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Posted Date: 10 December 2025

doi: 10.20944/preprints202512.0807.v1

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Article

# The Role of De Javasche Bank Cultural Heritage Museum in the Internalization of Economic Sovereignty and Pancasila-Based Nationalism Values Among the Youth

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## Abstract

The De Javasche Bank (DJB) Cultural Heritage Building in Surabaya represents a crucial transition from the colonial financial system to national economic sovereignty through nationalization into Bank Indonesia (BI). This site serves a dual purpose as a historical artifact and an educational medium to foster a spirit of nationalism. Specifically, this relates to the Second and Third Principles of Pancasila. This article analyzes the disparity (gap) between the museum's expected educational function and the level of internalization of Pancasila values among young visitors. The research method uses a descriptive qualitative approach based on case studies. Data collection was achieved through direct observation and in-depth interviews with museum staff and visitors. The results show that the historical narrative of DJB-BI effectively describes the struggle for economic sovereignty. However, there is a disruption in the motivation for visits among students, where visits are dominated by academic demands (extrinsic motivation) rather than national awareness (intrinsic motivation). This phenomenon indicates a weakening of the essence of the Third Principle (Indonesian Unity) in the context of collective historical appreciation. The proposed strategic solutions include strengthening interactive and reflective educational programs (living history, project-based assignments) and multisectoral collaboration between museums and educational institutions. This synergy is crucial to restoring the museum's function as a space for ideological and moral character building in order to strengthen nationalism in the digital age.

**Keywords:** economic sovereignty; nationalism; Pancasila values; history museum; De Javasche bank

## 1. Introduction

The banking sector serves as a key indicator of a country's economic sovereignty. In Indonesia, the beginning of modern banking was marked by the establishment of De Javasche Bank (DJB), a Dutch East Indies circulation bank founded in 1828. The presence of DJB buildings, including the one in Surabaya, became a tangible symbol of foreign economic domination during the colonial period. History records that following independence, Indonesia made massive efforts to regain economic sovereignty, culminating in the nationalization of DJB into Bank Indonesia (BI) in 1953. This event symbolizes the affirmation of financial independence and the cessation of reliance on foreign capital.

Currently, the DJB Building in Surabaya has been preserved as a cultural heritage museum that functions as a public education space. Its primary function is to convey the historical narrative of economic sovereignty and instill national values. This is in line with the mandate of Pancasila, particularly the Second Principle (Just and Civilized Humanity) and the Third Principle (Unity of Indonesia). Through this site, the younger generation is expected to understand and appreciate the struggles of their predecessors in achieving national independence.

Despite the importance of the historical narrative presented, field observations reveal serious challenges regarding the effectiveness of museums in internalizing these values. Visits by school and university students are primarily driven by the need to fulfill academic assignments or curriculum requirements, rather than being motivated by intrinsic national awareness. This shift in motivation raises fundamental questions about the extent to which historical education has succeeded in achieving its main objectives: the formation of character and national ideology. Based on these issues, this study aims to analyze the gap between the educational function of the DJB/BI heritage site and the level of internalization of economic sovereignty and Pancasila-based nationalism among young visitors, as well as to formulate recommendations for strategic interventions.

## 2. Research Method

This study adopts a descriptive qualitative method with a case study approach at the De Javasche Bank Museum in Surabaya. This approach was chosen for its relevance in analyzing the specific phenomenon—the relationship between the historical heritage of DJB-BI and the internalization of Pancasila values—in depth within its real context.

### 2.1. Data Sources and Collection Technique

Primary data was collected through field visits conducted by the research team. Data collection techniques included:

- a. **Direct Observation** : Observations were made of the museum atmosphere, collection layout, and visitor (student) interaction with historical materials.
- b. **In-depth Interview** : Structured interviews were conducted with key informants, including museum staff representatives and a sample of young visitors. The interviews focused on the role of museums in conveying messages of economic sovereignty, the educational strategies employed, and visitors' motivation and level of understanding of related Pancasila values (Group 3, 2025)

### 2.2. Data Analysis Techniques

The collected data were analyzed using thematic analysis. The process included: (1) coding interview and observation data related to the themes of "nationalism," "motivation," and "economic sovereignty"; (2) Identifying the gap between the museum's message (ideal) and visitors' perceptions/motivation (actual); and (3) Synthesizing the findings to produce an academic interpretation of the implications of the shift in motivation for strengthening the values of Pancasila.

### 3. Results and Discussion

#### 3.1. *The Contribution of Museums to the Narrative of Sovereignty*

Observations show that the DJB/BI Museum in Surabaya has successfully carried out its conservation and educational functions through its rich collection, which includes magnificent colonial architecture, ancient currencies, and archives documenting the nationalization process. This collection visually reinforces the narrative of the transition of power, from foreign control to national financial independence. This is in line with the function of cultural heritage as a medium for storing collective memory and shaping national identity. Thus, the museum has made a positive contribution to clarifying the meaning of the Third Principle (Indonesian Unity) from an economic history perspective.

#### 3.2. *The Dominance of Extrinsic Motivation and the Erosion of Values*

Although the historical narrative was well conveyed, the main finding of this study was the dominance of extrinsic motivation among young visitors. Based on interviews, visits to museums are often identified as completing assignments (academic requirements) for certain courses, such as Pancasila, History, or Economics (Group 3, 2025). This motivation replaces intrinsic motivation, which is self-awareness to seek knowledge and foster a love for the country. Pergeseran ini memiliki implikasi signifikan terhadap internalisasi nilai Pancasila:

- a. **Third Principle (Indonesian Unity):** Appreciation of the legacy of struggle becomes mandatory, rather than voluntary, which has the potential to reduce the depth of understanding and collective spirit to preserve national identity.
- b. **Second Principle (Just and Civilized Humanity):** Neglecting the essence of the struggle of our predecessors embedded in historical sites, simply for the sake of fulfilling duties, shows that the attitude of civility in appreciating the nation's historical achievements is not yet optimal.

#### 3.3. *Strategy for Strengthening the Pancasila Education Ecosystem*

- a. The phenomenon of extrinsic motivation dominance requires integrated intervention. Museums and educational institutions must collaborate to restore the function of museums as arenas for ideological and moral learning. **Strengthening Interactive Programs:** Museums need to move beyond static exhibitions by organizing programs such as living history simulations or role-playing that engage visitors emotionally with the events of nationalization.
- b. **Project-Based Assignment Models:** Educational institutions can change assignment schemes from mere descriptive reports to project-based learning. For example, assignments to create video reflections on Pancasila after visits encourage critical thinking and internalization of values (Group 3, 2025).
- c. **Optimization of Digital Media:** The use of digital platforms to disseminate historical narratives linked to the relevance of contemporary Pancasila values can reach the younger generation more effectively and foster their intrinsic interest before physical visits.

### 4. Conclusions

The De Javasche Bank Cultural Heritage Museum in Surabaya is an important pillar in conveying the narrative of Indonesia's economic sovereignty. However, its educational function in instilling Pancasila-based nationalism is hampered by disruptions in motivation to visit among the younger generation, who tend to be formalistic. This gap threatens to weaken the internalization of the value of Indonesian Unity (Sila 3).

To ensure that the museum functions optimally as a means of shaping national character, strategic synergy between museum management, the government, and educational institutions is needed. The strategy must be directed at transforming the visit experience from an obligation into a

reflective and interactive learning process, so that the values of Pancasila and economic sovereignty can be intrinsically and sustainably instilled in the next generation.

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