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TOURISM *AND* EDUCATION



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***Study** Tour: Indonesia's Interactive Format for an Auspicious Tourism Industry*

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Abstract

This article concentrates on the educational aspect of tourism in the context of enhancing the qualities of both social life and culture. The industry especially needs to be developed in three basic aspects: cognitive, affective, and psychomotoric. Because tourism means an effort to build up people's appreciative attitude toward objects, to find solution to the problems respecting tourism industries, to concern the mental characteristic of the society support. Viewed broadly, tourism helps people better understand the complexity of human life, provides some ways to understand cultures in their different levels of advancement. So that, VISITORS are expected to have better understanding of cultural products, natural beauties, or whatever. The management pattern of study tour serves as an opportunity to enhance the quality of appreciation of the sold objects.

Keywords: Educational process, cognitive, affective, psychomotoric, sociological matters, cultural aspects

Indonesia's Tourism Industry offers areas to be developed. As an alternative to exploit the natural resources and to empower human resources as well as to enhance the society's life quality, this industry has some close correlation with various aspects of Indonesian society. Relating tourism to the field of education, we come up with a new concept called *edu-tourism*. There are at least two levels marking such a relationship: *First*, education about the tourism industry, to which its socialization and system of manpower are given priorities. Also, some

form of deliberation on its development as a branch of science should call for first attention. *Second*, tourism considered as a process of educating people. This implies that tourism should impart knowledge to tourists, managing personnel, and the society, the last being supporters of tourism activities. The latter level is mainly intended to benefit people with more than with just what they learn about various natural phenomena as well as about man-made objects with respect to their efforts to augment financial income. Besides, this process also gives an opportunity to those involved in the system to learn to understand deeply and appreciate the performance of tourism industries. This article particularly concentrates on the educational aspect of tourism in the context of enhancing the qualities of both social life and culture.

Posing tourism to serve as our point of view, we are of some opinion that it is the basic concepts, namely *cognitive, affective, and psycho-motoric* aspects, that need to be developed. Given this concept, tourism means an effort to build up people's appreciative attitude towards objects and tourism industrial working system as well as to find solutions to the problems respecting tourism industries and to those concerning the mental characteristic of the society supporting tourism industries. Viewed broadly, tourism helps people better understand the complexity of man's present, past, and future lives. Tourism also provides some way to understand cultures in their different levels of advancement and in a long enough span of time. Visiting the Candi Borobudur, for example, tourists are expected not to view the object as mere black stones arranged to create a certain construction shape. Their appreciation is even less when they regard the temple as nothing more than a monumental object to fulfil only the Buddhists' expectations. This results in a deplorable fact that appreciation of the temple is confined to solely regarding it as an ancient edifice, where religious processions are performed by a small number of Buddhists inhabiting this vast Indonesian archipelago. Taking this reality seriously, tourist management must certainly feel challenged to work on issuing deeper and broader information about the cultural aspects of the Borobudur temple. A guide may first tell his guests about the

structural aspect of the edifice, thus leading them to the understanding and appreciation of the past culture. Next, he makes the guests wonder: How was the temple once erected? With heavy stones occupying elevated parts of the temple, is it not beyond man's power of understanding that it was built in the 8th century when hydraulic technology was still unknown to man? In what manner was it possible that our ancestors were able to invent a 'cement' formula reliable enough to make the smallest-size stones firmly attached to one another and to resist the weight of thousands of visitors standing at one same time on its floors? What sort of expertise did the architects possess to help them succeed in protecting the detailed reliefs from friction against the bigger stones that were arranged one upon another? Sociological matters may be introduced to visitors as well: How were the individuals involved in the project organized? What kind of social condition of that time rendered it possible for the management to procure facilities and build up "one vision" to have such an imposingly gigantic temple built? Further, referring to irresponsible persons who blew up some of the temple's stupas with a bomb in the 1980s the so-called '*tangan usil*' (pestering hands) may be worth surfacing. What can we do about the fact that the edifice may fail the test of time with its becoming older? There certainly still exist a number of other problems which deserve addressing in our all-out efforts of making people better appreciate tourist objects.

Linked to tourism industries, recorded media technology can serve as a means to enhance visitors' appreciation of tourist objects. The development of the media is encouraging cultural life aspects. The involvement of such technology in the field of tourism is realized in the manner it is useful to tourism industries. Television, that window of the world, broadcasts information about tourist objects worldwide, describing their existence exactly the same as they look when viewed in person. Cultural appreciation is becoming more and more challenging when interactions between visitors and guides should come to talk using a technological language about a certain tourist object. The last but not the least important matter is that which concerns whether or not our society has a serious commitment to work together developing tourism industries.

Cultural Tourism as a Case Study.

Tourism industries are superficially meant to serve as a field in which cultural inheritance is exploited by a certain territory in its efforts to garner income. Nature's wonders, cultural art work beauties, and unique characteristics of a culture presented in kitsch forms are exploited by tourism industries for money. What inspires tourism industries to undertake the project is the possibility of gaining financial profits. Selling as many cultural products as there are available to overseas countries is therefore their first pursuit. In its pertinence to social education, tourism is often denied something that should have served as its sub-system, i.e. the involvement of the community living in the neighbourhood of a certain tourist object. It is in some way regrettable that the people living in the surroundings of such a commodity is unaware of its financial value. Prof. Yudhy Mitoma, an American expert in Indonesia culture, came up with a factual and unique opinion when evaluating an art performance to entertain tourists at Pujokusuman prince's house. She remarked that regular-time art performance staging was by no means inviting a great number of guests. It was certainly, she said, not because of its poor promoting actions. On the other hand, it was due to there being no involvement of the neighbourhood community. If only the community living in the surroundings cared to have a hand in any performance project, regarding it as a form of cultural representation, viewers might share some emotional involvement in what they enjoy seeing.

Superficial appreciation is also true of such other objects such as the Prambanan and Borobudur temples, the Jogjakarta Palace, the uniqueness of leather puppets, traditional dance, handicrafts, the delicate flavour of traditional foods, etc. all these, with their true high cultural values being overlooked, are invariably considered typical for their being merely sellable. The management's exploratory mind regards them as none other than sheer commodities worthy of kitsch forms for sale. Nevertheless, apart from the fact that people are still in want of knowledge about the high values of tourist objects, what so often comes up is the neighbourhood community's 'lack of concern'.

People are not aware of the importance of actively getting involved in business undertakings.

Problems in How to Establish a Service Industry System

One aspect affecting our tourism industry is its continuous development. Good services will enable the industry to develop productively. One problem that is difficult to solve is that visitors have individual senses of subjectivity, making it hard 'to satisfy' their relatively different tastes. When it comes to mass tourism activities, there occurs generalization of service quality standard. This causes service providers to entertain their own subjective perception. For all this truth, any relativity of service quality should remain a subject that calls for our study, on the ground that it invariably has something to do with visitors' national cultures.

Services intended to entertain domestic visitors should equally challenge tourism industries. Besides, their quality should be based on the size of the allotted fund. This considered necessity, optimalization of service not seldom means to cause tourism management to face failures. Matters will become more burdensome when the management has to cope with a network which involves the so-called service trade, for such is the case in the field of product service where the size of fund is inseparable from quality.

Tourist object business undertakings are generally inseparable from other factors such as transportation and commodity facilities. In other words, when a certain price is determined upon a certain tourist object, it includes other related supporting components: cleanliness, smooth flow of transportation, safety, etc. Tourism service provisions should become the responsibility of a certain territory, which is already common knowledge concerning tourism industries.

Four Levels of Learning Process.

This article concerns with a tourism activity which is undertaken to provide visitors with some certain means to appreciate tourists' objects. This activity is a study which includes four levels of learning process: *transfer of knowledge, internalization, evaluation, and feedback*. What is special about it lies in the nature of the interaction between visitors

and a tourist object. A study tour, for example, is meant to provide students with two benefits: refreshing time off routine work, and some knowledge which they learn through their interaction with the objects they see.

What is meant by *transfer of knowledge* is a process of giving information about a certain object. Through tourism activities, it is an in-depth process of imparting knowledge about a certain tourist object. Visitors are expected to have better understanding of a cultural product, nature's beauties, or whatever. What ought to be of great concern is the media or means needed for this teaching job. Today is the age of modern technology. Movies, slide programmes, and other such means, are suitable means that render interaction possible.

By *internalization*, it means that the interaction between visitors and the object is reinforced so that the former will gain some competence. In tourism industries, internalization takes place when tourists are familiar with the objects they are visiting. Armed with a certain amount of information they have received prior to their visit, they can tell what the object is all about. Their interaction with the object enables them to discover for themselves the truth of what they have heard. Visitors, finding the information they have received incomplete, may as well come up with something to add to it. Being close to a tourist object, having an opportunity to touch it, closely witnessing it, and feeling in person its beauty, compose a learning process. Visitors come face to face with the complexity of the object. Later, they will come to understand what the object is about, accepting what they have gone through as their personal experience.

Evaluation is meant to measure learners' extent of perception of what they are facing and of how deeply they understand. Tests are administered in order to evaluate learners' achievement. However, when evaluation is to be performed in tourism industries, complications will result. The general truth is that after their interactive experience with a tourist object, visitors will just leave the site. No management can tell exactly what impression they got of an object. Notwithstanding this fact, there seems to be some possibility to measure visitors' extent of understanding and impression of an object.

When evaluation is adopted to tourism industries, there is an opportunity for management to design its method, and, of course, without overlooking the importance of taking into account commercial aspects. Quiz games and filling out lottery sheets, among other things draw information about visitors' impression of a tourist object. It is certainly worthy of praise for a business to offer a prize for a visitor may win for this achievement.

The last level of the learning process is the *feedback*. This will give the tourism industry management some information about visitors' impression of a tourist object. The management will then learn their shortcomings regarding their service quality besides what visitors expect. Respecting this feedback level, a thorough design must be engineered if tourist-resort-visiting tours are to be made exciting and advantageous.

To successfully achieve the goal of a study tour, a working programme needs to be prepared. A properly-structured interaction with tourist objects will provide visitors with better understanding. As for a tourism industry, the management pattern of a study tour serves as an opportunity to enhance the quality of appreciation of the objects.

Visitors' Visiting Activities: Seeing, Studying, and Appreciating.

The choice of study tour as a way to sell the tourism industry's products is triggered by our efforts of to optimize the quality of service and through a well-prepared procedure, encouraging visitors' interaction with an object. What has been true so far is that visitors only enjoy an object. The result is that they get bored easily. If nature's beauties and various cultural products are to deserve appreciation, adequate information about an object becomes an inescapable requirement. Seeing, studying, and appreciating that make up a working system ought to be developed in our efforts of enhancing the quality of service.

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