

## Strengthening Cultural Heritage in the Digital Disruption Era: Developing a Digital Catalog for Desa Labuhan Kertasari as a Participatory Community Model

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**Abstract:** The low historical awareness of Taliwang Junior High School students (average score 31–45) and the decline in younger generation participation in cultural festivals are two indicators that the digital disruption era poses a threat to the sustainability of local cultural heritage in Labuan Kertasari Village, West Sumbawa Regency. As a creative solution, this study created a digital cultural heritage library based on the Culturally Responsive Teaching (CRT) methodology. Although field tests demonstrated a notable increase in students' historical awareness by 15–20% through the ability to link local traditions (e.g., Mbelu'pandang, Suro'mbasa) with the national historical context, expert validation demonstrated the product's viability with scores of 85% for historical content aspects and 80% for media design. In addition to accommodating the learning preferences of the digital native generation, the digital catalog that incorporates interactive maps, 360° video documentation, and multilingual narration boosts students' interest in cultural preservation by 70%. The use of CRT in this catalog turns the fear of digital disruption into educational support while reaffirming Labuan Kertasari's distinctive status as a "living heritage" of the Makassar Sultanate (1626). 75% of instructors said it was simple to incorporate the catalog into their own curriculum, which supports the school-community collaboration approach for technology-based cultural preservation. With the use of a text-based light version, technical issues including 15% of students' poor smartphone access were resolved, making this solution repeatable for comparable communities in Indonesia.

**Keywords:** Kertasari Village, Culturally Responsive Teaching, Cultural Heritage

### INTRODUCTION

The industrial revolution brought significant changes. The impact of the industrial revolution until now is the 4.0 revolution, known as the age of technology. Along with the development of information technology comes an icon of change known as disruption. Disruption is a fundamental change that occurs on a large scale with the aim of changing old patterns of life into new ones. (Botu, 2022). This digital disruption creates opportunities and threats at the same time.

One aspect of life that is affected by disruptive change is culture. Disruption that occurs in the aspect of culture causes many negative impacts such as; identity crisis, low level of historical awareness, increasing cultural mixing and low level of pride in local culture in some communities. Syakhsiyyah et al. (2025) in his research said that it has shifted traditional values such as gotong royong and kinship towards individualism and consumerism. The younger generation tends to be more familiar with global culture than local culture, resulting in a decline in interest in local languages, traditions, and local arts. In addition, the dominance of foreign culture through digital media accelerates cultural homogenization, threatening Indonesia's cultural diversity.

In line with this, observations made by researchers in the West Sumbawa Regency area show that the level of historical awareness in the era of globalization has decreased significantly with the emergence of rapid change or what is called digital disruption, this is shown based on the data of the cultural festival organizing committee each year which is reduced among early adolescents. Researchers also collected questionnaires about historical awareness and how far early adolescents aged 14-25 years knew local history: Labuhan Kertasari Village. The data shows that the number 31-45 means that historical awareness is at a low level and needs to be increased..

Based on these field facts, it shows that there is a significant problem between technological development and digital disruption with national identity, from the existing gap, researchers offer a solution by developing a digital catalog based on the Culturally Responsive Teaching approach for curricular integration and active participation of the local community of Labuhan Kertasari village. This article aims to 1) increase historical and cultural awareness, 2) foster interest in cultural preservation, 3) create a collaboration model between schools and local communities.

**Metode**

The method used in this research is RnD (Research and Development) research. Research and development research is research that develops existing or new products. (Putra et al., 2024). The model used in developing this product is the ASSURE model. This model has six stages of development, including 1) *Analyze Learner*, 2) *Statet Standart and Objective*, 3) *Select Strategies, technology, media, and material*. 4) *Utilize technology, media, and material*, 5) *Require Learner Participation*, 6) *Evaluate and Revise* (Smaldino et al., 2019).

At the stage of assessing this catalog product, experts or material and media experts were involved. Product validation is carried out by providing research instruments in the form of validation questionnaires to validators using the e-checklist method for evaluation. The validation results from the expert team became the basis for product improvement. After the product meets the specified criteria, a trial is conducted as an initial step to determine the feasibility of its application. The trial involved product users and used a questionnaire with a Likert scale score of 1 to 5 to evaluate its feasibility. The validation scores from material experts and media experts were converted into values on a scale by referring to a predetermined table. The conversion values are presented in the following table.

**Table 1 Exspert Scoring**

Mark	Data Quantitative	Data Qualitative
A	$X > 4.21$	Very Good
B	$3.40 < X < 4.21$	Good
C	$2.60 < X < 3.40$	Enough
D	$1.79 < X < 2.60$	NOT Enough
AND	$X < 1.79$	Very Not Enough

After conducting the product feasibility test, the testing stage was carried out involving the local community of Labuhan Kertasari Village. This local community is the executor of cultural festival activities in addition to being the subject of research, this local community is an active participant in the digital catalog. In the testing process, a questionnaire or instrument was distributed to measure the level of historical awareness of the local community consisting of ages 15-25 years.

## Hasil dan Pembahasan

The media developed in this research is a digital cultural heritage catalog media: Labuhan Kertasari Village with the help of a flipbook website. After this media is completed, an expert validation test is carried out to evaluate the quality of the material and media contained in it. The aim is to determine the validity of the media that has been made by researchers and make improvements based on the input provided by the validator. The defining stage is carried out to obtain an overview of the condition of historical and cultural awareness of local communities. At this stage, subject analysis, concept analysis and formulation of research objectives were carried out, to determine the creation of digital catalog-based media for increasing historical and cultural awareness of local communities. A needs analysis was conducted to identify the problems and challenges faced during the process of implementing the cultural festival. The main purpose of this analysis was to create a solution that suited the field conditions. This analysis was conducted to evaluate the capabilities of the local community. This analysis is used to identify the material that will be presented in the digital catalog. Furthermore, it will analyze the participation of local communities involved in cultural festival activities and analyze the motivation for participation in cultural festivals (Smaldino et al., 2019).

After conducting a needs analysis, the next stage is designing or selecting media and materials that are developed. At this stage includes creating an attractive appearance using Canva, finding and designing images and videos that are in accordance with the material of the cultural heritage of Labuhan Kertasari village. Digital catalog-based learning media. The material narrative highlights the Bugis-Makassar migration in Labuhan Kertasari Village, the culture that is still preserved today including social, historical aspects, focusing on the values and philosophy of each preserved tradition, and the form of preservation of local communities from year to year.

The next stage is to determine the title of the digital catalog by considering the material content and needs analysis. The learning media developed was titled "Cultural Heritage: Labuhan Kertasari Village". After the title is set, the next step is to create a storyboard. Making a storyboard aims to make it easier to design the media layout and organize the structure of the material in it. Storyboard is also used to display the initial design that will be displayed on the digital catalog. Effective and efficient learning media is needed to help the community when facing learning situations that require understanding alternative procedures..

The development stage in this research includes making interactive media by considering the results of validation and comments from experts. Digital catalog-based learning media developed in this study were designed using Canva and gopaint. After designing using canva and gopaint, the next step is to publish canva with heyzine which results in a website. Screenshots of the product development results in this study are

presented in Figure 1.



Figure 1 Catalog Front View

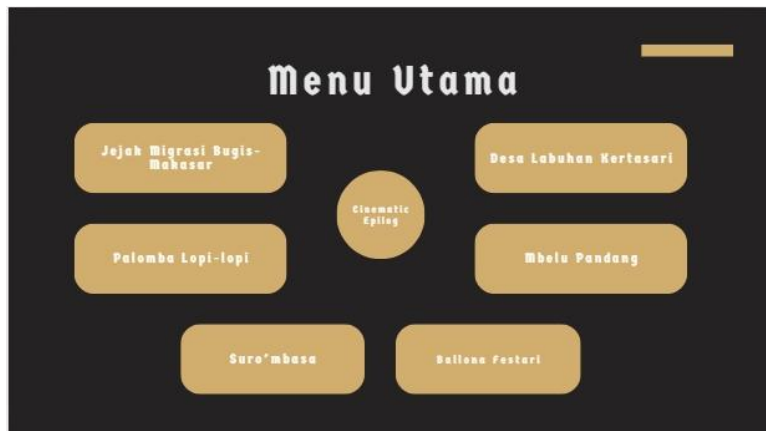


Figure 2 Navigation View

Figure 1. Front view of digital catalog media. The use of this media involves the navigation buttons shown in Figure 2. With the aim of making it easier for readers to go directly to the page they want to read. Media users can press the navigation button, then this catalog is also accompanied by audio which is the traditional music of Labuhan Kertasari Village, in addition to audio in this catalog is also accompanied by a cinematic epilogue video involving the community organizing the preservation of village culture. This is adjusted to the purpose of developing this catalog, not only making local communities as objects but as subjects in the development of this digital catalog.

After the product manufacturing process is complete, the digital catalog media undergoes a validation test to evaluate the feasibility of the media that has been made by several experts, both material experts and media experts. The media validator team consists of 2 people, consisting of 1 material expert validator and 1 media expert validator. The results obtained from the validators showed that the media validator gave an average score of 4.67 with a very good predicate. Likewise, the results of the material validator who obtained a score of 4.7 with a very good predicate. In addition to media and material expert validators, teachers

provided support as 75% of teachers stated that the catalog was easy to integrate into the curriculum.

After the development that involved the local community as an active participant in this research, it had an impact on an increase of 70%. This can be seen from the involvement of the community and youth in cultural festivals, then an increase in pride in village culture with their involvement in the creation and development of this digital catalog media.

## Conclusion

Di tengah ancaman disrupsi digital terhadap keberlanjutan warisan budaya Desa Labuhan Kertasari (Kabupaten Sumbawa Barat)—yang ditandai rendahnya kesadaran sejarah siswa SMP (skor 31–45) dan penurunan partisipasi generasi muda dalam festival budaya—penelitian ini mengembangkan katalog digital berbasis Culturally Responsive Teaching (CRT) sebagai solusi inovatif. Katalog ini memanfaatkan fitur interaktif (peta, video 360°, narasi multibahasa) dan versi teks ringan untuk mengatasi keterbatasan akses smartphone (15% siswa). Hasilnya, validasi ahli membuktikan kelayakan tinggi (konten sejarah 85%, desain media 80%), sementara uji lapangan menunjukkan peningkatan kesadaran sejarah siswa 15–20% (melalui keterkaitan tradisi lokal seperti Mbelu’pandang dan Suro’mbasa dengan konteks nasional) serta lonjakan minat pelestarian budaya 70%. Dampak strategisnya mengubah disrupsi digital dari ancaman menjadi pendukung edukasi yang memperkuat status desa sebagai living heritage Kesultanan Makassar (1626), sekaligus menciptakan model kolaborasi sekolah-komunitas (75% guru menyatakan kemudahan integrasi kurikulum). Berkat desain inklusif dan pendekatan partisipatif, model katalog digital ini layak direplikasi untuk komunitas serupa di Indonesia yang menghadapi tantangan degradasi budaya di era digital.

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