

Tourism-Based Cultural Education

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ABSTRACT

In the development of the world of education, especially in the specialization of social sciences in high schools, they do not understand the philosophy of the subjects delivered by educators. Even though based on the research findings, it shows that the world of education in Indonesia has now been juxtaposed with cultural education, but teachers still feel worried about how the achievements of the subjects given can be applied to their students. This is evidenced by direct observations to the class, asking how important the subjects they live are. They said that the knowledge they learned seemed to only be a complement to the graduation requirements for advancing to grades. With this phenomenon, it means that the curriculum model that has been arranged in such a way is only a mere contestation, so it is necessary to add a tourism-based cultured education curriculum model. This arises because seeing the enthusiasm of students when they study social science which is always associated with tourism science becomes more enthusiastic in following the whole learning process. By using the SLR (study literature review) research method, the researcher only focuses on literature review that can strengthen the researcher's argument in reviewing this research which aims to see the effect of the effectiveness of the new model style in cultural education associated with tourism science.



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1. Introduction

The problems of teaching techniques that are always carried out by an educator are often less profitable for students who follow the lessons that have been given. Because students are

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indoctrinated to continue to follow the teacher's teaching style. Students are forced to memorize and understand the entire series of learning to achieve the output of the curriculum that has been prepared in such a way. Coupled with the method of competition between students in the class, making students compete with their own friends in order to get the best value and only the highest rank ([Malihah, 2014](#)). The achievements that have been fulfilled by students only follow the pressure given, but after learning is complete and in the long term students will forget to understand and understand the philosophy and roots of social science learning that has been taught by the teacher.

Learning that refers to social science is certainly very broad, ranging from learning sociology, geography, history and so on. The linkage between the fields of social science is very appropriate when it is correlated with cultural education. In its implementation, the goals of national education are oriented to develop and shape the character and civilization of a dignified nation in the context of the intellectual life of the nation. The formulation of these goals is the basis for the development of cultural education. To gain insight related to cultural education, it is necessary to provide a definition of the terminology of culture and education. The definitions described here represent the techniques used in the development of this guide. Teaching staff who transfer social science to their students must understand the subject matter that always supports and preserves the culture that exists in the environment. However, many teachers do not understand the true meaning of cultural education.

Cultural education is education that is carried out following the cultural flow that affects the local area ([Malihah, 2014](#)). The pattern of cultural education that must be applied by a teacher before teaching the teacher must first understand the conditions of the surrounding community, habits, delivery style, language used and the dialect that is always used by the local community. After exploring the culture in the environment they teach, then the educators incorporate these elements of cultural education to their students ([Airey et al., 2005](#)). The style of delivery that refers to the principle of culture certainly needs to be supported by the existence of learning activities and culture implementation. To support the principles that are in line with education and culture, it is very appropriate when it comes to learning tourism science.

The principle of education provided through tourism science is closely related to social science, because tourism science adopts many aspects of social science. In its development, tourism from the point of view of academics can promote culture, social economy, love for the homeland, elevate the image of the nation and protect existing natural resources. Cultural education that has been carried out for a long time has a learning model that focuses on the application of Pancasila values, character, age growth, brain development, and being a good citizen ([Bashar et al., 2013](#)). Boder's research (1998) also explains that the cultural education model is focused on developing students' understanding of religion, honesty and tolerance. In accordance with the progress of cultural education, [Busby \(2003\)](#) also said that a cultural education aims to make students disciplined, hard working, independent and creative.

However, along with the development of social science which is increasingly showing progress, it also evaluates the teaching methods of social science teachers who are less effective in conveying the feeling and philosophy of the subjects given can be applied directly to their students and make the classroom atmosphere more colorful. This of course can be changed by mixing the model of cultural education with tourism. Judging from the empirical studies of previous research, no other researchers have discussed the attractiveness of this research in terms of studying the tourism-based cultural education model. New models in achieving tourism-based cultural education include building a sense of love for the region, preserving nature and culture, increasing students' sense of creativity in generating the regional economy and so on.

Another achievement was built by applying the principles of sustainable tourism. Not only that, social science learning can be felt directly when studying while traveling to see the

reality that is in accordance with the learning that has been done, so that the real evidence in the memorization learned is in accordance with the conditions. Students also do not feel bored in achieving the social sciences taught by their teachers ([Ernawati, 2003](#)). Teachers can also explore new insights from local guides who explain a destination related to the learning delivered. The concept of cultural education that has been carried out can run smoothly and optimally.

The orientation of the principle of tourism which is combined with cultural education is that students are taught to understand the uniqueness of the area that can be sold which can produce an economic impact ([Inui et al., 2001](#)). In fact, the country of Indonesia, which is spread out with natural beauty, culture, ethnicity, language, can definitely invite many tourists to share the economic benefits that the region can reap. This tourism-based cultural education model is very good if it can be applied from an early age, so researchers are very sure that this research is important to do ([Johnson et al., 2006](#)). Through the attractiveness of this model, the researcher aims to examine how big the influence of tourism in generating cultural education and to measure the enthusiasm of students in participating in social science learning that is juxtaposed with tourism.

2. Research Methods

This research is qualitative [Creswell \(2014\)](#) and [Carey \(1994\)](#), in using the SLR (study literature review) approach, which is focused on making the decision process and analyzing the relationship between dynamic phenomena and scientific logic ([Kitchenham et al., 2009](#)). The data collected was obtained from books, academic papers, factual information, academic seminars, and academic online resources such as journals from Google Scholar. That way you will get the results showing argumentation and reasoning after comparing several sources related to the topic and comparing empirical studies with the interestingness of this research topic. The topic is about tourism-based cultural education. The data used are library sources that emphasize education that teaches social sciences related to tourism. Through the attractiveness of this model, the researcher aims to examine how big the influence of tourism in generating cultural education and to measure the enthusiasm of students in participating in social science learning that is juxtaposed with tourism.

3. Results and Discussions

Tourism-based Cultural Education Model

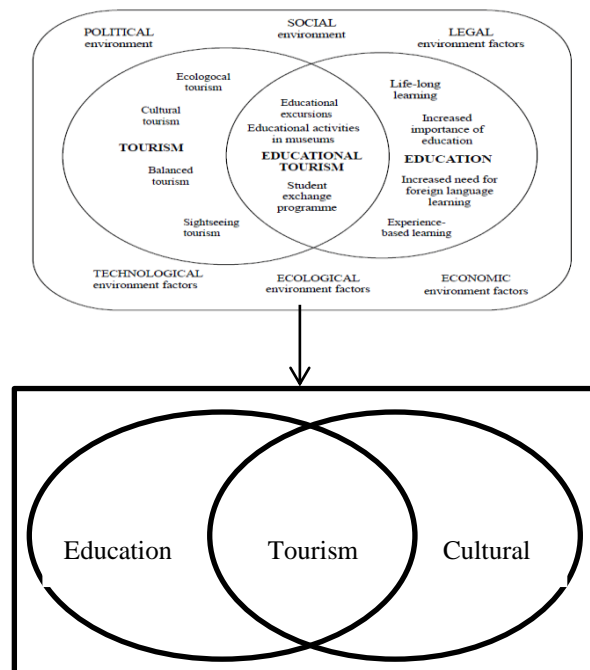
The concept of cultured education based on tourism is a concept that combines elements of educational and teaching activities that are principled on culture with the content of tourism science in it. This program is packaged in such a way as to make pedagogic activities with tours that prioritize the quality and weight of student understanding ([Rozas dan Garran, 2013](#)). The materials in the cultural education guidelines have been adapted to the abilities of students taken from the social science education curriculum in high school. Each time the teaching activities carried out by the teaching staff when providing social science will be adjusted to their cultural interests and the influence of tourism in the field of science to be studied. Cultural diversity and tourism objects as outlined in cultural education have made more than 1 million tourists come to visit ([Camilleri, 2016](#)). Cultural education programs have long been launched so that it becomes a necessity for schools to nurture and educate students. However, when cultural education is elaborated through tourism, no previous research has been conducted.

Through in-class learning programs, the concept of tourism-based cultured education has been proven to be effective in improving students' learning and socialization patterns ([Dede, 2014](#)). In fact, this program is supported by university academics or educational volunteers in delivering material in high school classes, so this program is really structured to meet the need for good social science learning for schools. It is time for this program to be developed in every

school as a student learning process about the love of the nation's culture, local wisdom, development of economic creativity, progress of the country and the homeland ([Venkatraman, 2016](#)). Ideally, this tourism-based cultural education is specifically designed to fulfill the social science capacity of students to fill in their cultural insights, environmental geography, socio-culture and economic movements. [Erlan \(2012\)](#) Through travel activities, getting to know the region and the potential of local resources between districts, provinces and islands in Indonesia.

This educational activity can also be carried out by traveling on student tours, the impact will have a broad impact on economic development in the region because it can support the economic movement of the people while opening up pockets of art and culture that students need to know about ([O'Connor, 2017](#)). It is hoped that educational tourism activities can be a means for students to preserve culture and introduce the noble values of history and culture of the Indonesian nation ([Gopinathan, 2007](#)). The prospect of tourism-based cultural education will bring school students in Indonesia to be brighter. If the number of students at the Elementary School to Senior High School levels in Indonesia is 40.2 million as recorded by the Central Statistics Agency, you can imagine the huge potential benefits that can be obtained from this program in Indonesia ([Zainal, 2012](#)).

With the movement of tourism-based cultural learning methods carried out by as many as these students in various regions in Indonesia, you can imagine the value of the rupiah that can rotate because they are spent by them when traveling in tourist attractions in various tourist objects in this country ([Grosfoguel, 2007](#)). This educational concept is deliberately designed specifically to fulfill the social science capacity of students. Thus they will be able to fill in cultural insight, social understanding, nationality with tourist travel activities to know the region and the potential of local resources between regions, districts, provinces and islands throughout the country. The concept of tourism-based cultural education is shown in the following framework chart:



With the above model, students will be able to understand and understand the state of social science taught through the teacher's pedagogic method. Through this program, it is also ensured that students can become people's economic movements, as well as open pockets of art and culture that students themselves need to know and understand. Therefore, this program

is expected to be a means for students to participate in preserving culture and recognizing the noble values of the history and culture of the Indonesian nation. From these activities, it is hoped that there will be many kinds of tourism objects that can be used by sellers of tourism services, so that they can support the creation of jobs for the lower class community (Arifudin, 2007).

Thus, educational, artistic and cultural tourism objects visited by students can provide employment opportunities for local residents, so that when the tourism object develops, the government and the local community can reap the benefits. Through promotion, this tourism-based cultural education program will love the State of Indonesia, as well as additional educational tourism programs for deep social science students can be one solution to improve the welfare of the community (Ibnu, 2016). Because it is predicted that this activity will be able to alleviate the residents around the tourist attraction towards a better life. Thus, there is a need for a good movement from the central government through the Ministry of Education and Culture to form this tourism-based curriculum in order to make the pattern of learning social sciences in high school more attractive and according to the achievements required by teaching staff and schools (Kolas, 2015).

4. Conclusion

The concept of forming a tourism-based cultural education model in terms of learning that needs to be done for high school students in terms of studying social sciences related to tourism science must meet several elements, including teachers must describe social sciences such as scientific fields geography, sociology, history need to be linked to the cultural environment of the students being taught, educators must support the richness of the language of students by supporting its preservation, teachers must be creative in reading economic opportunities that can be juxtaposed with students' local wisdom in relation to the social sciences being taught, staff educators can add a learning program while traveling to enjoy the beauty of nature through the elaboration of social science that is taught about their love for the environment, culture, race, ethnicity and Indonesian state (Mahfud, 2006). This program needs to be fully supported by education policy owners so that it can be realized to the fullest. If it has been formed, of course, the achievement of student enthusiasm in learning social science can be implemented properly, making students' horizons wider, building memory and understanding that has been taught for a longer time, and of course can be the forerunner of fulfilling a significant economic impact for the Indonesian state.

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