

Maps as Collaborative Learning Media for Social Studies Learning on Imperialism and Colonialism in Indonesia

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ABSTRACT

This study seeks to see the usefulness of maps in social studies learning in visualizing the distribution of locations in the spice trade route. Maps can present information on the distribution of historical areas. This study aims to analyze and describe the usefulness of using maps as social studies learning media on spice trade materials in the archipelago. This study uses a qualitative method-case study of the presentation of spice trade materials in the archipelago in six Jakarta, Bogor, and Depok schools. This research confirms that using maps as a collaborative social studies learning medium is an effort to optimize the presentation of information related to the spice trade in the archipelago geographically and historically. This study concludes that maps are one of the collaborative learning media on spice trade materials in the archipelago in social studies learning.

Keywords:

Map; Spice Trade; Collaborative Learning Media; Social Studies.

ABSTRAK

Penelitian ini berupaya melihat kebermanfaatan peta dalam pembelajaran IPS dalam memvisualkan persebaran lokasi dalam jalur perdagangan rempah. Peta dapat menyajikan informasi persebaran daerah bersejarah. Tujuan penelitian ini untuk menganalisis dan mendeskripsikan kebermanfaatan penggunaan peta sebagai media pembelajaran IPS pada materi perdagangan rempah di Kepulauan Nusantara. Penelitian ini menggunakan metode kualitatif-studi kasus penyajian materi perdagangan rempah di Kepulauan Nusantara pada enam sekolah di Jakarta, Bogor, dan Depok. Hasil penelitian ini menegaskan bahwa penggunaan peta sebagai

media pembelajaran IPS kolaboratif sebagai upaya mengoptimalkan penyajian informasi yang terkait perdagangan rempah di Kepulauan Nusantara secara geografis dan historis kewilayahannya. Kesimpulan dari penelitian ini bahwa peta menjadi salah satu media pembelajaran kolaboratif pada materi perdagangan rempah di Kepulauan Nusantara dalam pembelajaran IPS.

Kata kunci:

Peta; Perdagangan Rempah; Media Pembelajaran Kolaboratif; IPS.

1. Introduction

Social Studies education in the 21st century tends to incorporate the richness of local community values within the framework of *living history*. *Living history* in Social Studies learning encourages students to actively explore historical events in their surrounding environment (Supriatna, 2021) while also observing and capturing other phenomena that occur and impact that environment (Ma'nawiyah, 2023; Nurhamid, Murtono, & Utaminingsih, 2021). The 4C skills—critical thinking, creativity, communication, and collaboration—are integral to 21st-century learning (Griffin & Care, 2015) and actively engage students in exploring their environment as an open laboratory in their learning activities (Harris, Martell, Chalmers, & Lee, 2024). The implementation of 4C skills in Social Studies learning not only supports student-centered teaching activities but also begins to develop additional skills such as life and career skills, collaboration for generating innovation, and the ability to utilize information and technology to expand information gathering and introduce new learning styles aligned with ongoing social changes (Melton, Ali Saiful, & Pat Shein, 2022; Muhammad, Fuad, Ariyani, & Suyanto, 2022).

Epistemologically, a map has become a commonly known product as a depiction of the Earth's surface visualized through a medium in a flat plane and referenced to a specific scale. Maps come in various types, such as conventional maps (wall maps, globes, atlases, etc.), digital maps (applications like Google Maps and Google Earth), and thematic maps, each with its specific uses (Atubi, 2024; Buchner, Buntins, & Kerres, 2021). In Social Studies, maps are generally used as teaching media within the *problem-based learning* model. Through this learning model, students are not only able to explore maps further as depictions of the Earth's surface and sources of territorial information. Moreover, students can develop critical thinking frameworks based on real-world contexts (Li et al., 2024). This encourages them to consider practical actions as potential solutions after observing the challenges they encounter in daily life. A concrete example is the effort to promote local tourism and important locations in the students' home regions through social media.

Each region has its local history, especially once colonial territories. The local values of communities within the framework of *living history* (Suprpti, 2021) are rarely included in school learning materials or discussions related to colonialism and Western imperialism in the Indonesian Archipelago (Suswandari., Absor, 2018). As an archipelagic country, Indonesia is rich in natural resources capable of bringing prosperity to its people. When explorers from Western nations began arriving at ports spread across several large kingdoms in the archipelago, their desire to control the

region's abundant resources grew stronger (Mu'aqaffi, 2022; Yayusman & Mulyasari, 2024). At their peak, after receiving permission to engage in trade, which included the right to build a fort and other privileges, the explorers monopolized and exerted control over all aspects of the local lives through the colonial system. The resistance efforts by local fighters in various regions did not immediately dismantle the colonial system. However, these regional struggles offer valuable lessons in cultivating a sense of love and belonging to their homeland and fostering a patriotic spirit to defend and advance their nation toward a more developed civilization.

This study provides a specific analysis of the efficacy of maps as a tool for learning for teaching the subjects of imperialism and colonialism in Indonesia, particularly within the Social Studies curriculum for Phase D (Junior High School and its equivalent), Grade VIII. The comprehensive study of European colonialism and the current effort to preserve national sovereignty is fundamental to the Social Studies curriculum at all educational levels. The inclusion of these historical narratives aims to cultivate historical consciousness and establish a basis for the development of national identity among Indonesian students (Alfaro-Ponce, Durán-González, Morales-Maure, & Sanabria-Z, 2024; de Ries, Schaap, van Loon, Kral, & Meijer, 2022). Phase D of the Grade VIII Social Studies curriculum aims to teach students about European discovery and the emergence of colonialism and imperialism in the Indonesian Archipelago. The 3G mission, including Gold, Glory, and Gospel, catalyzed the exploitation of natural resources, particularly spices, throughout the Indonesian Archipelago, resulting in conflicts (D Kumoratih, Anindita, Ariesta, & Tholkhah, 2021). The entry of Portuguese, Spanish, English, and Dutch explorers in the 15th century first met with a warm reception. It gradually evolved into prolonged conflicts as animosity intensified over simple commercial exchanges. Their aspiration to exert control over the spice trade and establish territorial supremacy served as the forerunner to the transition of the Indonesian Archipelago into a colonial domain, therefore introducing many obstacles.

This study expands on previous research and literature on using maps as an instrument for Social Sciences education. In the previous study, maps in social studies learning were still limited to improving student learning outcomes (Dunkel, Burghardt, & Gugulica, 2024; Fisu, Syabri, & Andani, 2024), including when trying to use a teaching medium to communicate a fragment of European colonial history in Indonesia to students, several basic teaching aspects must be considered. Common considerations reviewed by teachers who teach include the ease of use of teaching media in classroom learning activities, the availability of teaching media in schools or around the school environment, suitability with students' reasoning skills, and suitability with the material to be delivered (Purwanto, 2022; Setiawan, Aman, & Wulandari, 2020).

This research gap opens opportunities for a more comprehensive study of teaching media plays an important role in supporting the smooth learning process. At the same time, it helps students understand the teaching material presented. A thorough research is necessary to assess the usefulness of maps as collaborative learning tools for teaching imperialism and colonialism in Indonesia. This is particularly important for the Social Studies learning in Phase D curriculum at the junior high school and equivalent levels.

Initial observations in six schools show maps as social studies learning media in imperialism and colonialism materials. The distribution of locations that have traces of historical relics of the spice

trade route can make it easier for students to look further at the beginning of the presence of imperialism and colonialism in the archipelago. This study aims to analyze and describe the efficacy of utilizing maps as a teaching tool for Social Studies in junior high school, focusing on the Indonesian Archipelago's spice trade. Additionally, using maps in the classroom offers chances to include a variety of skills in teaching social studies.

This research seeks to answer the existing research gap and contribute to emphasizing the use of maps as a significant teaching medium in teaching about Indonesian imperialism and colonialism. The findings of this study are expected to be a reference for educators, policymakers, and other researchers in developing other learning media that can be more relevant and support the smooth running of more effective learning activities. The teaching media used is not only able to make students understand the material presented. More than that, learning media must participate in presenting meaningful and contextual social studies learning according to the development of students.

2. Methods

2.1. Research Design

This research was conducted using a qualitative case study method based on the theory proposed by Robert K. Yin, that the same research allows the presentation of more than one case. Various innovations can be carried out independently in different places to answer similar problems (Yin, 2012). Case studies on the usefulness of using maps were conducted in six schools located in Jakarta, Bogor, and Depok. The researcher also used the Nvivo 14 data processing application in this study to process interview data and literature review (Al-Yahmadi & Al-Wahaibi, 2024; Niedbalski & Ślęzak, 2024).

2.2 Data Analysis

The case study analysis was carried out in six places, namely: Tajurhalang Junior High School, Bogor; Pangudi Luhur Junior High School, Jakarta; 239 Junior High School, Jakarta; IP Yakin Junior High School, Jakarta; 13 Junior High School, Jakarta; and Dian Didaktika Islamic Junior High School, Depok. to see the usefulness of using maps as social studies learning media in general in imperialism and colonialism materials in Indonesia. The material includes a discussion of the relationship between geographical conditions and the arrival of colonialism and imperialism in Indonesia, the impact of colonialism and imperialism, and the struggle of the Indonesian people for independence. With the discussion of the relationship between geographical conditions and the arrival of colonialism and imperialism in Indonesia, there is a need for map learning media that can help specifically relate to geography and visualization of the European spice trade route to Asia.

Table 1. Participant Demographics

Characteristic	School	Person
Social Studies Teacher	Tajurhalang Junior High School, Bogor	1

Social Studies Teacher	Pangudi Luhur Junior High School, Jakarta	1
Social Studies Teacher	239 Junior High School, Jakarta	1
Social Studies Teacher	IP Yakin Junior High School, Jakarta	1
Social Studies Teacher	13 Junior High School, Jakarta	1
Social Studies Teacher	Dian Didaktika Islamic Junior High School, Depok	1

Source: Elaborated by the authors.

Table 2. Themes Identified from in-Depth Interviews

Theme	Frequency	Representative Quote
Differences in social studies learning in the Independent Curriculum compared to the previous curriculum.	12.5%	Social studies learning in the previous curriculum emphasized academic quality in terms of knowledge and skills development. In the Independent Curriculum, social studies learning is directed at developing students' life skills through student-centered teaching.
Presentation of teaching materials in social studies learning in the history sub-material.	18.75%	Conducting self-optimization through participation in teacher training, seeking interesting learning models for students, inviting student participation to explore materials through interactive and collaborative learning media.
Strategy to collaborate material on western imperialism and colonialism with the characteristics of 21st century learning.	12.5%	Optimizing the use of IT in schools and relying on student participation in discovery learning.
Learning methods, learning models, and learning media that are often used in social studies learning in class.	12.5%	The teacher divides students into several groups that receive different tasks. Then, through the assignment, each group presents their findings and discusses them together in class.
Challenges in delivering material on western imperialism and colonialism in the classroom.	18.75%	The suitability between the amount of material content and the available time allocation and there are still a handful of students who make teachers the main source of learning.
Views on appropriate learning media for teaching western imperialism and colonialism in the classroom.	25%	The use of audiovisual media such as videos and two-dimensional media such as world maps is commonly used to support learning.

Source: Elaborated by the authors.

Based on Tables 1 and 2, information related to the participants involved, the distribution of the location of the cases studied, and the identification of the problems reviewed in the in-depth interviews. In Table 1, the researcher involved one teacher who taught social studies subjects in six different Jakarta, Bogor, and Depok schools. The participants' distribution helped the researcher to see more specifically the use of maps as a social studies learning medium in imperialism and colonialism in Indonesia. In Table 2, the researcher identified the problem in an in-depth interview. Through the in-depth interview, six talking points were found in 16 questions related to the case,

including differences in social studies learning in the Independent Curriculum and the previous curriculum (12.5%); Presentation of teaching materials in social studies learning on history sub-material (18.75%); The strategy of collaborating western imperialist and colonialism materials with the characteristics of 21st-century learning (12.5%); Learning methods, learning models, and learning media that are often used in social studies learning in the classroom (12.5%); Challenges in delivering material on western imperialism and colonialism in class 18.75%); and Views on appropriate learning media to teach western imperialism and colonialism materials in the classroom (25%). The correlation between the information in Table 1 and the identification of the problems presented in Table 2 interprets the use cases of teaching media in social studies learning is still limited. Students and teachers still rely on audiovisual and two-dimensional public media, such as world maps, to support social studies learning of the history of imperialism and colonialism.

Table 3. Detailed Research Methodology

Aspect	Description
Research Design	Case study
Population and Sample	Population: Social Studies Teachers, Sample: six junior high schools in Jakarta, Bogor, and Depok.
Data Collection	1. In-depth interviews with social studies teachers 2. Analysis of literature review 3. Analysis of curriculum documents, lesson plans, and social studies teaching materials
Data Analysis	1. Transcription and coding of interview data 2. Content analysis of observation data and documents 3. Thematic analysis to identify patterns across data sources 4. Triangulation of data from multiple sources
Ethical Consideration	- Informed consent was obtained from all participants - Confidentiality and anonymity maintained - Adherence to institutional review board guidelines
Trustworthiness	- Member checking - Peer debriefing - Prolonged engagement in the field
Limitations	The study was limited to six schools in Jakarta, Bogor, and Depok
Timeline	3 Months in 8 visits
Software Used	NVivo for process interview data, literature review, curriculum documents, and lesson plans,
Researcher's Role	- Conducting in-depth interviews with social studies teachers - Conducting direct classroom observations - Analyzing curriculum documents and lesson plans - Conducting coding and thematic analysis of the collected data - Interpreting results and developing conclusions - Ensuring data validity through triangulation and member checking - Maintaining objectivity through self-reflection

Source: Elaborated by the authors.

In Table 3, the researcher presents details of the study series. The researcher conducted a case study involving social studies teachers in six Jakarta, Bogor, and Depok schools. The collection of research data was carried out by literature review and in-depth interviews with the teachers. The data that has been collected is then grouped, resulting in data triangulation that leads to research results.

In these details, the researcher also conveyed information about ethical considerations, beliefs, limitations, timeline, software used, and the role of the researcher in carrying out this research. Through the case study methodology, the researcher seeks to provide a comprehensive framework to explore using maps as a teaching medium for collaborative social studies learning.

3. Results and Discussion

3.1 *The Historical Content on Imperialism and Colonialism in Indonesia within Social Studies Textbooks Used in Schools*

The historical fragments of imperialism and colonialism are closely related to the closure of the European trade route to Asia. European explorers explored shipping routes and overland journeys to Asia. In 1511, Portuguese explorers began to enter the Indonesian Archipelago via the Malacca Peninsula. Their arrival, initially warmly welcomed and received quite special rights in the spice trade, ended with a power struggle from the local rulers. These conflicts were driven by the 3G mission (*glod, glory, gospel*) (D Kumoratih et al., 2021; Maulana, Astana, Wijayanti, & Kumalasari, 2024; Nugraha, 2022), which was the main spirit of these explorers. Thus, these historical fragments in social studies learning encourage students to explore knowledge and have fun and meaningful learning. In addition, these historical fragments can equip students to develop social skills, intellectual skills, a sense of concern for the surrounding environment, and social awareness as the next generation of the nation who embody the identity of their nation (Basri et al., 2022; Supriatna, 2021). Historical fragments contained through social studies learning involve facts and phenomena in the surrounding environment. This effort is made to build a sense of responsibility in students to maintain, care for, and introduce historical awareness of their nation. Historical awareness itself is very much related to instilling morality in individual students. Through this historical awareness, students can reflect and develop themselves according to the needs of social change around them without forgetting their identity as the young generation of Indonesia. They can appreciate the differences that frame unity and each uniqueness of the various entities that have existed since ancient times, as explained below.

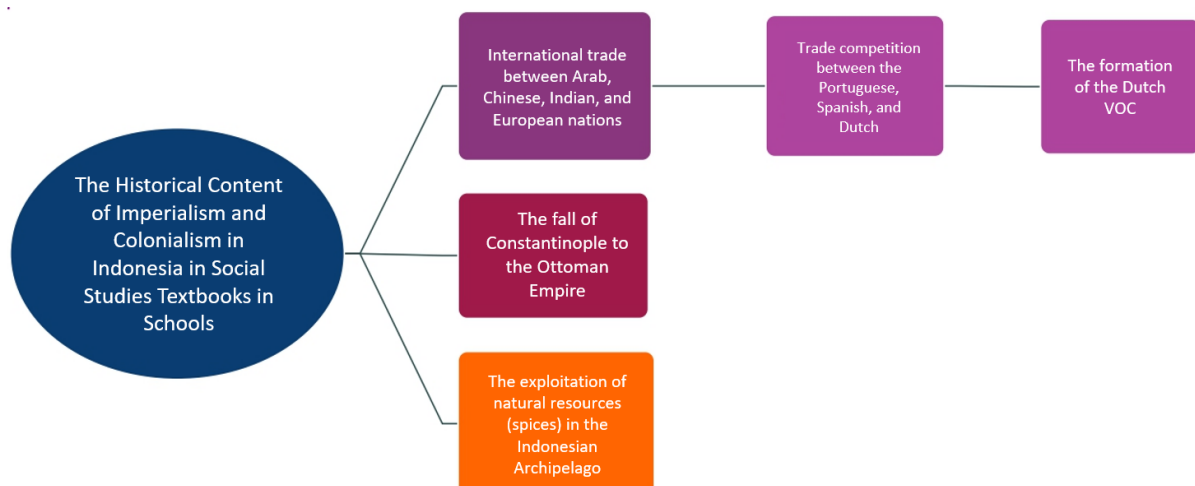


Figure 1. Conceptual Framework on the Content of the History of Imperialism and Colonialism in Social Studies Curriculum in Schools

Based on Figure 1, the content of historical materials on imperialism and colonialism in social studies textbooks in schools focuses on three historical developments, namely: International trade between Arabs, Chinese, Indians and Europeans; The fall of Constantinople to the rule of the Ottoman Empire, as the beginning of the European effort to find a major trading port for the production of merchandise (including spices); and Efforts to exploit natural resources (spices) in the archipelago which became the beginning of the conquest of the kingdoms in the archipelago at that time. Especially in the fragment of international trade, there was a problem of trade competition between merchant nations such as the Portuguese, Spain, and the Netherlands, which made each of them form a trade alliance and establish trading offices in every potential port. Of course, the Dutch also formed a trading partnership under VOC (Verenigde Oostindische Compagnie). Over time, the Portuguese East India Company (a Portuguese trading partnership), the VOC, and the British East India Company (EIC) as a British-owned trading partnership that replaced the role of Spain, experienced a fierce trade competition that had an impact on the seizure of port territory and the influence of local rulers. Through the local rulers, the traders slowly controlled the community's economic and social policies and weakened the rulers' influence. After the local rulers had conquered European traders, it was a sign that the kingdom's conquest had begun. Not a few kingdoms in the archipelago were conquered through wars that ended in a peace treaty that resulted in a decision that the local rulers had to submit to European traders.

Significant narratives related to the historical fragments of the spice trade in the Indonesian Archipelago remain rare. Social Studies textbooks and other history-themed publications highlight only a few regions. The background of the spice trade is often presented merely as a continuation of the historical fragments of imperialism and colonialism in the Indonesian Archipelago. In reality, the spice trade that flourished in the 16th century brought about major changes in various aspects of local culture and a broad impact on shipping and trade networks between nations (Kimura, 2024; Perttola, Slayton, & Walker Vadillo, 2024). The spices that became the most valuable commodities for European explorers were commonly used, for example as cuisine, raw materials for preservation techniques, medicinal herbs, and the extraction of aromatic oils. The spice trade ultimately became a cultural heritage that has connected people across different parts of the world. What is more urgent amidst today's social changes is the need to elevate these historical fragments as a treasure trove of values that must be continuously introduced, maintained, and preserved by future generations as part of the effort to foster nationalism and strengthen national unity.

“The material on colonialism teaches students the importance of preserving Indonesia's independence, fostering nationalism, and strengthening national unity.”

(S).

The Indonesian archipelago has played a major role as the coordinates for the location of the hunt for "valuable treasures" by explorers and traders from China, India, Arabia, and Europe. Their journey to explore various spice commodity centers was not only for fulfilling trade in the European market but also for cultural acculturation, the formation of cultural identity, and the development of other cultural elements that became a cultural heritage of the local ethnic community. (Amirunnaufal

& S, 2024; Ray, 2024). The expanse of historical records and historical traces of the spice trade is presented in social studies learning, which aligns with the main objective of social studies learning is not only to teach various concepts in social sciences and develop students' social and critical thinking skills, but also to build character based on social values, such as a culture of mutual respect, tolerance for differences, and a sense of shared responsibility to shape a better future Indonesian civilization. The cultural diversity formed from various nations in the trade era has been established as the basic foundation of cooperation between global communities in the spirit of mutual respect. The foundation of diversity must continue to be instilled and conveyed to students in schools through learning activities that express social values such as tolerance, historical awareness, critical thinking, and respect for cultural diversity.

“This material teaches social values such as tolerance, empathy, responsibility, historical awareness, and critical thinking.” (AD).

Explorers and traders from Europe, Arabia, India, and China have left distinct historical and cultural traces in different regions of the Indonesian Archipelago, which continue to be deeply ingrained in society. These historical traces are currently being mapped as an open laboratory for students regarding the world spice trade while also introducing the potential of the natural wealth of the Indonesian Archipelago, which is highly valuable. Examining the traces of these historical fragments in the environment around students to reintroducing various kinds of spices, herbs, and food ingredients as one of the results of the interaction of Indonesia's cultural diversity is expected to make students more explorative of the historical material of imperialism and colonialism in Indonesia. Furthermore, they are more familiar with and willing to maintain and preserve the local values of the surrounding community (Suswandari, Astuti, & Susanti, 2020; Zainal et al., 2024). Presenting historical traces of imperialism and colonialism in Indonesia during social studies education aims to cultivate a feeling of nationalism, patriotism, historical consciousness, and acceptance of multiculturalism within Indonesian society. This also fulfills the objectives of social studies learning itself, namely, developing social skills and building commitment to awareness of social values that can be applied in society.

3.2 The Utilization of Maps as Collaborative Learning Media for the History of Imperialism and Colonialism in Indonesia

Changes in the morality of the current young generation are very much indicative of a decline in the Eastern values that have been the identity of Indonesian society. The significant impact of these changes has renewed the significance of character education for the youth (Muassomah et al., 2020; Salmia, Nursalam, & Bancong, 2024). Reflection and integration activities are conducted within Social Sciences learning to enhance character education in school learning activities. This approach aims to reconstruct the values in character education and foster a deeper integration with students' souls, particularly the younger generation (Khairani, Ahmad, & Sutatminingsih, 2022; Mnasri & Papakonstantinidis, 2023; Wulan & Meitasari, 2023).

The current Social Studies learning curriculum presents a new framework and approach for effective learning activities that enhance teaching practices. It continuously integrates developing technology into classroom activities in more innovative ways. More precisely, the materials on

Western imperialism and colonialism in Social Studies start by explaining how the deinde science and technology in Europe through the 16th century motivated European rulers to extend their influence along maritime routes. In the 3G mission (*Gold, Glory, Gospel*), the British, Portuguese, and Spanish competed to dispatch their explorers worldwide to explore, dominate, and establish a monopoly on the spice trade during that period. The exploration of the explorers' routes, which have been charted and are still being traced for their impact on local cultures in various places (Magill, 2021; Mu'jizah, Buduroh, & Susanto, 2022). For example, the Portuguese and Dutch presence in Maluku resulted in the monopolization of the clove and nutmeg trade, as well as the process of cultural assimilation between the local Maluku people and the colonial powers. Similarly, when Arab, Chinese, and Indian traders arrived after conquering the Strait of Malacca, they actively formed settlements in various places that functioned as trading ports. Villages such as *Pekojan* and *Pecinan* were established in several of these locations. The presence of these villages can also be mapped and used as an open laboratory for contextual Social Studies learning.



Figure 2. Illustration of the Routes Taken by European Explorers

Source: roboguru.ruangguru.com ('Peta Penjelajaran Bangsa Eropa', 2024).

Based on Figure 2, it can be seen that the distribution of routes and areas became stopovers for European traders after they could no longer trade in Constantinople. In the illustration, the archipelago area appears to be the meeting point of the traders' stopover. Then, the abundance of natural resources made each trading company compete with each other in every way to control these resources. The competition turned into control of everything in the region. From the conquest of the powerful kingdoms the forcible appropriation of natural and human resources in the area for the benefit of traders to presenting a new order of life that assimilates local culture.

These reflection and integration activities are now also included in the 21st-century social studies learning innovations that tend to make the surrounding environment an open laboratory

(Autthawuttikul, Laisema, & Bangtamai, 2022; Mbonane & Mavuru, 2022). In the new presentation, various character values are jointly developed, integrated, and implemented in real-time in the social studies learning process. Encouraging self-development by cultivating 4C skills (*Creativity, Critical Thinking, Communication, Collaboration*) fosters a student-centered learning environment that can incorporate knowledge, skills, and reinforcement of contextual character values in response to the demands of continually changing environments. Contextuality is a new color in social studies learning activities. It is considered to have a more positive and effective impact in presenting meaningful learning activities, strengthening character values in the younger generation, and developing life skills that are by future needs.

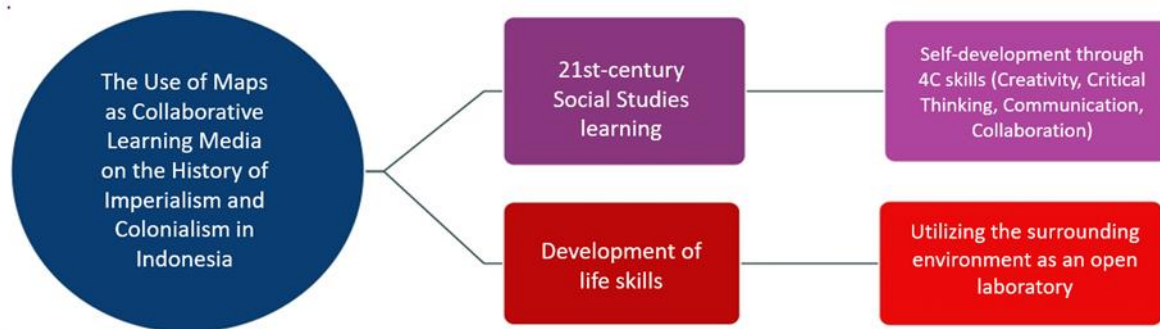


Figure 3. Conceptual Framework for Using Maps as a Collaborative Learning Medium in Social Studies for Teaching the History of Imperialism and Colonialism in Indonesia

Based on Figure 3, using maps as a collaborative learning medium on the history of imperialism and colonialism in Indonesia can accommodate two related things: studying social studies in the 21st century and developing students' life skills. In social studies learning in the 21st century, the use of maps is present as a means of self-development that accommodates four skills: creativity, critical thinking, communication, and collaboration. Students are encouraged to think critically and be creative in their thoughts and actions by reviewing historical places related to the historical material of imperialism and colonialism in Indonesia. Then, students will communicate the results of their review with a presentation in front of the class and collaborate the findings with the current reality. Furthermore, in life skills development, teachers strive to make the environment around the school an open laboratory in social studies learning activities. Everything can be observed together and synchronized with the teaching materials delivered. Through these efforts, students can be more concerned about the social problems around them and have the awareness to present a little innovative solution to these problems. Social studies learning, designed with synchronization between teaching materials and the reality of problems around the school environment, can encourage reflection and meaning inherent in students.

Maps are generally favored as a teaching medium in social studies learning activities in schools to improve student learning outcomes, especially in specific topics. Various professions rely on maps to help their work, as they are indispensable for information presentation in many areas. Social Studies, as a foundational subject in schools, is responsible for teaching and building map literacy (Pakniany & Rakuasa, 2024; Ponsaran, 2024; Ramadhani, Ruhimat, & Sugito, 2024). The use of map

media in Social Studies tends to make it easier for students to grasp the material, particularly those related to a particular area's location, altitude, and topographic features. The representation of natural landscapes makes students more eager to explore and analyze issues in Social Studies, especially when these are aligned with local environmental conditions (Atubi, 2024; Fisu et al., 2024). In teaching the history of imperialism and colonialism in the Indonesian Archipelago, map media can be highly effective in visualizing trade routes and the arrival of European nations in Asia. Moreover, it may depict the precise positions of commercial harbors where commodities like spices were transported. By visualizing trade routes and the allocation of commodity ports within the European market, students obtain an enhanced understanding of the significance of their surroundings. Such awareness can motivate students to engage in innovative practices to preserve, maintain, and promote the wisdom of their local surroundings.

“...because maps are used as a supporting media to provide students with an overview of the routes of arrival and the locations where historical events took place during the colonial and imperialist eras.” (KS).

Social Sciences, one of the integrated branches of science, actively and consistently presents studies on human role amidst various phenomena in the surrounding environment. As a medium commonly used for multiple geographical activities, maps effectively become a medium for Social Studies that integrates social sciences, such as geography, sociology, and history. In addition to presenting information related to the landscape and natural resources found in an area, the use of maps in Social Studies can also categorize and develop resources in each region for the advancement of the surrounding community (Hegna & Ørbæk, 2024; Lindebaum, 2024). Using maps as a teaching tool promotes more exploratory learning among students and helps them acquire useful life skills that they can apply in their communities (Hu, Wang, Liu, & Chen, 2022). The results of exploring and developing these life skills make Social Studies learning activities more meaningful due to the new experiences students gain through their exploration activities.

“Students will gain a spatial understanding of the material. From this spatial understanding, students will gain discoveries and knowledge.” (YA.)

The use of media in learning activities at school is very necessary as an effort by teachers to stimulate students' thoughts, emotions, attention, interests, and motivation to learn. The presence of teaching media can support the classroom's smooth teaching and learning process with a more interactive and collaborative atmosphere (Snyder, Lin, Karimzadeh, Goldwasser, & Ebert, 2020). The teaching media must also be selected and designed according to students' needs and psychological capacities at each level of education. Accurately selecting teaching media can help minimize the pressure or coercion students might feel during learning activities, which can otherwise prevent them from optimally absorbing the material being presented (Dong, Qu, Liu, & Apuke, 2024; Lindebaum, 2024; Wang & Li, 2024). Maps are a teaching medium commonly used in learning activities, especially in social studies subjects. Starting from atlases, wall maps, globes, and other types of maps, teachers commonly use them in teaching materials that intersect with geography and history. This includes the history of colonialism and imperialism, where maps are used to describe the routes taken by European nations during their trade and arrival, which ultimately resulted in excessive exploitation and the establishment of colonialism in the Indonesian Archipelago.

With the changes in 21st-century learning, map-based teaching media in social studies must foster a discussion atmosphere between teachers and students interactively and collaboratively (Amani et al., 2020; Chen & Chen, 2021). The 4C skills (*Creativity, Critical Thinking, Communication, Collaboration*) presented in 21st-century learning can optimize map teaching media as more than just a teaching aid in learning activities at school. It can also serve as a tool to stimulate the development of life skills through its application in the surrounding environment, transforming the students' environment into an open laboratory that supports the success of Social Studies learning activities.

This research produced a finding that conveyed the need for collaborative social studies learning media. The development of the times with complex social changes encourages teachers and educational policymakers always to strive to present innovations in organizing school learning activities. The students must feel the urgency of social studies learning because they are the ones who will later create change in society. Social studies learning, which should be a space to introduce students' identities as citizens and invite them to play an active role in answering the challenges of the times, must have a real impact. Therefore, social studies learning must be more collaborative and integrated with other social sciences to convey more relevant theories.

Using maps as a teaching medium in collaborative social studies learning is not just about introducing the distribution of locations from places with traces of historical relics of imperialism and colonialism in Indonesia. More than that, maps can help convey information about natural resources' potential to other internal factors that encourage European traders to control the region. In addition, maps are also included in the teaching media that can support the implementation of 21st-century learning based on the 4Cs (creative, collaborative, critical thinking, communicative).

Through this collaborative social studies learning, the integration between social sciences such as history, sociology, anthropology, economics, and geography can be carried out optimally in learning activities. In addition to the fact that students commonly know the media and is always available in the classroom at school, the map can also be a teaching medium that sparks discussions about the depth of students' understanding of the material presented. The opportunities for the usefulness of maps as a medium of collaborative social studies learning can be briefly seen in the following Table 4:

Table 4. Analysis of Research Results

No.	Aspects Discussed	Analysis	Additional Information
1.	Needs analysis	The study found that including science and social studies instruction is crucial for enhancing students' conceptual knowledge and moral fiber. This suggests that a teaching strategy that integrates science and instills the importance of Indonesian national identity is required.	The preliminary study shows the gap between social studies learning and the phenomenon in the surrounding environment. This also encourages the formation of a stigma that social studies learning is irrelevant and impacts students.

2.	Development of media learning	This study conveys the results of a case analysis of the need for collaborative social studies learning media. Furthermore, the researcher recommends using maps as a teaching medium with a series of considerations based on literature studies and in-depth interviews in the field.	Recommendations for using learning media based on the results of in-depth interviews and the suitability of the learning tools used with teaching practices carried out at the case site.
3.	Implementation of the media learning	Research shows that using maps in social studies learning sub-material imperialism and colonialism in Indonesia can increase students' conceptual understanding of the material. Also, support the depiction of the impact of imperialism and colonialism in Indonesia at this time. Through this understanding, social studies learning will have meaning and relevance to today's problems.	A review of learning activities in the six case locations shows consistent results on the impact of collaborative social studies learning teaching media.
4.	Evaluation of approach	The evaluation carried out through random questions and answers to students after the learning activities, showed increased students' understanding of the material on imperialism and colonialism in Indonesia that was delivered. In addition, students increasingly have an overview of the potential of Indonesia's natural resource wealth, which encourages trade between countries. The addition of this understanding indicates that there is success in implementing collaborative social studies learning with map media.	Evaluation of the impact of collaborative social studies learning with question and answer activities for students before the end of the learning activity, behavioral observation, and students' ability to re-explain the material presented based on their understanding.
5.	The Context of maps as collaborative media learning	The researcher conducted specific research related to the role of map learning media as a collaborative	In carrying out this study, the researcher involved a deliberation group of social studies subject teachers and other social studies

		<p>social studies learning media. The collaboration intended by the researcher is related to the role of media in supporting the smooth running of learning activities and integrating theories and information between social sciences related to the material. Through collaborative learning media, students will experience a learning activity that is more meaningful and contextual to current conditions.</p>	<p>teachers who participated in teaching at the case site. The goal is to present a common perception of the cases being researched and see the meaning of social studies learning activities using collaborative learning media.</p>
6.	Contribution of Research	<p>The research results comprehensively convey maps' role as a collaborative social studies learning medium between history and geography. Maps, as a learning medium generally used in delivering geography material can be used in conveying imperialist and colonialism material in Indonesia. The map can practically help convey information on the distribution of the location of the past international spice trading cities. Including conveying information about the potential of natural resources and other supporting factors that make European traders want to control the place.</p>	<p>Through this research, the researchers hope to present innovative advancements in social studies learning activities in schools collaboratively among the social science disciplines. The collaboration presented through teaching media is not merely to meet the needs of 21st-century social studies education. The researcher aims to present a case fact that one of the reasons students do not favor social studies learning is due to the selection and use of non-collaborative learning media. Through these findings, teachers can further explore the use of learning media collaboratively and innovatively to make social studies more appealing and relevant to 21st-century learning.</p>

Source: Elaborated by the authors.

Through the present research findings, the researchers hope that social studies teachers will be more active in creating a pleasant learning atmosphere. Map learning media is certainly not a new educational medium. However, its utilization can be creatively developed through cross-social science information collaboration related to the material being taught. In the results of this research, the researcher sees the need for social studies learning that contains meaning and relevance between the material presented and contemporary issues. The optimization of social studies learning activities can indeed provide a more comfortable learning experience for today's students through stimulation in various discussions and other reasoning activities.

The research findings inform social studies learning, carried out collaboratively across social sciences, actively building a stimulus for students' critical thinking skills in learning the material

presented. Students do not just know the fragments of history, especially in the material of imperialism and colonialism in Indonesia. Students can find out the distribution of areas that became the center of trade or the source of producing merchandise (spices) at that time (Ali, Tarsat, & Taong, 2024; Fauziah, Aini, Zahra, & Agessi, 2024; Hägerdal, 2024). The great role of the archipelago as a spice trade center connecting Asia and Europe makes this region the epicenter of international trade, leading to the spirit of 3G (gold, glory, gospel) (Dewi Kumoratih, 2022). From the spirit of 3G, international trade activities that occurred quickly turned into the beginning of regional expansion to form colonies (Sulistiono & Muchsin, 2022). This big role must be conveyed to the next generation to introduce their and the nation's identities. The findings in this study are similar to the research put forward by Josef Buchner., et.al (Buchner et al., 2021) which shows that social studies learning materials practically no longer have to be delivered in the classroom in conventional ways. Rather, social studies teachers must actively work with students to present an interactive, collaborative learning atmosphere and be able to develop critical reasoning skills.

In addition, the findings in this study also support the results of a study conducted by Xiuli Huang and Felicitas Macgilchrist (Huang & Macgilchrist, 2024), which reveals that the use of maps in learning activities tends to make it easier for students to reason about the teaching materials presented. In addition, the media also applicatively stimulates students' ability to think critically, creatively, and relevant to current conditions. The connection between this research has shown an active collaborative role that has become a new face in 21st-century learning in reviving the learning atmosphere that students like. With the collaborative presented through the use of map teaching media in social studies learning, there is a great opportunity to present an interactive, communicative, and fun learning atmosphere (Ince, Hoadley, & Kirschner, 2022; Kim et al., 2024; Niemi & Vehkakoski, 2024). Social studies learning that was initially boring can turn into fun with a variety of simple innovations and creations that can be done, one of which is through the use of maps that integrate history and geography material.

4. Conclusion

Including imperialism and colonialism materials in Social Sciences Phase D (Junior High School and equivalent) Class VIII is an effort to foster the spirit of nationalism and patriotism in students. As well as becoming a responsible citizen by reflecting on various historical fragments. Social studies learning in the 21st century is actively and massively present to encourage innovation through the 4C skills (Creativity, Critical Thinking, Communication, and Collaboration). In addition, it presents learning activities that can hone the needed life skills.

Through a comprehensive follow-up study, the implementation of the use of maps as a collaborative learning medium will have an increasing impact as one of the innovations and alternatives in social studies learning in the 21st century, especially in spice trade materials in the Indonesian archipelago. Further research can be carried out by concentrating on students' active role in preserving local wisdom around them. Especially related to the history of imperialism and colonialism in Indonesia.

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