
Research Article

Development of Geographical Tourism Education Potentials with Analysis Geographical Curriculum in 2013 to Improve Tourist Attraction in Jember Regency

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Abstract: The development of tourism potential in Jember Regency can to improve the economy of the population. The potential of tourism with special interest in accordance the program Ministry of Tourism and Creative Economy. The geographical location of Jember Regency becomes characteristic and varied potential to be developed into special interest tourism as destination for the tourists.

This study aims to explain the potential of geographic education constraints, distribution, geographic education development direction, and the potential of geography education tourism in Jember district in the future. This research method uses qualitative description of spatial geography (*Spatial Geography*). Data collection techniques used: (1) *Interview*, (2) *observation*, and

(3) *documentation*. The data analysis technique uses interactive model of analysis which includes data selection, data presentation, and data deduction by analyzing high school in social sciences program geography curriculum which obtained among others potential, constraints, distribution, and *SWOT* analysis to increase interest in developing the potential of geography education in Jember Regency.

The result of the research shows that the result of social sciences program geography analysis of curriculum 2013 resulted in 26 locations of tourism objects that have the potential of tourism geography education. The development of geographic education tourism attraction with 3A analysis that is the analysis of Attraction, Accessibility, Amenitas as the supporting of *SWOT* analysis, the potential of tourism of geography education is very potential and become tourist attraction and tourist destination with special interest of geography education.

Keywords: Tourism Potential, Special Interest Educational Tour, Travel Attractions

A. Introduction

Jember becomes the hinterland tourist destination of Bali Island and Banyuwangi Regency in Indonesia. Tourism potential becomes the direction of the development of Jember Regency as a destination for tourists. The development of special interest tourism is part of the Ministry of Tourism and Creative Economy program. The program is expected to improve the welfare for the locals whose tourism is developed. Clement (1959) when top government and officials do not understand and support the development of tourism, the entire economy suffers because useful economic tool is lying idle. When top government and officials understand the economic importance of tourism and support its developments: job can be created, national income can be increased, foreign exchange position can be strengthened, tax revenues can be increased.

On the basis of a government program that intensively promotes special interest tourism, researchers seek to develop special interest tourism with educational insight. The prospect of development is adjusted to the potential of Jember Regency which has the support of the Ministry of Tourism and Creative Economy towards special interest tourism destination. In this case the potential of Jember Regency which is geographically

located near the slopes of Mounts Argopuro with corrugated morphology can be developed special tourism education.

The study on the development of the potential of special interest of education in Jember Regency covers aspects of geographical, historical, cultural, and natural resource (SDA) studies. Tourism in Jember District has different characteristics according to location of its existence. Distribution of tourism object in Jember Regency: Watu Ondo, Tancak Waterfall, Seputih Waterfall, Saroyo Hill, Rowosari Waterfall, Payangan Peak, Papuma Beach, Watu Ulo Beach, Malikan Beach, Nanggalan, Meru Betiri National Park, Muara Mangrove Getem, Mumbul Garden, Love Bay, Goa Japan, Sukorambi Botanical Garden, Indonesian Coffee and Cocoa Center, Cigaret Cigaret Agro, Agro Glantangan, Mt Gambir Tea Garden, Starting from Birnie, Jember Fashion Carnival (JFC), Papuma Showcase, Reog Pandalungan and Site Beteng Semboro.

Distribution of tourist objects with special interest in education has certain criteria and characteristics varied. The development of tourism potential through promotion is done

by local government both nationally and internationally. Planning efforts for the development tourism potential requires considerable cost. However, the process and direction of development of tourism potential in Jember Regency has not been oriented to tourism special interest in education.

Tourism development has a role in the utilization and spatial potential of the region. Development of tourism by utilizing the potential of natural and non-natural for the benefit of society and education. This is in line with the exposure of Supriana (1997) that tourism should be able to contribute to the economy in a broad sense and stimulate development in other sectors.

Utilization of tourism in development will contribute to local revenue. Planning becomes important in development especially in special interest tourism. Manuaba (1998) explains that planning the development of a region and the development of the tourism object needs to be planned carefully by taking into account the environmental sustainability and cultural heritage of the nation. In the absence of planning may lead to undesirable developments such as inappropriate use of spatial planning, environmental degradation, development of unbalanced activity sectors, and social problems (Iskandar, 1998).

Researchers will review and analyze the objects special interest of education tourism in Jember District. The target of the analysis is obstacles of the development education tourism and the characteristics distribution tourism objects characteristic of education. Analysis of educational tourism criteria conducted in geographical perspective.

Analysis of the criteria educational tourism aims to facilitate in providing information from each object. These efforts are with in depth interviews, documentation, and field observation. Based on the analysis can be determined the strength factor weaknesses, opportunities, and threats in the SWOT analysis. The SWOT analysis was conducted to analyze the potential problems of tourism object, the obstacle of education tourism, and the solution of the development direction of the tourism object by focusing on the development of special interest tourism education. Rodger (1998) states that *edu-tourism* or educational tourism is intended as a program in which tour operators travel on a particular place in a group with the primary goal of gaining a hands on learning experience of the locations they visit.

The fundamental problem in this research is absence of efforts to develop tourism object by emphasizing the establishment of special interest tourism that is education. The strategy of developing educational tourism by exploring knowledge potential is expected to increase the interest of tourists both domestically and internationally. In addition, the development of tourism objects should be equipped with mapping of tourist attractions equipped with a complete information system specifically about education. So far, the tourism map of Jember Regency generally only shows the location of the object's existence, but has not led to the information system of

special interest. Special interest tourism mapping is expected to be a means of promotion and characteristic of educational tourism in Jember District.

The purpose of this study is to determine the potential of geography education tourism, constraints, and direction of geographic education development in Jember District. In addition to mapping the prospect of geography education tourism potential in Jember district in the future. Thus there is a synergy of educational tourism development with a curriculum that is learned to students at school.

B. Methodology

This research focuses on all location of tourism object in Jember Regency of East Java Province with various reasons and potential criteria in developing tourism potential. Potential and direction of tourism potential development oriented to the study of special interest tourism education. The development of this potential has never been done in all tourism objects in the region of Jember Regency.

The method used in this research is descriptive qualitative spatial geography perspective with the criteria of the assessment of tourism objects adapted to the curriculum of high school geography namely core competence, basic competence, and subject matter of learning. Bogdan and Biklen (1982) explain that qualitative research has characteristics such as: (1) Source of data in qualitative research that is natural or natural setting and researcher is a key instrument; (2) Qualitative research is descriptive; (3) Qualitative research is more concerned with processes rather than products or products; (4) Qualitative researchers tend to analyze data inductively; (5) Meaning is a matter of essence for a qualitative approach. Pabundu Tika (2005) describes the scientific methods of studying truth and developing knowledge concerning the surface of the earth and its environment, both physical and social.

Data analysis using interactive method or interactive model of analysis with three components is data selection, data presentation, and conclusion by analyzing the obstacles of geography education tourism, geography education tourism potential, geographic education development and distribution in Jember Regency. The results of the interactive model of analysis analysis were developed and reduced in the SWOT analysis to obtain the development prospects of special interest in geographic education in Jember District.

C. Discussions

The results of this study are used to contribute in the development of tourism potential in Jember District with the concept of special interest tourism education. Analysis of the development of tourism potential in Jember Regency of all tourism potentials using indicators and parameters of high school geography curriculum in 2013. The materials used as parameters are geosphere phenomena (lithosphere, atmosphere, pedosphere, biosphere, and anthroposphere) with auxiliary science mapping as the unit of analysis Class X odd

semester syllabus, XI even semester, XII Odd semester. The study is relevant to the tourism potential in Jember Regency which is dominated by natural attractions. The morphology of Jember Regency is made up of three distinct gums: rocky bushes, stone plates, and sand dunes. The gumuk formation extends from the roar of the Mountain (Banyuwangi Regency) to the west of the data to Jember Regency. This unique geological phenomenon that is not owned by other areas, especially ancient mountains. Van Bemmelen (1949) divides the Jember region into 3 parts, namely the southern mountain lane, the central depression lane, and the northern portion of the quarterly volcano lane.

This unique phenomenon becomes a geosphere study and strongly supports the development of geographic education tourism potential for high school. The focus in developing the potential of tourism is developed based on the analysis of the geographic syllabus of the X, XI, and XII class of social science courses in the curriculum of 2013. The curriculum can be used for the development of tourism potentials of special interest in geographic education and analyzes the constraints of geographic education that reinforces the study of geosphere

phenomena.

The potential of tourism in Jember Regency has 59 different tourism objects uniqueness. The result of analysis shows 26 objects of tourism location that deserve to be used as geography education tourism spread all over Jember Regency. The problems that occur in every tourist location is the level of accessibility, management, and facilities and infrastructure that have not been adequate. This condition needs the policy of local government and society in synergize the tourism potential with the direction of tourism development and promotion in the region of Jember Regency.

Development analysis using Sustainable Tourism Development principle 3A is the analysis of Attraction, Accessibility, and Amenitas. This concept is a domain in tourism development activities. The criteria of the results of the analysis are formulated in detail with SWOT (*Strengths, Weaknesses, Opportunities, and Threats*) analysis. The result of SWOT analysis shows the increase of power of potential development and tourist attraction in Jember Regency. The results of SWOT elements analysis in the development of geography education tourism in Jember Regency as follows:

Analysis SWOT Special Tourism Development Geography Education in Jember District

<p>(1) Elements of internal strength that become tourism potential of special interest of geography education in Jember Regency</p>	<p>(2) Internal elements that become obstacles developing geography education tourism in Jember District</p>
<p>(1) Geosphere phenomenon in the tourist area provides benefits for students in developing learning that is contextual based outdoor study; (2) The development of special educational tourism potential into programs of the Ministry of Tourism and Creative Economy in the development of tourism to international or global; (3) The strength and characteristic of tourism potential of Jember Regency that has an increasing number of visitors every year by providing opportunities for tourists to learn while enjoying tourism; (4) The morphology of Jember Regency is dominated by lowland area as well as the muds that affect the activity of the community and natural activities. Potential is influenced by aspects of climate, soil fertility, plant species, springs, and characteristics of each tourist attraction; (5) The study of geosphere phenomena in the learning of high school geography provides insight and quality learning strategies especially geography; (6) The concrete and contextual learning elements of this learning media become an attraction for students to analyze geosphere phenomena with other auxiliary sciences such as history, economics, cartography, social, hydrology, and agriculture of various studies.</p>	<p>(1) Accessibility becomes an obstacle in the development of tourism object. There are several attractions that are difficult to reach, meingat the level of accessibility is less feasible. Areas such as: Tancak Waterfall, Antrokan Waterfall, Meru Betiri National Park, and the tea gardens of Mount Gambir that the road conditions are less good. This causes the interest of tourists less interested due to accessibility factors that are less feasible and difficulty level used as a tourist destination; (2) Unprepared public facilities are less supportive in the development of tourism potential such as promotion, professional services, transportation modes used to tourism objects, and local government policies that are inadequate development of tourist destinations; (3) Infrastructure of any special educational tourism sites has not been well promoted from the tourism office of Jember Regency. In this case there are still many in the field of tourism management and development of tourist sites have not developed well in terms of promotion, infrastructure, accessibility, investment, and management system.</p>
<p>(3) The external element that is oriented into a geography education tourism opportunity in Jember District</p>	<p>(4) External elements that become a challenge in facing the threats and obstacles in the development of educational tourism in Jember District</p>

<p>(1) In general, tourism potential in Jember Regency has an opportunity as a tourist destination of special interest in geography education; (2) The development of special education tours provides opportunities for students and teachers to understand geosphere phenomena as objects of geography study to improve the quality of learning in the classroom; (3) Local government policies that have not provided more space in the development of tourism potentials of special interest to tourism potential in Jember Regency; (4) Tourism development element of special interest of geography education can support facility development effort for the convenience of tourists by improving the hotel facilities, transportation, souvenirs, souvenirs typical center of Jember, conference hall, and tourist information center as a regional asset in tourism development in Kabupaten Jember.</p>	<p>(1) The construction of the location of tourism less attention to AMDAL resulted in environmental damage causing the loss of natural tourism potential such as Dira Park;</p> <p>(2) Understanding of people who are less interested in tourism special interest of geography education caused by the lack of socialization and information from local government in developing the potential of tourism object; (3) Lack of environmental awareness by the community and tourists is a threat in the development of special interest tourism of geography education. In general, the case of littering, logging, and settlement development can damage the environmental ecosystem in Jember District.</p>
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Source: Primary Data 2016

Tourism development special interest in geography education in Jember Regency is influenced by the fourth SWOT analysis described in primary data. The essence of the problem of tourism development on aspects of the analysis of Attraction, Accessibility, and Amenitas of every tourist attraction. In addition, the promotion process nationally and internationally becomes important in the development of special tourism education. The development of special interest tours should have relevance to the school's geography curriculum. This is in line with the findings of Luka and Donina (2012) that students and professionals of tourism developers need the knowledge, skills and ability to manage the tourism business in theory and practice. The model of educational tourism concept structure is used to identify three main components of tourism science, education science, and external environmental factors. Tourism education provides opportunities for students in the development of observational and research skills, (Prakapiene and Olberkyte, 2013).

The process of direct visits provides students with an education in a contextually specific geographic education tour. This is in line with the findings of Dembovska, et al (2016) that field visits provide a very effective form of learning to train tourism professionals. Tourism education provides a lifetime experience for students in interaction with nature and social (Pitman, et al, 2010). The value of education that can be provided and taught to students is more oriented towards sustainable development in environmental education, (Gough and Scott, 1999). In addition, the implementation of educational tourism has difficulty in promoting to children caused by limited resources problems, technological support, and lack of skilled workers who facilitate the teaching of tourism, (Anowar, et al, 2010).

Local governments need to provide facilities in the development of tourism potential. Facilities that need to be provided by the government are not only oriented to

accessibility, infrastructure, promotion, and facilities and infrastructure, but also need to provide education to people close to the location of tourism object. The goal is for people to know the potential of tourism in the area. This is in accordance with the findings of Azman, et al (2010) that government participation is important in building innovative knowledge-based tourism based on local resources. Thus there is a need for synergy between education office and tourism office in Jember Regency in developing special interest tourism of geography education.

D. Conclusions

Obstacle of tourism development special interest of geography education in Jember Regency is influenced by accessibility factor, infrastructure, facilities and infrastructure and also lack of tourism promotion. These four factors become influential in the development of educational tourism. The results of 3A analysis (*Attractions, Accessibility, and Amenitas*) determine the development of tourism potential in Jember Regency according to SWOT analysis formulation.

The development of educational tourism has relevance to the curriculum in schools. Such relevance provides a valuable experience to students for lifelong learning. Lifelong learning will give students an idea to develop educational tours. However, the role of government is also very important in supporting the socialization process of educational tourism to the community.

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