educationally meaningful if used in a "pedagogical partnership" with schools.

CONCLUSION

This study concludes that the utilization of museums as a medium for formal history learning at Wereldmuseum Leiden shows diverse dynamics. Learning activities still focus on the visit, with the dominance of observational activities and cultural workshops. Pre- and post-visit activities have not been optimally integrated, both in terms of teacher planning and coordination with the museum. Teachers' learning resources tend to be conventional, such as worksheets and printed guides, while museum educators have begun developing interactive approaches, though the use of technology remains limited. The difference in approach between

teachers and educators needs to be bridged through joint planning and open communication. Museums such as the Wereldmuseum Leiden have great potential to enrich understanding of global history, including reflection on colonial heritage. However, this will only be realized if learning activities are designed in a reflective and collaborative manner. In the context of 21st-century education, the integration between formal learning and cultural institutions must be strengthened. Based on the study's results, it is suggested that teachers receive training in designing museum-based history learning that includes pre-visit, during-visit, and post-visit components. Museums should provide thematic educational packages aligned with the school curriculum and offer technology-based digital resources (QR codes, apps, e-learning). Collaboration between schools and museums can be facilitated through joint communication forums, such as workshops or integrated teacher-museum educator training. Further research could examine students' perceptions of museum learning experiences and their impact on historical understanding.

ACKNOWLEDGEMENTS

The author would like to express sincere gratitude to all the teachers and museum educators who participated in this study and generously shared their time and insights. Special thanks are extended to the educational staff at Wereldmuseum Leiden for their cooperation and support in facilitating access to relevant information and resources.

REFERENCES

- Adityaji, R., Indrianto, A. T. L., Nugroho, A., & Oktavio, A. (2025). Training to Improve The Skills and Professionalism of Museum Tour Guides in Mojokerto, East Java. *GANDRUNG: Jurnal Pengabdian Kepada Masyarakat*, 6(1), 2060–2070.
- Ankersmit, B., Loddo, M., Stappers, M., & Zalm, C. (2021). Museum storage facilities in the Netherlands: The good, the best and the beautiful. *Museum International*, 73(1–2), 132–143.
- Ardianti, M., Kurniawan, E., & Aricindy, A. (2025). Tradisi Methik Pari sebagai Sumber Pendidikan Karakter berbasis Kearifan Lokal. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(04), 300–310.
- Aricindy, A., Rosramadhana, R., Nasution, D. M., & Harahap, I. K. (2020). Kesetaraan Perempuan Disabilitas dalam Mewujudkan Pembangunan Indonesia Berkelanjutan (SDGs) Melalui Himpunan Wanita Disabilitas Indonesia (HWDI) Wilayah Sumatera Utara di Kota Medan. *Buddayah: Jurnal Pendidikan Antropologi*.
- Aricindy, A., & Siregar, P. S. (2018). *Pembinaan Kelompok Masyarakat Pemulung Dalam Pembuatan Teluk Pabokabe (Teknik Lukis Pada Botol Kaca Bekas) Dengan Menerapkan Ornament Batak Toba Sebagai Elemen Interior Ruangan Di Kelurahan Paya Pasir Medan Marelan Sumatera Utara*. 2(2), 35–39.
- Aricindy, A., Wasino, W., Atmaja, H. T., & Wijaya, A. (2023). Mainstreaming Peace Education in Multicultural Schools Yayasan Perguruan Sultan Iskandar Muda Medan and Karang Turi Semarang. *International Conference on Science, Education, and Technology*, 9, 91–94.
- Aricindy, A., & Wijaya, A. (2023). Local wisdom for mutual Cooperation in Indonesia: An ethnographic investigation on value of Marsiadapari tradition, Sianjur Mula-Mula Sub-District, Samosir Regency, North Sumatera Province. *Kasetsart Journal of Social Sciences*, 44(2), 555–564.
- Astuti, T., & Aricindy, A. (2025). Implementasi Pendidikan Karakter Berbasis Core Value: Studi Fenomenologi Budaya Sekolah di SD Nasima. *Jurnal Ilmiah Literasi Indonesia*, 1(2), 609–6161.
- Beumers, E., & Abspoel, P. (2000). The African Collection of the Wereldmuseum Rotterdam. *African Arts*, 33(1), 18–95.
- Boomgaard, P. (2013). The development of colonial health care in Java; An exploratory introduction. *Bijdragen Tot de Taal-, Land- En Volkenkunde / Journal of the Humanities and Social Sciences of Southeast Asia*. <https://doi.org/10.1163/22134379-90003137>
- Bramantya, Y. A. (2023). The Strategy of Taman Mini Indonesia Indah as an Educational Cultural Tourism Destination for Generation Z Students. *Journal of Indonesian Tourism and Policy Studies*, 9(2), 2.
- Daston, L. (2020). The history of science and the history of knowledge. *Logos (Russian Federation)*. <https://doi.org/10.22394/0869-5377-2020-1-63-86>
- Devi, K. S. (2019). Constructivist approach to learning based on the concepts of Jean Piaget and Lev Vygotsky An analytical Overview. *Journal of Indian Education*, 44(4), 5–19.
- Erol, M., Erol, A., & Özdemir, F. (2025). Social Studies-Specific Field Skills Acquired by Primary School Students in the Process of Virtual Museum Education. *Journal of Museum Education*, 1–17.
- Escibano-Miralles, A., Serrano-Pastor, F.-J., & Miralles-Martínez, P. (2021). The use of activities and resources in archaeological museums for the teaching of history in formal education. *Sustainability*, 13(8), 4095.
- Falk, J. H., Randol, S., & Dierking, L. D. (2012). Mapping the informal science education landscape: An exploratory study. *Public Understanding of Science*, 21(7), 865–874.
- Frank, C. (2023). A Critical Analysis of the Proposed Sale of the Africa Collection at the Wereldmuseum Rotterdam. *Taylor & Francis*, 6(1), 13.
- Gieling, J., & Ong, C.-E. (2016). Warfare tourism experiences and national identity: The case of Airborne Museum 'Hartenstein' in Oosterbeek, the Netherlands. *Tourism Management*, 57, 45–55.

- Guerrero-Romera, C., Sánchez-Ibáñez, R., Escribano-Miralles, A., & Vivas-Moreno, V. (2021). Active teachers' perceptions on the most suitable resources for teaching history. *Humanities and Social Sciences Communications*, 8(1), 1–8.
- Hamed, A., & Hassan, H. (2025). Tourism Development of Historical Museums and Their Role in Reviving Heritage (Mustafa Kamel Museum as a Case Study). *International Journal for Tourism, Archeology & Hospitality (IJTAH)*, 5(1).
- Jacobs, J. (1883). *Eenigen tijd onder de Baliërs: eene reisbeschrijving, met aan teekeningen betreffende hygiëne, land-en volkenkunde van de eilanden Bali en Lombok*. G. Kolff.
- Kamma, F. C. (2013). *Koreri Messianic Movements in the Biak-Numfor Culture Area: Koninklijk Instituut Voor Taal-, Land-, En Volkenkunde Translation Series 15*. Springer Science & Business Media.
- KITLV, R. (2019a). Naamlijst der Leden in Nederland van het Koninklijk Instituut voor de Taal- Land- en Volkenkunde van Nederlandsch Indie. *Bijdragen Tot de Taal-, Land- En Volkenkunde*. <https://doi.org/10.1163/22134379-90001196>
- KITLV, R. (2019b). Verslag van de Eerste Algemeene Vergadering van het Koninklijk Instituut voor de Taal- Land- en Volkenkunde van Nederlandsch Indie. *Bijdragen Tot de Taal-, Land- En Volkenkunde*. <https://doi.org/10.1163/22134379-90001195>
- KITLV, R. (2020). Jaarverslag 1979. *Bijdragen Tot de Taal-, Land- En Volkenkunde / Journal of the Humanities and Social Sciences of Southeast Asia*. <https://doi.org/10.1163/22134379-90003532>
- Maarif, M. A., Sofanudin, A., & Haryanto, J. T. (2025). Perceived Barriers to Chatgpt Integration in Islamic Studies Education: Insights from Malaysian International Students in Indonesia. *Journal of International Students*, 15(11), 141–164.
- Meunier, A., & Bélanger, C. (2025). Science Teachers in an Immersive Museum Education Program: A Social Theory of Learning Perspective. In *Seeing Science Through the Eyes of Canadian Teachers and Learners* (pp. 179–196). Springer.
- Muzayanah, U., Muawanah, S., Wibowo, A. M., & Sofanudin, A. (2025). Stress level of Islamic junior and senior high school students in distance learning during the COVID-19 outbreak. *Cogent Education*, 12(1), 2577910.
- Ningsih, N. I. S., Wasino, W., Aricindy, A., & Astuti, T. (2025). FILSAFAT KOSMOLOGI JAWA YANG DIWUJUDKAN: Analisis Hermeneutika-Fenomenologis terhadap Siklus Hidup dalam Tari Topeng Cirebon. *BANDA HISTORIA: Jurnal Pendidikan Sejarah Dan Studi Budaya*, 3(2).
- Nopas, D. (2025). Living museums of Thailand: Exploring floating markets as cultural hubs for lifelong learning. *Journal of Adult and Continuing Education*, 14779714241312648.
- Novitasari, N., Sari, C. C., Handayani, T. A., & Wahyuningsih, N. (2024). Analyzing Domestic and Foreign Visitors' Needs to Create Engaging Museum Experience for Young Generation. *Journal of Indonesian Tourism, Hospitality and Recreation*, 8(1), 25–42.
- Pegg, R. A. (2025). The blue terrestrial map of China in the Wereldmuseum Leiden. *Edited by Karwin Cheung and Willemijn van Noord*, 1(6), 51.
- Plantinga, C. (2025). *The wereldmuseum: art, colonial legacies, and the power of reclamation*.
- Prager, M. (2004). From Volkenkunde to Djurusan Antropologi: the emergence of Indonesian anthropology in postwar Indonesia. In *Asian Anthropology* (pp. 191–212). Routledge.
- Prager, M. (2005). From Volkenkunde to Djurusan Antropologi. *Asian Anthropology*, 179.
- Prottas, N. (2019). Where does the history of Museum Education begin? In *Journal of Museum Education* (Vol. 44, Issue 4, pp. 337–341). Taylor & Francis.
- Pshenichny-Mamo, A., & Tsybulsky, D. (2025). Natural history museum guides' conceptions on the integration of the nature of science. *Science & Education*, 34(1), 511–529.
- Puspita, E. W., Astuti, T., & Aricindy, A. (2025). Pemanfaatan Media Digital Berbasis Budaya dalam Pembelajaran di Sekolah Dasar: Tren dan Temuan Penelitian Terkini (2021-2025). *Journal of Literature Review*, 1(2), 699–713.
- Putri, N. A., Aricindy, A., & Utomo, C. B. (2022). Implementasi Humanism Learning Theory Dalam Pembelajaran Ips Berbasis Kearifan Lokal Sumbang Si Siwah. *Sosiolum*, 4(2), 170–176.
- Quinsay, E. D. T. (2024). Experiential Learning in Foreign Language Education for Young Learners. *Soka University*.
- Ramiyati, R., Aricindy, A., & Astuti, T. (2025). Makna Simbolik Tradisi Manganan sebagai Wujud Syukur dan Identitas Budaya Masyarakat. *Sujud: Jurnal Agama, Sosial Dan Budaya*, 1(4), 545–556.
- Ristawati, R., Salman, R., Fitriany, S. A., & Taşkesen, S. (2025). *Constitutional Protection of Cultural Heritage in Indonesia: The Role of Museums in Preserving National Identity and Public Welfare*.
- Saefudin, A., & Musadad, A. A. (2024). Curriculum control and lesson planning: History teacher autonomy in different school contexts. *Kasetsart Journal of Social Sciences*, 45(2), 391–400.
- Serrano-Ausejo, E., Vasileiou, P., & Mozeliuss, P. (2025). *History education in a new era: embracing the digital heritage*.
- Seth, S. (2017). Colonial history and postcolonial science studies. *Radical History Review*. <https://doi.org/10.1215/01636545-3690882>
- Sugian, G. V., & Sombu, A. S. (2023). Evaluasi Pelestarian Arsitektur Museum Bahari Jakarta. *Jurnal Arsitektur TERRACOTTA*. <https://doi.org/10.26760/terracotta.v4i3.8930>
- Suratminto, L. (2015). Kronik, stilistik dan penggunaan bahasa pada batu makam Belanda di Museum Wayang Jakarta: Suatu pendekatan historis, semiotis dan linguistik. *Wacana, Journal of the Humanities of Indonesia*. <https://doi.org/10.17510/wjhi.v2i1.273>

- Todino, M. D., & Campitiello, L. (2025). Museum Education. *Encyclopedia*, 5(1), 3.
- Van Eysinga, P. P. R. (1842). *Handboek der land-en volkenkunde, geschied-, taal-, aardrijks-en staatkunde van Nederlandsch Indië: boek. Java. Aardrijkskunde. Staatkunde. Krijgswezen. Oudbeidkunde. Godsdiensten. Kronijken. Geschiedenis* (2 v.) (Vol. 3). L. van Bakkenes.
- Wasino. (2020). Cultural Ecoliteracy of Social Science Education at Junior High School in North Java Indonesia. *Journal of Social Studies Education Research*. <https://doi.org/10.31316/g.couns.v6i1.2192>
- Wasino and Hartatik, E. S. (2018). *Metode Penelitian Sejarah: dari Riset hingga Penulisan* (Pertama). Magnum Pustaka Utama.
- Wasino, & Hartatik, E. S. (2019). Rice Policy in Java from Traditional Kingdoms to Dutch Colonial Time. *KnE Social Sciences*, 730–735.
- Wasino, W. (2018). From A Colonial to A National Company: The Nationalization of Western Private Plantation in Indonesia. *Lembaran Sejarah*. <https://doi.org/10.22146/lembaran-sejarah.33525>
- Wibowo, A. S., Wasino, W., Kurniawan, E., & Aricindy, A. (2025). Kebertahanan Budaya Jawa pada Masyarakat Transmigran di Kota Metro dan Wilayah Penyanggah: Studi Observasi Lapangan dan Studi Pustaka. *Jurnal Intelek Dan Cendekiawan Nusantara*, 2(5), 8352–8362.
- Wilken, G. A. (2024). *Handleiding voor de vergelijkende volkenkunde van Nederlandsch-Indië*. Brill.
- Xie, Y. (2024). From Hong Kong to Leiden: Chinese type matrices in the Wereldmuseum Leiden. *Edited by Karwin Cheung and Willemijn van Noord*, 21.
- Yumasdaleni, Kustini, Sofanudin, A., Wahab, A. J., Zuhrah, F., Atieqoh, S., & Warnis. (2026). Navigating Ethical Dilemmas in Qualitative Research with Vulnerable Groups in Indonesia. *Journal of Empirical Research on Human Research Ethics*, 15562646261432836.