



## Utilization and Quality of The Wastukencana Area and The Printis Kemerdekaan in Bandung City as Learning Resources in The Travel Guidance

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### ABSTRACT

The purpose of this study is to evaluate how well the Wastukencana and Perintis Kemerdekaan of Bandung City are used as contextual learning tools in the Tour Guidance course at SMK Negeri 1 Bandung. In the framework of vocational education, incorporating historical and culturally significant public areas into the curriculum enhances students' conceptual knowledge while fortifying their tour-guiding practical abilities. The vice principal, teachers, and sixty-six pupils were interviewed as part of a descriptive qualitative method, which revealed that the two areas have good carrying capacity in terms of instructional information, interpretative potential, and physical feasibility. As stressed by social constructivism theory, the results show that experience learning is strengthened when this area is used pedagogically. Optimizing the space as a learning medium requires significant teacher involvement and institutional support from the school. Additionally, student excitement shows that a practical approach increases learning motivation and contextualizes tourism concepts. This study supports curriculum creation that stresses contextuality and flexibility in vocational education by highlighting the value of using urban landscape as a dynamic and pertinent learning resource.

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## 1. INTRODUCTION

The present goal of Indonesia's vocational education system development is to make it more relevant to the dynamics of the surrounding environment and more responsive to workplace demands (Abdul Fattah Nasution et al., 2023). The use of environment-based learning materials is one strategy that is frequently advocated in the context of vocational learning, especially in the tourist industry (Adi Bando et al., 2021). The environment is seen as a learning tool that can enhance students' educational experiences in relevant and useful ways, rather than just as a physical location.

With its lengthy history of urban, political, and cultural growth, Bandung offers several areas with a wealth of learning opportunities, especially in the field of tourism guidance taught in vocational high schools (Akomaning, 2019). In addition to representing historical and cultural qualities, the Wastukencana and Perintis Kemerdekaan areas also show how urban dynamics shape the educational environment (Ally, 2008). Because they provide students with concrete objects to directly examine, analyze, and present, these locations hold a vital role within the context of tourism education.

Particularly in the tourist industry (Alrahhal & Bozkurt, 2023), which necessitates mastery of field skills, the prevalent learning process, which still occurs in the classroom with a theoretical approach, tends to degrade the quality of practical competency development in vocational high school students (Astawa & Ardiasa, 2022). Additionally, students' experiences lack contextual and applicable elements due to the limited integration of the surrounding environment as a learning resource (Darvishi, Khosravi, Abdi, et al., 2022). However, early development of observational skills, narrative interpretation, and guiding communication abilities through pertinent learning materials is necessary within a competency-based education framework.

However, as part of an organized learning system, educational institutions have not made the best use of historical and urban places like Wastukencana and Perintis Kemerdekaan (Darvishi et al., 2023). The disparity between the region's vast potential and the still-limited use of area-based learning is reflected in this issue (Darvishi, Khosravi, Sadiq, et al., 2022a). According to the tenets of experiential learning, where knowledge is gained through firsthand participation and reflection on experience, these spaces could actually function as living laboratories that let students experience the learning process in real life.

The foundation for creating contextual learning experiences in this research analysis is the utilization of the Wastukencana and Perintis Kemerdekaan areas as learning resources (Demircan et al., 2023). This use comprises processing destination information, participating in field activities, and participating in supervised simulations (N. L. K. W. K. Dewi, 2023). The efficiency of learning activities is also influenced by the area's quality, which includes the accessibility, cleanliness, historical information, and the completeness of the amenities.

Another important consideration is how well-prepared the school curriculum and procedures are to facilitate area-based learning (Abdul Fattah Nasution et al., 2023). Schools will be better equipped to realize the potential of the surrounding landscape as an educational medium if they have structural support for learning outside of the classroom (R. K. Dewi et al., n.d.). The learning process in tour guiding is greatly impacted by the combination of these three elements, which affects student professionalism, practical skills, and content comprehension. This illustrates how cities may be used as dynamic learning resources that can enhance vocational education methods in addition to being subjects of geographical or historical study.

The significance of environment-based learning in vocational education has been emphasized in a number of earlier research (Ding et al., 2022). Research has indicated that the utilization of heritage sites as educational resources might enhance students' engagement and foster their ability to think critically about local history and culture (Divayana et al., 2022). In a similar vein, educational tourism destinations have the potential to enhance students' communication abilities, especially when it comes to facilitating activities that call for interpretive narratives and robust interpersonal skills.

However, urban-historical places outside of the main tourist zones are frequently ignored, and the majority of these studies still concentrate on areas that have conservation areas or official tourist destination status (Dwikurnaningsih et al., 2022). Research on the Wastukencana and Perintis Kemerdekaan areas as educational resources provides a fresh perspective in this regard, especially when it comes to emphasizing the potential of semi-formal yet educationally rich metropolitan neighborhoods. This offers more room for experimentation in creating practical and long-lasting locally based learning.

The main goal of this study is to investigate in detail how much learning in vocational schools, namely in the Tour Guidance topic, may be facilitated by the use and quality of the Wastukencana and Perintis Kemerdekaan areas (Dwirahayu et al., 2022). Finding potential and challenges in transforming the regions into educational resources is another goal of this project. The importance of this study resides in its ability to support Indonesia's vocational education system's place-based learning methodology.

By emphasizing urban-historical settings as an alternate, useful learning resource (Andrianingsih & Mustika, 2022), this study closes a gap in the literature that has mostly concentrated on formal tourism destinations or commercialized heritage sites. Therefore, this paper offers useful implications for creating school policies on incorporating local settings into experiential learning curriculum in addition to expanding the scholarly conversation in vocational education and tourism.

## 2. LITERATURE REVIEW

### 2.1 Contextual Learning and Vocational Education

An educational strategy known as contextual teaching and learning connects course topics to the social and geographic contexts that students encounter on a daily basis (Arif et al., 2019). By encouraging students to connect newly learned content to personal experiences, contextual learning enhances understanding and memory of the subject matter (Darvishi, Khosravi, Sadiq, et al., 2022b). Because the workplace requires mastery of practical skills related to the context of the actual work environment, this method is essential in vocational education.

Learning that is based on firsthand observation of actual tourist destinations is thought to be more successful in the setting of tourism vocational schools than traditional classroom-based instruction (Arif et al., 2019). Important experiential learning activities include destination discovery, guided simulations, and engagement with local aspects (Fernandez, 2002). A circular learning process that includes contemplation, conceptualization, and active experimentation begins with concrete experiences. Therefore, it is not only pertinent but also crucial to use metropolitan environments as learning resources in order to build the capabilities of vocational graduates.

## 2.2 Urban Areas as Learning Resources in Tourism Education

Urban places are a great source of learning since they have a variety of functions, histories, and social interactions (A. C. Dewi, 2022). Introducing students to places as living things that contain social, cultural, and ecological narratives is crucial, according to the critical pedagogy of place approach in urban studies and education (Halili & Siraj, 2019). This means that cities are not just environments but also "texts" that students may read, understand, and reinterpret.

Historic urban locations, such Wastukencana and the Perintis Kemerdekaan, have instructional and symbolic value in tourism studies (Hamdan & Rahman, 2020). In addition to housing architectural objects, they also serve as a window into the evolution of public spaces, community mobility, and urban identity formation. In guide lessons, this potential can be used as an active learning tool to teach students not only history but also interpretation, communication, and destination narratives.

## 2.3 Area Quality as a Supporting Factor for Learning Effectiveness

A tourist destination's quality has a big impact on how well students absorb the information (R. K. Dewi et al., n.d.). This characteristic includes aesthetics and environmental preservation, as well as informative and physical elements like historical tales, interpretive boards, and visual literacy (Adi Bandonono et al., 2021). Particularly in outdoor-based learning, educational tourist destinations with sufficient auxiliary facilities can boost students' enthusiasm to learn.

Interpretive components including signage, historical relics, themed pathways, and narrative points are essential in tour guiding training (Hawa et al., 2021). These components serve as practical training tools for students in addition to being observational aids. Thus, when creating a regionally focused curriculum, the area's quality must be given top consideration. An interesting and well-kept space will increase experiential learning possibilities and improve pedagogical value.

## 2.4 Utilization of the Environment as a Strategy to Strengthen Tourism Competence

Utilizing the surrounding environment in vocational learning has been shown in numerous studies to increase student abilities (Ahmad-Kamil et al., 2022). Direct field experience improves students' interpretative abilities, directing communication, and narrative flow of journey (Alias et al., 2023). This is in line with the ideas of active learning, which holds that students should not only absorb information but also produce and share it using work practices or simulations.

In reality, life skills like professional ethics, problem-solving, and critical thinking are also fostered by this environment-based learning (Alrahhah & Bozkurt, 2023). With all of its intricacies and historical significance, places like Wastukencana and the Kemerdekaan offer genuine challenges and enhance students' educational experiences, especially when it comes to developing their professional identities as tour guides who are both insightful and introspective.

The use of formal tourism destinations as learning platforms has been covered in great detail in the literature that is now available (Provotorina et al., 2022), especially those that fall under the categories of tourist parks, museums, and conservation areas. Few studies, nonetheless, have specifically examined non-commercial urban regions such as Perintis Kemerdekaan and Wastukencana in relation to vocational learning (Lee et al.,

2009). This suggests a research gap that connects contextual learning at vocational high schools in the tourism industry to metropolitan areas.

By offering empirical proof that historically significant and easily accessible metropolitan sites can be transformed into authentic learning environments, this study seeks to close this gap (Azwar et al., 2023). This study adds something new to the expansion of place-based learning practices in Indonesia's vocational education system by examining the dynamics of these areas and evaluating their quality from a pedagogical standpoint.

### 3. METHOD

In order to fully comprehend the phenomenon of using Bandung City's Wastukencana and Perintis Kemerdekaan as contextual learning resources for the Tour Guidance course, this study employs a descriptive qualitative methodology (Hasan et al., 2023). Because it is pertinent to the study goal of investigating contextual educational practices based on students' experiences, perceptions, and interactions with their learning environment, this method was used (Assyakurrohim et al., 2023a). Subjective meaning and in-depth comprehension of a phenomenon that cannot be scientifically measured are the main goals of qualitative research.

Research on the Utilization and Quality of the Wastukencana Area and the Pioneers of Independence of Bandung City as Learning Resources in the Guiding Subject of Class XI ULP at SMK Negeri 1 Bandung City uses a Qualitative research method with a descriptive approach. The researcher is the main instrument in the qualitative research method, which is based on post-positivist philosophy and is used to study the state of natural objects (not experiments). The data collection approach is triangulation (combined) (Mustafa et al., 2022). Meaning is prioritized over the generality of research findings and inductive/qualitative data processing. The descriptive research method is a method that attempts to provide a detailed description of a situation, phenomenon, human-shaped object, or other variables that can be explained using words or numbers. There are several stages of research that will be carried out, namely the pre-research stage, the research stage, and the post-research stage.

To evaluate the physical conditions, educational potential, and student interactions during the guiding practice, direct observations were made in the Wastukencana and Perintis Kemerdekaan areas (Arisanty et al., 2021). The researcher was present but had no influence over the learning activities during these participatory, non-interventional observations. Several representatives of the 66 students enrolled in the Tour Guidance course as well as the vice principal for curriculum were interviewed. Researchers were able to collect data in a flexible manner while adhering to a methodical framework by using semi-structured interviews. Learning experiences, opinions about the area's advantages, and difficulties with school-level implementation were the main topics of the interviews. Photographs of educational activities, field notes, topic work programs, syllabi, and school records were used to gather documentation (Bokhari, 2021). The information gathered via observations and interviews was verified and supplemented with this documentation material.

The information gathered from the field was condensed, chosen, and centered on two primary themes: the area's excellence in promoting learning and its value as a learning resource. From the start of data collection, this reduction was done consistently (Assyakurrohim et al., 2023b). To make it easier to grasp the connections between findings, data were presented as thematic matrices and descriptive narratives. The purpose of data presentation was to find trends, patterns, and connections between the data (Assyakurrohim et al., 2023b). Following reduction and presentation, initial results were made and

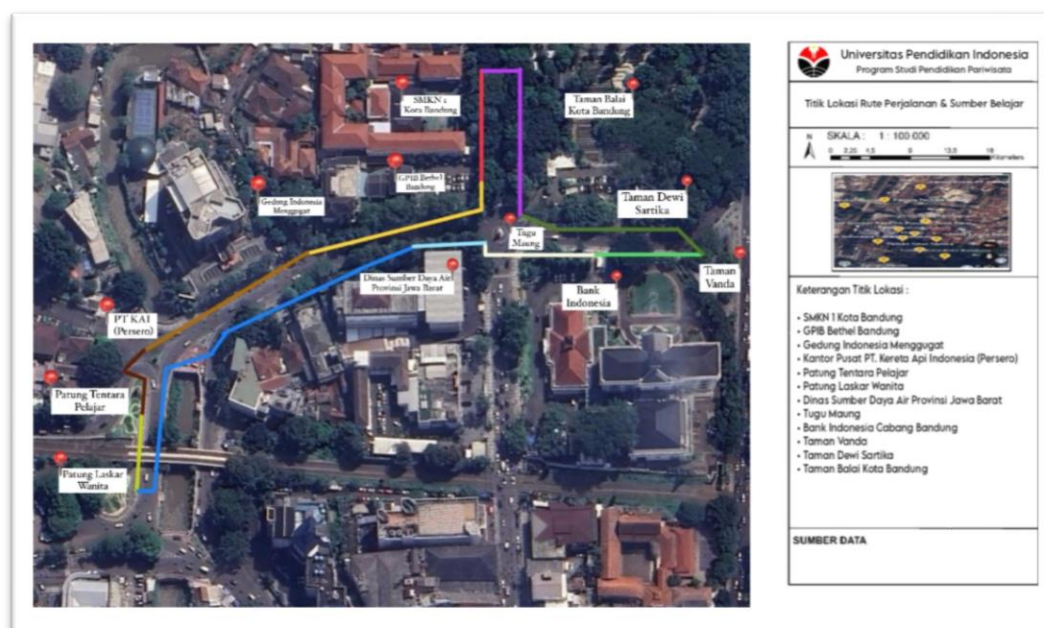
subsequently confirmed by triangulating the data. Consistency between the facts, context, and theoretical framework was taken into consideration when developing conclusions.

Source triangulation, which compared the findings of observations, interviews, and documents, was used to accomplish this (Hasibuan et al., 2022). In order to verify the accuracy of the interpretations, member checks were also carried out with the vice principal and students, who were important informants. In order for the research findings to be applied to comparable learning environments in other schools with comparable environmental features and subject areas, they were thoroughly and contextually explained. An audit trail, which is the methodical recording of the complete research process, including modifications made along the way, was used to guarantee this. Through critical reflection and the preservation of raw data, field notes, and analysis results to enable external examination of the research techniques and findings, the researcher was able to retain objectivity.

## 4. RESULTS AND DISCUSSION

### 4.1 RESULT

The effectiveness of contextual learning in the tour guide subject was found to be strongly correlated with the use of the Wastukencana and Perintis Kemerdekaan areas of Bandung City, according to the findings of interviews with three groups of respondents: the vice principal for academic affairs, the tour guide subject teacher, and sixty-six students from SMKN 1 Bandung.



**Figure 1 Map of the Distribution of Potential Learning Resources for Travel Guides**

According to the vice principal for academic affairs, the curriculum's emphasis on contextual, applied learning and the development of students' critical thinking abilities are in line with the environment-based learning approach, especially the use of historical sites like Wastukencana and Perintis Kemerdekaan. He underlined that in addition to having historical significance, the region also functions as a living laboratory, giving students practical experience in comprehending local tourist potential, city history, and cultural narratives. By

encouraging active student participation, the surrounding environment can improve the learning process.

A tour guide teacher, meanwhile, emphasized how crucial it is to incorporate the location into the lesson plan as a means of conducting outdoor education. He claims that including the Perintis Kemerdekaan and Wastukencana into the teaching process enhances students' field observation abilities and appreciation of cultural heritage in addition to their cognitive comprehension of the course material. In contrast to traditional classroom instruction, the instructor stated that pupils are really more engaged in learning activities that take place in the field.

Responses from the study's subjects, the students, were overwhelmingly positive. According to the majority of the 64 students surveyed, the educational experience that included direct trips to the Wastukencana and Independence Pioneers regions improved their memory of the subject matter and was enjoyable and relevant. They said that they were able to gain a deeper understanding of the function of a tour guide in educating visitors about the city's history, architecture, and narrative through experiential learning on the spot. One student even mentioned that the exercise inspired them to look into other Bandung historical locations as possible learning opportunities.

Additionally, other students claimed that the area's cleanliness, accessibility, historical significance, and aesthetic components were all crucial in encouraging interest in studying outside of the classroom. This claim suggests that the area's quality influences both physical comfort and the development of a supportive learning environment. According to constructivism theory, a meaningful and context-rich learning environment greatly enhances students' cognitive and affective involvement.

The overall results of these interviews show that the Wastukencana and Perintis Kemerdekaan areas have a great potential to be used as learning resources in tourism education, especially in the area of tour guiding, from a managerial (vice principal), pedagogical (teachers), and affective and cognitive (students) perspective. This emphasizes how important it is to map historic urban areas as part of a curriculum development plan that incorporates contextual learning and local knowledge. The role that the local environment plays in promoting sustainable education and transforming classrooms into public areas with significant educational value.

In the implementation of a walking tour-based learning program entitled "Utilization and Quality of the Wastukencana Area and the Pioneers of Bandung City Independence as Learning Resources in the Tour Guidance Subject at SMK Negeri 1 Bandung," not only the Tour Guidance subject can be actively involved. Cross-subject integration is an effective contextual learning strategy in building authentic learning experiences based on real environments. Creative Products and Entrepreneurship subjects, for example, can contribute to designing thematic souvenir products, history-based tour packages, and digital promotion strategies to strengthen the economic potential of the tourist area. Furthermore, Indonesian History can directly utilize sites such as the Indonesia Menggugat Building, the Student Soldier Statue, or the Women's Laskar Statue as historical laboratories that enrich students' understanding of the narrative of the nation's struggle in a contextual manner.

Indonesian and English also play a crucial role. Both can be utilized to practice language skills in real-world contexts, such as creating narrative guides, tourist leaflets, or composing descriptive and explanatory texts for each destination visited. Meanwhile, Arts and Culture can highlight the aesthetic and visual elements of city icons like the Maung Monument or the architecture of historic buildings to strengthen students' cultural and visual sensitivity. Geography can contribute by examining aspects of urban planning, the function of green

spaces like Dewi Sartika Park and City Hall Park, and the dynamics of urban areas, all of which are part of the planning of walking tour routes. Mathematics can even be integrated into distance calculations, travel time between destinations, and travel cost estimates.

Through this collaborative approach, the walking tour not only serves as a medium for instilling technical guiding competencies but also serves as an interdisciplinary learning platform that fosters critical thinking, creativity, communication, and collaboration (the 4Cs). Therefore, this learning model fully supports the implementation of the independent curriculum and the strengthening of the Pancasila Student Profile.

Based on interviews with key informants, including the Deputy Head of the School for Academic Affairs, Subject Teachers, and Grade XI Students of ULP 1 and ULP 2, who focus on the Tourism Service Business (ULW), the Tour Guiding course at Vocational High Schools (SMK) strives to provide students with the information and skills they need to guide tourists professionally. Many topics are covered in the course material, including tour guide responsibilities, equipment preparation, travel program analysis, and guiding methods for solo and group tours. Additionally, during the tour, students are taught how to deal with emergencies. The learning efficiency of this subject can be enhanced by utilizing educational tools in the classroom. School facilities, the surrounding environment, and easily accessible media and technology are examples of such learning resources. Students can benefit from a more relevant and contextual learning experience by using these resources.

However, based on the interview results, there are also obstacles in utilizing the area, namely related to permits which are the main factor in utilizing learning resources, both school permits from the principal and student affairs. As for parents, therefore educators must be able to explain that the area

Kencana and Printis Kemerdekaan are very useful areas to be used as learning resource areas for students who focus on their field of expertise in the tourism travel business and are consistent in guiding trips to become a tour guide, the Wastu Kencana and Printis Kemerdekaan areas which are very close to the school environment area of SMK Negeri 1 Bandung City, are a very appropriate choice for teachers of the tourism service business expertise program and the school to develop the potential of their students in the field of travel guide expertise. The use of learning resources in the Wastu Kencana and Printis Kemerdekaan areas is one technique for utilizing educational resources in the school environment. The Utilization and Quality of the Wastu Kencana and Printis Kemerdekaan areas can increase students' enthusiasm for learning in the Tour Guide subject, with research conducted at SMK Negeri 1 Bandung. Through the use of real examples, the use of the Wastu Kencana and Printis Kemerdekaan areas helps students understand effective leadership strategies.

To enhance students' learning experiences, learning activities will be more effective if they utilize a variety of learning resources. Of course, using diverse learning resources for learning activities requires selection, filtering, and modification of the learning objectives and subject matter. Leading teachers must be experienced in the local area, as tour guiding is often linked to the social, environmental, and cultural conditions of the communities in which they teach.

Basic competencies are a set of skills that students must acquire to study a specific discipline. At the vocational high school level, tour guiding is an elective subject for junior high school students. Therefore, to create competencies in the Tourism Service Business subject in vocational high schools, relevance and sustainability are required. From grades 10 to 12, students' mastery of tour guiding learning is achieved gradually based on their developmental stage. Students must be able to identify themselves and understand the intricacies of natural and social changes as citizens who care about the environment. They must also be able to use

technology in a polite, confident, and moral manner to address issues related to the distribution and use of natural resources, population issues, regional development, regional cooperation, environmental damage, and the impacts of other changes caused by current processes in local, national, and international contexts.

## 4.2 DISCUSSION

After presenting the information and findings from the data collection stage, which may involve field observations, interviews, and documentation studies, the findings are then compared with relevant sources from previous research or studies and related theories that have been explained in the literature review.

The traditional values found in the Wastu Kencana and Printis Kemerdekaan areas apply throughout the region. However, reformulating the values related to the learning material for vocational high school tour guiding is necessary so that students can learn them generally at the vocational high school level, particularly in the Tour Guiding subject.

The following is a re-explanation to explain how the Wastu Kencana and Printis Kemerdekaan regions relate to the learning of tour guides in vocational schools. The values of independence contained in the Wastu Kencana and Printis Kemerdekaan regions can be rewritten to make them easier for students to understand, apply, and assimilate in the educational process.

One learning resource, a learning system on how to utilize the Wastu Kencana and Printis Kemerdekaan areas to develop learning resources, is relevant to the field of tour guiding. The Wastu Kencana and Printis Kemerdekaan areas are located close to the school grounds. This creates a consistent pattern and serves as an illustration of the fundamental ideas needed to lead tours, particularly regarding travel patterns. There are many potential learning materials in the Wastu Kencana and Printis Merdeka areas, not only for courses but also for students to develop their tour guiding skills.

Learning resources are any information, person, or specific form that students can use for learning, either independently or in combination, to help them master certain skills and meet predetermined learning objectives. To be used as learning materials for tour guides at the vocational school (SMK) level, the researchers in this study attempted to investigate the diversity of the Wastu Kencana and Printis Kemerdekaan areas in the city of Bandung. The Wastu Kencana and Printis Kemerdekaan areas have the potential to be developed into learning resources related to tour guide education, in accordance with the concept of learning resources that have been proposed. By definition, learning resources are any information, person, or specific form that can help students better understand learning objectives and competencies. Another alternative that can be offered to make the Wastu Kencana and Printis Kemerdekaan areas relevant learning resources for tour guides is to conduct additional research on how these places are used in the tour guide learning model.

## 5. CONCLUSION

The findings of this study suggest that the Bandung City neighborhoods of Wastukencana and Perintis Kemerdekaan offer a great deal of promise as contextual learning materials for the Tour Guidance course at SMK Negeri 1 Bandung. (Ding et al., 2022) Making use of these spaces can help students develop an appreciation for local history and culture, close the gap between theory and practice, and offer experiential, interactive learning opportunities.

It has also been demonstrated that the area's physical suitability, historical significance, and aesthetic appeal all contribute to the development of a positive learning environment

and promote active student participation (Irfan & Suryani, 2017). The area becomes a learning tool that improves students' comprehension of the function of tour guides and the process of explaining cultural values to visitors when it is viewed as more than just a public area. These results show that students' memory and comprehension can be enhanced by a relevant and authentic learning environment.

From an institutional standpoint, (Cooper, 2002) using urban areas as learning resources is a relevant strategy for the development of the independent curriculum, which prioritizes flexibility, contextuality, and character building. This is demonstrated by the school's support, especially from the vice principal for curriculum. The active role of educators as facilitators and designers of learning experiences is also necessary to turn public spaces into educational spaces, as evidenced by the involvement of teachers in creating learning activities outside of the classroom.

The usefulness of a constructivist approach in tourist education is further demonstrated by the students' passionate response to learning in this area (Akomaning, 2019). Students are better able to build information through interactions with their environment when they are placed in realistic and organized learning scenarios. This emphasizes how crucial context and social experience are in forming meaning during the learning process.

Therefore, it can be said that incorporating the Wastukencana and Independence Pioneer regions into educational activities is not only possible but also a calculated move to improve students' tourism-related skills, particularly in the areas of guiding, historical interpretation, and introducing them to local potential.

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