

Restructuring Curriculum of Tourism Based on Culture: Efforts to the Preservation of Cultural Heritage Humanity

Leni Anggraeni
Civic Education
Indonesia University of Education
Bandung, Indonesia
l_anggraeni@upi.edu

Woro Priatini
Catering Industry Management
Indonesia University of Education
Bandung, Indonesia
woro.priatini@upi.edu

Abstract—Indonesian tourism is one of the contributors to non-oil and gas foreign exchange. This field is very capable, supported by a wealth of local culture, beautiful nature, friendly people. Schools need curriculum tools that address the challenges of the tourism industry. Curriculum in every society or culture should be a reflection of the culture of the community itself. Community participation concerns cultural implications in curriculum development and culture. The elements involved in curriculum development are professional staff and staff from the community. This study uses a qualitative approach with descriptive methods, the research site is in the Bandung School of Tourism involving 30 informants from academics and 5 informants from practitioners, data collection using interviews, observation and documentation, data analysis using data reduction, data presentation and conclusion. The results show that a culture-based tourism curriculum is still focused on developing cognitive abilities and learning activities are still often in the classroom, so there needs to be a restructuring of the administrative and technical aspects of implementing a culture-based curriculum.

Keywords—*tourism; culture; curriculum.*

I. INTRODUCTION

Tourism is not only a contributor to non-oil and gas foreign exchange, but as a way to preserve the culture of humanity [1]. This is very important in building national civilization, because the development of a nation will lose its identity if its people do not know the cultural heritage [2].

At present tourism occupies the development priority sector, even core business in Indonesia [3]. The development of tourist areas is not only in urban areas, but also extends to rural areas with the concept of tourism villages [4]. The development of tourism in Indonesia is very important in increasing economic growth and creating equitable economic development, but there are challenges from the development of tourism, namely the entry of foreign cultures in people's lives [5].

The challenge of developing tourism in Indonesia requires a response from academics to create a culture-based curriculum [6], so that the community can maintain and preserve the culture of humanity native to Indonesia. The curriculum is expected to

shape public awareness about the importance of humanitarian culture [7], manage tourism potential in accordance with needs and create cultural independence in every Indonesian society.

II. THEORETICAL FRAMEWORK

A. Culture in Forming a Tourism Curriculum

The socio-cultural aspect of curriculum development is an important factor [8], because the curriculum applied in education must be in accordance with the culture of society [9], so that the harmonization of education and people's lives is created.

The curriculum as a tool for realizing the education system cannot be separated from cultural elements [10], resulting in implications in the formulation of a tourism curriculum which is divided into four aspects, including: 1) the curriculum must be prepared based on the socio-cultural conditions of the community, 2) the curriculum must be structured with regard to flexibility and dynamic, 3) curriculum programs must be compiled and contain socio-cultural material in the community, and 4) the curriculum in schools must be based on national culture based on Pancasila [11], which covers the development of regional culture. The four aspects must be taken into consideration in preparing a tourism curriculum, so that tourism activities in Indonesia do not forget the cultural element.

B. Urgency for Preservation of Cultural Heritage

Indonesian cultural heritage needs to be preserved [12], because it will have a good impact on the recognition of Indonesian people's identity to the younger generation and the global community [13], besides that Indonesian cultural preservation will increase the attractiveness of foreign tourists to visit Indonesia.

In the social context, preservation of cultural heritage can shape social forces in enhancing cross-cultural understanding [14], foster awareness to preserve culture and the environment, and strengthen the spirit of nationalism [15]. The benefits of preserving this cultural heritage need to be optimized by managing integrated tourism objects, so that tourism activities will not change cultural heritage.

The increase in foreign tourist arrivals to Indonesia in 2017 increased by 25.68%. The increase in foreign tourist arrivals to Indonesia is higher than Singapore with an increase of 3.83% and Thailand with an increase of 5.05%. The increase in the number of tourist visitors to Indonesia has the potential to increase foreign exchange by US \$ 17.05 billion [16].

The importance of preserving cultural heritage can strengthen identity as a nation [17], this will show the world that Indonesia is a country that maintains cultural heritage, so that internationally there will be respect from other countries for Indonesia.

C. Tourism Curriculum Problems

The tourism curriculum applied in Indonesian education is still conceptual, so the learning process is only focused in the classroom [18]. The applied curriculum is rigid and monolithic, because it gives too much role to the instructor in the learning process.

Aspects of improving the ability of students are still focused on developing cognitive abilities [19], so that students have not been able to create innovations in tourism, as well as lack of learning materials to increase the potential of culture-based tourism. In addition, the lack of practice activities of students in the learning process resulted in students lacking capacity in the workforce [20].

At the level of tourism curriculum objectives have not shown concern for the development of tourism for the sake of humanity, tourism activities studied are still focused on economic aspects [21]. This has resulted in tourism activities in Indonesia not being able to optimize the potential of cultural tourism [22], even though Indonesian culture is highly admired by foreign tourists.

D. Curriculum and Preservation of Humanity Culture

The link between the curriculum and the preservation of humanitarian culture is very important to be applied in tourism activities in Indonesia [13]. This can be seen from the function of education to develop cognitive, affective and psychomotor abilities.

In the cognitive aspect, culture-based tourism curriculum can enhance students' understanding of the importance of culture in developing national civilization [23], affective aspects can develop students' awareness to maintain and preserve cultural heritage and psychomotor aspects can develop students' abilities in promoting and managing tourism based on culture, so that tourism activities will not eliminate the element of humanity [24].

III. METHOD

This study uses a qualitative approach to be able to describe the restoration of culture-based tourism curriculum, the design of this study uses descriptive methods that aim to explain in detail and systematically restructure the tourism curriculum.

The place of research was conducted at the Universitas Pendidikan Indonesia tourism study program, the selection of this place was due to the learning process focusing on tourism

development, so it was very representative to find out the results of cultural-based tourism curriculum restructuring.

The data obtained using in-depth interviews and reinforced by observation and documentation during data collection, this is intended so that the research data in accordance with scientific rules and can be accounted for. The informants in this study consisted of 30 academic informants and 5 informants.

Data analysis was carried out through three stages, namely data reduction, data presentation and systematic conclusions so that the results of the research obtained could explain the situation in the field.

IV. RESULTS AND DISCUSSION

Based on the data obtained shows that a culture-based tourism curriculum has not been implemented in accordance with the curriculum objectives to be able to develop cognitive, affective and psychomotor abilities. And the application of the curriculum is still focused in the classroom and lacks learning in the field, so students only know the concept but do not know in practice.

These problems need to be restructured towards the tourism curriculum, so as to optimize the potential of students and the potential of tourism in Indonesia.

A. Restructuring of Tourism Curriculum Administration

In the administrative aspect, restructuring is very important as an initial step to renew the tourism curriculum in higher education. The administrative restructuring phase involves the authorities in the preparation of the curriculum and involves implementing learning, so that there is continuous integration between the curriculum and the implementation of learning.

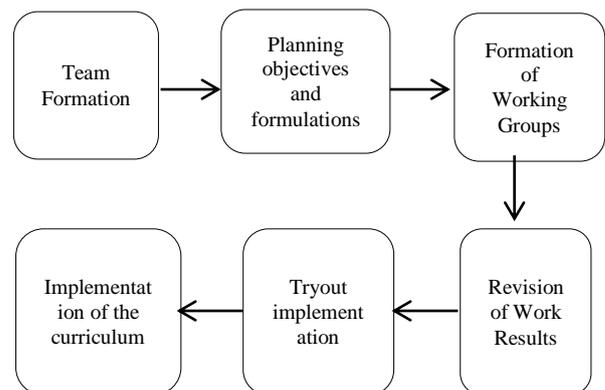


Fig 1. Restructuring of Tourism Curriculum Administration

In the administration stage, it starts from the formation of a team consisting of the department head, department secretary and involvement of department associations, planning goals and formulating a curriculum that is tailored to the needs of students and society, forming work groups so that each group has more effective and efficient work assignments. the revision of the work was carried out together to see the suitability and systematicity between each material, after which a tryout was held by the department and the implementation of a culture-based tourism curriculum.

This administration stage is very important to involve every element in the learning process, so that a curriculum that can meet the needs of the community will be produced. If the administration stage is not carried out based on the needs of students, the implementation of the curriculum will lose meaning in the lives of students [25].

B. Restructuring of Technical Learning Levels

Restructuring the implementation of the curriculum at the technical level is very important to realize the objectives of a culture-based tourism curriculum [26]. This technical level involves facilities and infrastructure in universities, sometimes the discrepancy between curriculum and learning is due to the incomplete facilities and infrastructure of higher education [27]. In addition, at the technical level there is continuous evaluation between the parties involved, so that they can find out the discrepancies between the curriculum and the implementation of learning.

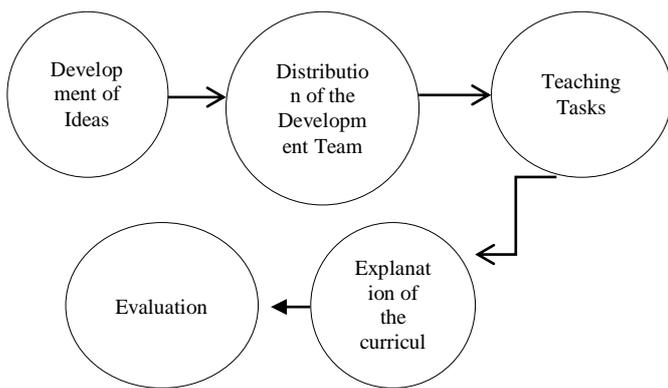


Fig 2. Restructuring of Technical Learning Levels

The picture explains that at the technical level begins with the development of ideas about the curriculum that has been applied in the classroom, in the library or in the field, after knowing the problems that occur in implementing a culture-based tourism curriculum then forms a development team to form the task of pursuing the instructor or administration of the application of the curriculum and the last stage is evaluation.

Restructuring at the technical level is very important in knowing the suitability of the curriculum with the application during learning [28], this must be done systematically and continuously to realize the curriculum objectives.

Restructuring at the technical level will reduce the problem of curriculum implementation that occurs today, which only emphasizes the development of cognitive abilities and lack of developing practical abilities [29], because evaluation is carried out continuously after classroom learning is complete.

The benefits for the development of community tourism by the curriculum restructuring at the technical level can optimize learning objectives [30], this is because the learning activities are carried out with continuous evaluation from the lecturers when students carry out the learning process in the field.

Through restructuring at the learning level, it will directly impact the management of culture-based tourism in the aspects of tourism management and marketing, so as to increase the number of visitors to local and foreign tourists.

V. CONCLUSION

Culture-based tourism curriculum is very important for the development of national civilization, because tourism development is not only related to the economy, but with culture so that the educational aspect is very important in creating resources that are able to manage culture-based tourism well. The problem of tourism curriculum is that it is too focused on cognitive development, so forgetting the affective and psychomotor aspects. This indicates the need for restructuring in terms of administration and technical levels of the application of a culture-based tourism curriculum.

REFERENCES

- [1] D. Sihalale, "Keanekaragaman Hayati Di Kawasan Pantai Kota Ambon dan Konsekuensi Untuk Pengembangan Pariwisata Pesisir," *J. Indones. Tour. Dev. Stud.*, vol. 1, no. 1, pp. 20–27, 2013.
- [2] M. Renard and H. T. Ortiz, "Cultural heritage and food identity: The pre-Hispanic salt of Zapotitlán Salinas, Mexico," *Cult. Hist. Digit. J.*, pp. 1–13, 2016.
- [3] K. G. Widagdyo, "Analisis Pasar Pariwisata Halal Indonesia," *J. Tauhidinomics*, vol. 1, no. 1, pp. 73–80, 2015.
- [4] F. Zakaria and D. Suprihardjo, "Konsep Pengembangan Kawasan Desa Wisata di Desa Bandungan Kecamatan Pakong Kabupaten Pamekasan," *Tek. Pomits*, vol. 3, no. 2, pp. 245–249, 2014.
- [5] M. Matsuda, "The Difficulties and Potentials of Anthropological Practice in a Globalized World (JASCA Award Lecture 2012)," *Japanese J. Cult. Anthropol.*, vol. 78, no. 1, pp. 1–25, 2013.
- [6] S. Di and K. Manggarai, "Implementasi Kebijakan Pariwisata Berbasis Kearifan Lokal," *J. Indones. Tour. Dev. Stud.*, vol. 1, no. 1, pp. 28–37, 2013.
- [7] L. Tudball and D. Henderson, "Experiential teaching and learning for Asia literacy through civics and citizenship education," *Curr. Perspect.*, 2013.
- [8] M. I. Farisi, "Kompetensi Guru dalam Mewujudkan Pendidikan Berkarakter dan berbasis Budaya," *J. Teknol. Pendidik.*, vol. 11, no. 1, pp. 23–33, 2011.
- [9] A. A. Hasnori, H. Sarju, I. S. Norihan, R. Hamzah, M. S. Saud, "Pendidikan, Kurikulum Dan Masyarakat : Satu Integrasi," *J. Edupes*, pp. 350–356, 2011.
- [10] Y. Zhang and H. Fang, "From Living Space to Cultural Space: How a Modern University Academy System is Possible," *Chinese Educ. Soc.*, vol. 51, no. 1, pp. 57–67, 2018.
- [11] M. Ali, "Implementasi Kurikulum Pendidikan Nasional 2013," *J. Pedagog.*, vol. 2, no. 2, pp. 49–60, 2013.
- [12] W. Ardriyati and J. A. Wiwaha, "An Exploratory Study of Typical and Traditional Culinary Arts in Surakarta and Semarang as Cultural Heritage to Support Indonesian Tourism Industry," *Asian Cult. Hist.*, vol. 8, no. 1, p. 132, 2016.
- [13] Y. Ruyadi, "Model Pendidikan Karakter Berbasis Kearifan Budaya Lokal (Penelitian terhadap Masyarakat Adat Kampung Benda Kerep Cirebon Provinsi Jawa Barat untuk Pengembangan Pendidikan Karakter di Sekolah)," in *The 4th International Conference on Teacher Education*, 2010, pp. 576–594.
- [14] S. Fatorić and E. Seekamp, "Are cultural heritage and resources threatened by climate change? A systematic literature review," *Clim. Change*, vol. 142, no. 1–2, pp. 227–254, 2017.
- [15] V. Amanda, and R. Suprihardjo, "Pelestarian Kawasan Cagar Budaya Berbasis Partisipasi Masyarakat (Studi Kasus : Kawasan Cagar Budaya Bubutan , Surabaya)," *J. Tek. ITS*, vol. 1, no. 1, pp. 63–67, 2012.
- [16] J. Joehastanti, "Strategi Pemasaran Wisata Alam Untuk Meningkatkan Kunjungan Wisatawan Di Kawasan Wisata Kabupaten Kediri," *J. Revital.*, vol. 17, no. 3, pp. 4–15, 2015.
- [17] M. Bergadaa and T. Lorey, "Preservation of living cultural heritage: The case of basque choirs and their audience," *Int. J. Arts Manag.*, vol. 17, no. 3, pp. 4–15, 2015.
- [18] A. I. Hariri and A. Mulyani, "Penerapan Pembelajaran Berbasis Sains Budaya Lokal Ngaseup Pada Konsep Sistem Reproduksi Manusia Untuk

- Meningkatkan Keterampilan Berpikir Kritis Siswa Kelas Xi Sman 1 Maja," *J. Sains Dan Pendidik. Sains Sci. Educ.*, vol. 5, no. 1, pp. 1–14, 2016.
- [19] L. Ciascai and M. E. Dulama, "What Specific Science Abilities and Skills Are Romanian Students Developing during Primary Education? A Comparison with the Abilities Tested by the TIMSS 2011 Inquiry," *Acta Didact. Napocensia*, vol. 6, no. 4, pp. 29–44, 2013.
- [20] R. A. Sani, *Inovasi Pembelajaran*. Jakarta: Bumi Aksara, 2013.
- [21] Primadany and S. Ryalita, "Analisis Strategi Pengembangan Pariwisata Daerah (Studi pada Dinas Kebudayaan dan Pariwisata Daerah Kabupaten Nganjuk)," *J. Adm. Publik*, vol. 1, no. 4, pp. 135–143, 2013.
- [22] S. H. Hengky, "Reflecting Cultural Ecotourism in Banyuwangi, Indonesia," *J. Cult. Hist.*, vol. 4, no. 2, p. 22, 2017.
- [23] R. J. Alper, *Developing a National STEM Workforce Strategy: A Workshop Summary*. Washington D.C: The National Academic Press, 2016.
- [24] A. K. Adebayo and A. C. O. Iweka, "Optimizing the Sustainability of Tourism Infrastructure in Nigeria through Design for Deconstruction Framework," *Am. J. Tour. Manag.*, vol. 3, no. 1a, pp. 13–19, 2014.
- [25] R. Gunawati, S. Hartati, A. Listiara, "Hubungan Antara Efektivitas Komunikasi Mahasiswa dan Dosen Pembimbing Utama Skripsi Dengan Stres Dalam Menyusun Skripsi Pada Mahasiswa Program Studi Psikologi Fakultas Kedokteran Universitas Diponegoro," *J. Psikol.*, vol. 3, no. 2, pp. 93–115, 2006.
- [26] X. Y. Leung, "Strategic Marketing in Tourism Services," *Tour. Manag.*, vol. 37, pp. 112–113, 2013.
- [27] B. Armawan, "Manajemen Sarana dan Prasarana Dalam Meningkatkan Kualitas Pendidikan," *J. Pelopor Pendidik.*, vol. 6, no. 2, pp. 93–102, 2014.
- [28] I. Syafii, "PENDIDIKAN KARAKTER : Sebuah Pemikiran Syaikh Az-Zarnujy dalam Penerapan Kurikulum 2013," *J. Pelopor Pendidik.*, vol. 6, no. 2, pp. 93–102, 2014.
- [29] I. Kotseruba and J. K. Tsotsos, "40 years of cognitive architectures: core cognitive abilities and practical applications," *Artif. Intell. Rev.*, 2018.
- [30] A. Razak and R. Suprihardjo, "Pengembangan Kawasan Pariwisata Terpadu di Kepulauan Seribu," *Tek. Pomits*, vol. 2, no. 1, pp. 2337–3539, 2013.