



DEVELOPMENT OF NARRATIVE ESSAY BASED ON DOCUMENTARY FILM *HULA KETA* AS TEACHING SUPPLEMENT TO FORM NATIONAL IDENTITY OF STUDENTS OF SMKN 3 MALANG

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Abstract

This study addresses the challenge of disengagement in national identity education among vocational students by developing an innovative teaching supplement combining documentary film analysis and narrative essay writing. Centered on the documentary *Hula Keta: Bukan Maluku Tanpa Sagu*, which explores Tidore's sago culinary traditions and communal values, the research bridges local cultural heritage with Pancasila principles to strengthen students' national identity. Using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), the researchers created a coffee table book integrating film excerpts, reflective essays, and project-based activities aligned with Civics Education competencies. Material and media expert validation confirmed the product's high feasibility, with 60% of indicators rated "highly feasible" and Cronbach's Alpha reliability of 0.962. Implementation involving 36 culinary students at SMK Negeri 3 Malang revealed statistically significant learning outcome improvements, with mean scores rising from 51.67 (pre-test) to 89.31 (post-test) (*p* = 0.004). The intervention's success stemmed from vocational contextualization, anchoring abstract concepts like environmental stewardship and national unity in relatable gastronomic heritage. Qualitative analysis of reflective essays demonstrated enhanced critical thinking, with students connecting Tidore's gotong royong practices to broader civic responsibilities. By transforming passive learning into active cultural preservation through visual storytelling and place-based pedagogy, the narrative essay fostered pride in Indonesia's diversity as a national asset. This research contributes to educational innovation by demonstrating how multimedia tools rooted in local wisdom can revitalize civic education, particularly in vocational settings where traditional didactic methods often fail. The findings emphasize the urgency of culturally responsive curricula in nurturing socially conscious citizens, offering a replicable model for integrating regional narratives into national identity frameworks across Indonesia's multicultural landscape.

Key words: *narrative essay; documentary film Hula Keta; ADDIE model; national identity.*

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INTRODUCTION

Education is a strategic medium in shaping the character and identity of a nation. In Indonesia, with its rich culture and extraordinary history, education has a great responsibility to shape the younger generation into people who are intellectually intelligent and have a strong national consciousness. Education must be able to inculcate the noble values of the nation's culture and foster a deep sense of patriotism. As stated by Noventue et al. (2024), the educational process should not only focus on mastering academic material, but also play a role in shaping individuals who understand and appreciate cultural roots as the foundation of social and national life.

One of the main objectives of national education is to build the spirit of nationality through the recognition of national identity embodied in history, language, culture and noble values inherited from the ancestors. Therefore, the Indonesian education system needs to seriously integrate learning materials aimed at strengthening national identity (Ashfiya Nur Atqiya et al., 2024; Nurmanita et al., 2024; Syahputra et al., 2020). National identity is not only in the form of symbols such as flags, national anthems or national languages, but also includes values, beliefs and traditions that complement and strengthen the collective identity of society (Santoso et al., 2023).

Efforts to ground national values through the education process in Indonesia still face various challenges. One of the most fundamental problems is the low attractiveness of history and culture in the formal curriculum. Many students view lessons related to the nation's history as boring, lack contextualization, and irrelevant to their daily lives. Azzahra et al. (2024) mentioned that students' disinterest in this material is often caused by conventional delivery methods and lack of innovation.

This condition requires educators to think more creatively in delivering learning materials. Nurzannah (2022) emphasized that teachers should not only act as conveyors of information, but should also be able to become learning facilitators who are able to create an interesting and meaningful learning atmosphere. The selection of appropriate learning media is very important to bridge the gap between curriculum content and students' interests and learning styles. Learning media that is interesting and in accordance with the

characteristics of students can be a solution to creating a fun and in-depth learning experience (Titin et al., 2023).

One type of learning media that has proven effective in bridging abstract concepts to become more real and contextual is documentary films. Documentary films have narrative and visual power that can present facts concretely. Ayu et al. (2024) revealed that the use of documentaries in the classroom can increase learners' participation because they can be more focused and interested in real visualizations. Documentary films are able to present real-life contexts, show socio-cultural dynamics, and strengthen learners' emotional engagement and imagination. Wiranegara (2024) emphasizes that the strength of documentary films lies in their ability to present facts objectively and in depth. Therefore, documentary films can bridge the gap between theory and reality, between the past and the present, and between locality and national identity.

One documentary film that has great potential to be utilized in an educational context is "Hula Keta: Not Maluku Without Sago". The documentary highlights the culture of the Tidore community through the traditional culinary practice of roasted sago. The film also illustrates local values, environmental sustainability, and social meanings inherent in these culinary practices. Wijaya (2023) argues that documentary films that provide awareness of cultural preservation can shape students' awareness and trigger their enthusiasm to preserve existing culture.

However, the integration of documentary films into the learning curriculum cannot be done carelessly. A systematic and contextual learning design is needed so that the potential of documentary films can be optimized in the learning process. An approach that can be used is to develop a documentary-based narrative essay. This approach combines the power of visual narrative with students' literacy skills in understanding and reflecting on the content of the film. Vari (2021) states that visual literacy is part of critical thinking skills that enable learners to interpret visual messages reflectively and analytically.

The development of a narrative essay based on the documentary film "Hula Keta" is an innovative solution that should be developed. This is because it considers the urgency of strengthening national identity

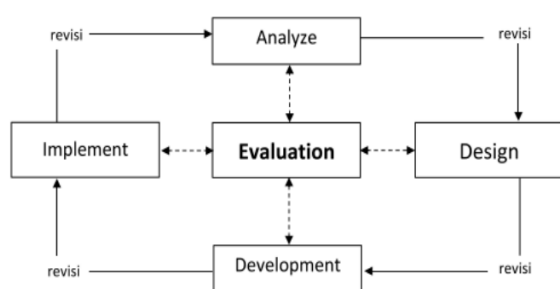
among the younger generation, and the relevance of visual-based media approaches in the context of 21st century education. This implies that the development of a documentary film-based narrative essay can help students to build understanding and strengthen their national values and national identity more deeply.

The documentary film *Hula Keta* should be developed at SMKN 3 Malang as a pedagogical tool to address students disengagement with abstract national identity concepts in Civics Education. By showcasing Tidore's sago culinary traditions, the film bridges local cultural heritage with broader Pancasila values like unity and sustainability. This approach contextualizes national identity within relatable vocational themes, particularly for culinary students, fostering pride in Indonesia's diversity. Traditional teaching methods often fail to resonate with vocational learners, but *Hula Keta*'s visual-narrative format combined with reflective narrative essays transforms passive learning into active, emotionally engaging experiences, aligning with students interests.

METHODOLOGY

This research uses the Research and Development (R&D) development method with the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). This development research method is used to produce specific products and test their effectiveness Sugiyono (2015). The product developed is a narrative essay in the form of a coffee table book based on the documentary film "*Hula Keta*" which is designed as a teaching supplement for Pancasila and Civics Education (PPKn) subjects to form the national identity of SMK Negeri 3 Malang students. The stages carried out are as follows:

Figure 1. Tahapan Model ADDIE



Source: Hidayat (2021)

First, the analysis stage. The analysis stage is carried out to identify learning needs, learner characteristics, and the relevance of the material to the learning outcomes in the curriculum.

Second, the design stage. The design stage is carried out by designing the narrative essay content structure, learning objectives, and book layout.

Third, the development stage. This stage is carried out by preparing documentary-based narrative essays, integrating visual elements and coffee table book illustrations, and making learning activities. The initial product was then validated by material experts, media experts, and Civics learning teachers to test the feasibility of the product. The validation results were used as the basis for product revision before a limited trial was conducted.

Fourth, the implementation stage. The implementation stage was carried out by involving students of SMK Negeri 3 Malang as test subjects. At this stage, a pre-test and post-test were conducted in a small group of 12 students and a reliability test was conducted. After the reliability test meets the requirements, an effectiveness test and an attractiveness test are carried out on a large group of 36 students.

Fifth, the evaluation stage. The ADDIE model has a systematic and flexible flow in developing effective learning products and allows for evaluation and improvement at each stage. This stage ensures the product developed is effective and relevant and continues to undergo continuous improvement according to learning needs and context.

The research data were analyzed quantitatively using descriptive statistics. The validation results were categorized based on the conversion of the average score into the criteria of very feasible, feasible, quite feasible, or not feasible. The effectiveness test was carried out using the Paired Sample T-Test test with the help of SPSS software to determine the significant difference in student learning outcomes before and after using the product. The reliability test was used to determine the consistency of the instrument and the assessment of media attractiveness was calculated based on the percentage of the total score obtained in the categories of very interesting, interesting, quite interesting, or not interesting.

RESULT AND DISCUSSION

1. Learning Analysis with Narrative Essay as National Identity Learning

Learning Pancasila Education using narrative essay media is one of the learning implementations based on needs analysis at SMK Negeri 3 Malang. Narrative essay is one type of written media that has a type of writing by telling a story or experience directly and the story is based on other sources such as documentary films (Mahfudhoh & Nuroh, 2024). The development of narrative essay as learning media in the classroom is based on the source of documentary film 'Hula Keta'. Narrative essays as learning media are based on competency analysis that refers to the Learning Outcomes (CP) in the Pancasila Education Subject curriculum. This basis becomes one of the strong references in developing narrative essay learning media because the material developed is in-depth and consistent with the main substance of learning in the classroom.

The story in the narrative essay is unique in its clear plot using evocative language and descriptions that will give the reader experience to feel what is contained in the narrative essay. This is in accordance with the subject of the study, namely students who occupy class XI SMK Negeri 3 Malang, where students are more interested in short books with lots of pictures compared to books that have a lot of reading (Sumandya, 2019). The narrative essay developed based on the documentary film 'Hula Keta' has the aim of conveying a moral leap that gastronomy or a study that examines food with the acculturation of the local culture of the Tidore community with the culture of global trade commodities carried out by the Spanish and Portuguese communities has a strong moral message about the formation of a national identity of the Indonesian nation (Wijaya, 2023). Then from the documentary film-based narrative essay 'Hula Keta' can convey the message of the historical aspect of the dynamics of society in shaping Hula which is the staple food.

The development of a narrative essay based on the documentary film 'Hula Keta' is one of the learning media that can play a role in the formation of national identity. Narrative essay has a function as a bridge that can be used by students in internalizing values related to national identity. Food is included in one of the

diversity that exists in Indonesia, with the development of a narrative essay based on the documentary film 'Hula Keta' providing an in-depth context on the cultural aspects of the food sector. Conveying the values of national identity in a narrative essay can provide experience for learners to dive into the life stories of local people in acculturating with new cultures that come. Thus, learners can connect between stories or personal experiences, especially in class XI SMK Negeri 3 Malang in culinary vocational as a broader knowledge of food diversity in Indonesia.

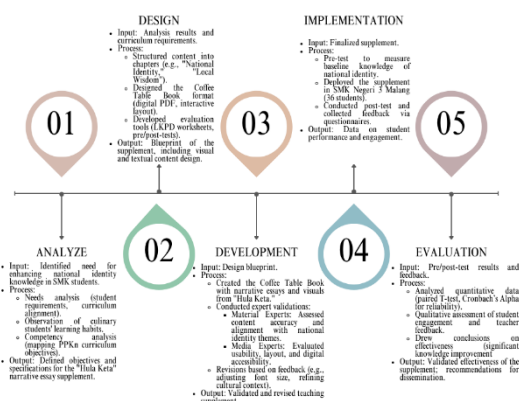
Conveying the issue of national identity through personal experience in the vocational education chosen by students will give good feelings indirectly that the vocational education has an important role in maintaining local culture and appreciating cultural acculturation that has been created (Tamba et al., 2024). The Pancasila Education learning strategy that can be used during the learning process is the intercultural collaboration strategy. Learning strategies with intercultural collaboration involve the exchange of stories between students from various regions in strengthening understanding of food diversity in Indonesia.

This is in accordance with the origin of Hula from Tidore to be introduced through a narrative essay to students at SMK Negeri 3 Malang. The learning strategy using narrative essay media is one of the lessons that provides an approach to the creative aspects in the formation of national identity in students in the classroom. The use of narrative essay media not only helps students in understanding Pancasila cognitively, but also helps students in living emotionally and socially in building a generation with character and nationalism.

2. Narrative Essay Development Design

The research of narrative essay learning media development was conducted at SMK Negeri 3 Malang. The development of learning media is carried out with the ADDIE approach model which consists of 5 stages, namely analyze, design, develop, implementation and evaluation.

Figure 2. Story Board ADDIE



These stages are described in the explanation below.

a. Analyze

This stage is one of the first stages in developing a narrative essay based on the documentary film 'Hula Keta'. This analysis stage is the main foundation in the ADDIE development model. This stage is carried out a needs analysis through observation of the needs of students at SMK Negeri 3 Malang which consists of learning needs, characteristics and relevance of the material developed in identifying field problems as well as potential solutions through narrative essay products.

The development of a narrative essay based on the documentary film *Hula Keta: Bukan Maluku Tanpa Sagu* addresses critical needs observed among students at SMK Negeri 3 Malang, where abstract perceptions of Pancasila and disengagement from local heritage hinder national identity formation. Students often view Pancasila principles as disconnected from their lives and dismiss traditions like *hula keta* (sago processing) as irrelevant, exacerbated by passive civic education methods and globalization's cultural dominance. By integrating the documentary which showcases the Tidore community's sustainable sago practices, communal values (*gotong royong*), and environmental stewardship the narrative essay bridges local wisdom with national identity. This approach transforms passive learning into active reflection, enabling students to contextualize Pancasila through relatable Maluku traditions, fostering pride in Indonesia's diversity while addressing social cohesion challenges and

environmental awareness gaps. The essay thus serves as a culturally rooted pedagogical tool, reconnecting students to their heritage while strengthening their civic responsibility and national belonging.

The documentary film *Hula Keta: Bukan Maluku Tanpa Sagu* serves as a vital educational tool to form students' national identity at SMK Negeri 3 Malang by integrating local cultural values with broader national principles like unity, sustainability, and Pancasila. Through its depiction of *hula keta* practices, the film emphasizes cultural preservation (sago as ancestral heritage), environmental stewardship (sustainable resource use), and community solidarity (collective labor), which align with the narrative essay's goal of fostering reflective learning. By analyzing these themes, students connect Maluku's local wisdom such as *gotong royong* (mutual cooperation) and ecological harmony to Indonesia's national identity, internalizing how diversity and tradition strengthen collective resilience. The narrative essay, as a teaching supplement, bridges these localized narratives with Pancasila values, enabling students to contextualize national identity through authentic, culturally rooted stories, thereby deepening their sense of belonging and civic responsibility.

b. Design

This stage aims to design the format, content, media and measurement tools as an evaluation used in the development of narrative essays. First, the development of the structure is developed starting from the introduction of national identity material as a conceptual to the discussion of the importance of a national identity in Pancasila Education subjects. Second, the design continues with the development of teaching material formats using a digital-based coffee table book approach. The design of this teaching material format is adjusted to the characteristics of the students of SMK Negeri 3 Malang. Third, the content development of teaching materials is based on the Learning Outcomes in the Pancasila Education curriculum. The narrative essay content is in the form of essays that are reflective and adaptive. Fifth, the development of evaluation tools in the form of Learner Worksheets (LKPD) which function as evaluative and reflective instruments.

c. Development

This stage focuses on the process of making the substance of teaching materials for narrative essays based on the documentary film 'Hula Keta' based on a predetermined design. At this stage of development, validation is carried out to material experts, media and learning practitioners.

The indicators for the media expert validation instrument are accuracy, ease of use, and attractiveness. The results of the media expert validation are as follows:

Table 1. Media Expert Validation Results

No	Indicator	Score	Category	Notes
1	The product is relevant for use as a teaching supplement in vocational schools (SMK)	3	Feasible, requires revision	Fairly relevant but could be better aligned with SMK students' needs.
2	The product supports context-based learning rooted in local culture	4	Highly feasible, no revision needed	Integrates local wisdom values effectively.
3	The product effectively illustrates the local wisdom of <i>Hula Keta</i> digitally	4	Highly feasible, no revision needed	Utilizes documentary film-based visualization.
4	The product aligns with the targeted basic competencies	3	Feasible, requires revision	Minor adjustments needed to better align with core competencies.
5	The product contains valid and factual material	4	Highly feasible, no revision needed	Material is based on factual references.
6	The product has clear and easy-to-follow usage guidelines	4	Highly feasible, no revision needed	Concise and available guidelines.
7	The product's design supports ease of use	4	Highly feasible, no revision needed	Simple and user-friendly interface.

No	Indicator	Score	Category	Notes
8	The product's display size supports usability	4	Highly feasible, no revision needed	Proportional and responsive layout.
9	The font size is appropriate and legible	3	Feasible, requires revision	Legible but could improve size or contrast.
10	The font type is appropriate and legible	4	Highly feasible, no revision needed	Consistent and user-friendly font.
11	The product has a structured layout	4	Highly feasible, no revision needed	Systematic content arrangement.
12	The product combines text and visuals to engage students	4	Highly feasible, no revision needed	Attractive design that enhances understanding.
13	The product strengthens students' understanding of national identity	3	Feasible, requires revision	Progresses toward reinforcing identity but could deepen the connection to national values.

Based on the media expert validation results, the developed product meets feasibility standards with an excellent overall score. 60.23% of the indicators received a score of 4 (highly feasible, no revision needed), while 30.77% scored 3 (feasible, requires minor revision). The total score achieved was 48 points, indicating that the product is valid and does not require major revisions.

Table 2. Material Expert Validation Results

No	Indicator	Score	Category	Notes
1	The narrative essay material based on the documentary film <i>Hula Keta</i> is relevant to forming	4	Highly feasible, no revision needed	Relevant and supports national identity formation.

No	Indicator	Score	Category	Notes
	SMK students' national identity.			
2	The documentary film <i>Hula Keta</i> is accurately interpreted in the essay material.	4	Highly feasible, no revision needed	Film content is interpreted accurately and aligns with the learning context.
3	The narrative essay material is accurate and valid.	3	Feasible, requires revision	Accurate but could be improved by strengthening references or adding sources.
4	The material aligns with basic competencies (KD).	4	Highly feasible, no revision needed	Aligns with Pancasila Education (PPKn) learning competencies.
5	The material can be flexibly used for assignments, discussions, or projects.	4	Highly feasible, no revision needed	Adaptable to various active learning methods.
6	The material facilitates students' understanding of national values.	4	Highly feasible, no revision needed	Contextually supports comprehension of national values.
7	The language used matches the cognitive level of SMK students.	3	Feasible, requires revision	Language is generally appropriate but could be simplified for clarity in some sections.
8	Key terms are defined clearly.	4	Highly feasible, no revision needed	Important terms are explained precisely.
9	Examples and illustrations in the material are easy to understand.	3	Feasible, requires revision	Illustrations are clear but could be enhanced with stronger visuals.
10	The material includes thought-provoking questions to	3	Feasible, requires revision	Includes discussion prompts but could be more challenging

No	Indicator	Score	Category	Notes
	stimulate discussion.			and exploratory.

Based on the material expert validation results, the developed product meets feasibility standards with an excellent overall score. 60% of indicators (6 out of 10) received a score of 4 (highly feasible, no revision needed), while 40% scored 3 (feasible, requires minor revision). The total score achieved was 36 out of 40 points, indicating that the product has high-quality content and is valid for use. Minor revisions, such as simplifying language or enhancing visuals, are recommended to optimize its effectiveness.

d. Implementation

The implementation stage is carried out testing to small groups which aims to ensure that the instruments used gain confidence in the narrative essay that has been developed. After the small group test, it is continued with a large group test to get pretest and posttest scores which aim to determine the results of the effectiveness of the narrative essay as a treatment in the classroom.

A reliability test was conducted to assess the internal consistency between items in the research instrument. The test administered to a small group of 12 students utilized Cronbach's Alpha where a higher value indicates better reliability. The results are summarized below:

Table 3. Reliability Test Results

Reliability Statistics

Cronbach's Alpha	0.962
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Number of Items (N)	2
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The reliability test results indicate exceptionally high internal consistency between the two items (pre-test and post-test). With a Cronbach's Alpha value of 0.962, the instrument far exceeds the commonly accepted minimum threshold of 0.7, confirming its strong reliability. This suggests that the two items (pre-test and post-test) are highly correlated and consistently measure the same construct (e.g., students'

understanding of national identity or learning outcomes).

The effectiveness test aimed to evaluate the developed product's ability to improve student learning outcomes. The effectiveness of the documentary film-based narrative essay "Hula Keta" was measured through pre-test and post-test results. Data was collected from 36 students in Class XI Culinary at SMK Negeri 3 Malang. The narrative essay tested was the revised product, incorporating feedback from material experts, media experts, and Civics teachers. The pre-test and post-test results are as follows:

Table 4. Pre-Test and Post-Test Score Classification

Pre-Test Score	Number of Students	Post-Test Score	Number of Students
20	1	70	1
30	1	75	2
35	2	80	5
40	6	85	9
45	6	90	5
50	2	95	6
55	4	100	8
60	3		
65	1		
70	5		
75	1		
80	1		
Mean Pre-Test: 51.67		Mean Post-Test: 89.31	

Table 5. T-Test Result

Kelompok	N	Mean	Mean Different	Sig
Pre-Test	36	51.67	37.639	0.004
Post-Test	36	89.31		

The paired T-test conducted on the pre-test and post-test data revealed a significant improvement in students' understanding and internalization of national identity values after implementing the documentary film-based narrative essay "Hula Keta" as a teaching

supplement. The pre-test average score of 51.57 indicated a moderate level of national identity comprehension prior to the intervention. Following the implementation of the teaching supplement, the post-test average score significantly increased to 89.31, categorized as excellent.

The mean difference of 37.64 between pre-test and post-test scores, with a significance value (Sig.) of 0.004 ($p < 0.05$), confirms that this improvement is statistically significant. This result supports the hypothesis that there is a significant difference in students' understanding before and after using the Hula Keta-based narrative essay.

The documentary film-based narrative essay "Hula Keta" has proven statistically significant in enhancing learning outcomes and internalizing national identity values among Class XI Culinary students at SMK Negeri 3 Malang. The 37.64-point increase in average scores (from 51.67 to 89.31), reinforced by the paired T-test result ($p = 0.004$), confirms that the observed improvement is not coincidental and directly attributable to the intervention. This underscores the product's effectiveness in fostering meaningful, contextualized learning about national identity.

e. Evaluation

The evaluation stage in this research is a stage that can be applied continuously at each stage that has been taken, both in the analysis, design, development, and implementation phases. This process aims to systematically collect and analyze data to assess the feasibility of the developed product. The final results of this evaluation stage show that the documentary film-based narrative essay product "Hula Keta" as a teaching supplement has met the high feasibility criteria. Thus, this product is declared feasible and ready to be implemented in the learning process to form students' national identity.

The evaluation stage assessed the effectiveness of the Hula Keta-based narrative essay through pre-test/post-test comparisons and statistical analysis involving 36 vocational students. Results revealed a significant improvement in learning outcomes, with mean scores rising from 51.67 (pre-test, moderate understanding) to 89.31 (post-test, excellent comprehension). A paired T-test confirmed statistical significance ($p = 0.004$), indicating the intervention's impact was not random. The

product's integration of Maluku's cultural values (e.g., sago traditions, gotong royong) and multimedia elements (documentary clips, digital coffee table book) effectively bridged local wisdom with national identity, addressing initial gaps in engagement and contextual relevance.

The success stemmed from culturally contextualized pedagogy, where students connected Pancasila principles to relatable Maluku practices, transforming abstract concepts into meaningful narratives. Reflective essay prompts and visual storytelling fostered critical thinking and pride in Indonesia's diversity, while the high Cronbach's Alpha (0.962) validated the instrument's reliability. These outcomes highlight the importance of place-based learning in civic education, demonstrating that anchoring national identity in local heritage enhances both retention and emotional engagement. The product's design—blending tradition with digital tools—proves vocational students thrive when learning aligns with their cultural and cognitive realities.

3. The Impact of Using Narrative Essay in Learning

The teaching materials that have been developed are used as teaching supplements whose role is to help enrich students' understanding of the main subject matter. According to the Ministry of National Education, supplement books are specifically designed to complement the material that has been taught in the main book. In other words, this book serves as an addition that enriches students' understanding of a topic (Azhar et al., 2024). The material presented in the supplement book is more specific, in-depth, or even offers a different perspective that can help learners understand concepts better.

This development research produces a product in the form of teaching materials for narrative essays based on the documentary film "Hula Keta". This teaching material aims to introduce and document the cultural wealth of local communities. The content specifications of this teaching material summarize the values of local wisdom and knowledge of local identity. The material presented in the teaching materials includes the definition of national identity, the importance of national identity in education, archipelago gastronomy as part of culture, local wisdom in archipelago culinary, the history and process of making "Hula Keta",

and a journey of "Hula Keta" identity to Indonesia.

The product's impact on cognitive development was rigorously assessed through pre-test and post-test evaluations, structured to measure students' grasp of Pancasila principles, cultural heritage, and national identity. The assessments included multiple choice questions, short essays, and scenario-based tasks targeting competencies such as interpreting local wisdom and linking them to national values like unity and environmental stewardship. Results from 36 vocational students revealed a 73% improvement in average scores, rising from 51.67 (pre-test, limited understanding) to 89.31 (post-test, mastery-level comprehension). Statistical analysis (paired T-test, $p = 0.004$) confirmed the significance of this leap, indicating a near-zero probability that the improvement occurred by chance.

Critical thinking was evaluated through structured reflective essays, where students analyzed documentary themes and connected them to national identity frameworks. Rubrics assessed their ability to contextualize Tidore's practices such as communal sago harvesting within broader concepts like cultural resilience and environmental ethics. For instance, one student linked the documentary's emphasis on sustainable sago processing to Indonesia's national motto, *Bhinneka Tunggal Ika* (Unity in Diversity), arguing that preserving local traditions strengthens collective identity. High interrater reliability (Cronbach's Alpha = 0.962) underscored the consistency of evaluations.

The multimedia approach combining documentary visuals with narrative essays catered to diverse learning styles, fostering deeper cognitive engagement. By anchoring abstract Pancasila values in tangible cultural narratives, students transitioned from passive memorization to active synthesis, demonstrating skills in analysis, evaluation, and application. This method not only enhanced immediate knowledge retention but also laid a foundation for long-term civic literacy, equipping students to critically engage with Indonesia's socio-cultural complexities as informed citizens.

CONCLUSION

The development of narrative essay media based on the documentary film "Hula

Keta" as a Civics teaching supplement proved to be very feasible and effective in strengthening the national identity of students of SMK Negeri 3 Malang. Product validity scored high on the expert test (very feasible criteria) and instrument reliability was measured with a Cronbach's Alpha value of 0.962, indicating strong internal consistency in measuring the same construct. Small and large group implementation showed significant improvement in learning outcomes: the pre-test average of 51.67 increased to a post-test average of 89.31. This data confirms that narrative essays encourage reflective, critical and applicative skills of Pancasila values in the context of personal experience and local culture.

The novelty of this research lies in its innovative integration of documentary film, narrative essays, and vocational education to address the underexplored intersection of cultural gastronomy and national identity formation. Unlike conventional Civics Education tools that rely on textual or symbolic approaches, this study pioneers a multisensory, contextually rooted pedagogical medium a coffee table book blending visual storytelling (via Hula Keta documentary clips) with reflective narrative essays. This design uniquely bridges local culinary heritage with abstract national values, offering students a tangible, culturally resonant pathway to internalize identity.

Further innovation emerges in its vocational alignment: By contextualizing national identity within SMK culinary students expertise, the product transforms civic education into a purpose-driven, skill-integrated experience. This approach not only revitalizes passive learning but also positions vocational training as a vehicle for cultural preservation a paradigm shift in Indonesian civic pedagogy.

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