

ANALYSIS OF TOURISM EDUCATION MAPPING BASED ON REGION AND EXPERTISE CONCENTRATION TO IMPROVE THE QUALITY OF TOURISM SERVICES IN THE CITY OF BANDUNG

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ABSTRACT

The variation in the distribution of Tourism Vocational High Schools based on region and the concentration of expertise offered as learning centers for vocational secondary education is crucial so that tourism in the city of Bandung and throughout Indonesia can be managed and maintained well in a sustainable manner in accordance with the principles of Sustainable Development Goals (SDGs).). Therefore, this research was conducted with the aim of analyzing and knowing the distribution of tourism vocational high schools based on region and concentration of expertise in the Bandung City area using descriptive qualitative research methods through literature studies via the Bandung City Education Department website.

KEYWORDS

Mapping, Tourism Education, Vocational High School (SMK)

INTRODUCTION

Bandung is one of the major cities located in West Java Province. With its strategic location, unique atmosphere, temperature, climate, and cool regional structure, Bandung has become a city with diverse tourism potential that can attract tourists. Along with efforts to preserve tourism in the region, the government has started to open new tourism-based vocational programs. The first Tourism Vocational High School in Indonesia was established in 1987, namely SMK Jayawisata 2, located in Jakarta, and it was known as SMIP in its time (jawis.sch.id). Meanwhile, the oldest Tourism Vocational High School in Bandung is SMK Negeri 9 Bandung, which has been established since 1958 (smkn9bdg.sch.id). Over time, Tourism Vocational High Schools (SMKs) have spread and become widespread across various regions, offering a variety of expertise programs to develop the skills, interests, and talents of students.

The distribution variance of Tourism Vocational High Schools based on regions and expertise concentrations offered as centers of secondary education learning is crucial for managing and preserving tourism in Bandung and throughout Indonesia in a sustainable manner, in line with the principles of Sustainable Development Goals (SDGs) to achieve Indonesia's golden future by 2030.

Mapping of vocational schools based on regions and expertise concentrations is part of a government decentralization program. The change from a centralized system to a decentralized one has been established according to the government policy in the Republic of Indonesia Law Number 23 of 2014 on Local Government. The transition to a decentralized system is explained in Article 1, Paragraph 6 of Law No. 23 of 2014 as "a process of transferring government affairs from the central government to autonomous regions based on the principle of autonomy" (Indonesia, 2014). Furthermore, the concept of decentralization according to UNESCO is defined as "An essential feature of the ongoing modernization and reform of public sector management" ([UNESCO, 2005](#)), which is interpreted as a process of delegating responsibilities from higher authorities to subordinates as part of a new reform in modernization.

Thus, mapping the status of equity in tourism education in Vocational High Schools based on regions and expertise concentrations certainly faces several challenges in some areas in Indonesia, including in Bandung. These issues arise due to the conceptions held

by stakeholders at schools regarding the implementation of new tourism-based learning, which requires time for adaptation and curriculum adjustment. The capacity, quantity, and quality of teachers competent in tourism education who can understand tourism from an educational perspective also become a problem in terms of teacher quality and availability in Bandung and other regions.

On the other hand, there are several aspects that need attention in the implementation of education using the decentralization system, such as the development of teacher capacity and educational staff as Human Resources in schools, infrastructure, and school financial resources. These factors must be carefully considered to ensure that the learning activities under the decentralization system are effectively implemented. To understand the analysis of mapping vocational schools in tourism based on regions and expertise concentrations, it is important to note that Indonesia has 14,265 state and private vocational schools, divided into 10,573 private SMKs and 3,692 state SMKs, scattered from Aceh to Papua. According to data from the Central Statistics Agency of the Republic of Indonesia, West Java Province has 2,905 vocational schools, consisting of 288 state SMKs and 2,617 private SMKs (Central Statistics Agency, 2023).

Based on the copy of the decision from the Head of the National Standards, Curriculum, and Education Assessment Agency of the Ministry of Education, Culture, Research, and Technology, Number 024/H/KR/2022 concerning the Concentration of Expertise in Vocational High Schools (SMK/MAK) in the Merdeka Curriculum, several types of expertise concentrations have been divided according to the available skill programs. The following is the ideal mapping of expertise concentrations in the tourism skill program:

Table 1.1 Mapping of expertise concentration in tourism expertise programs

Expertise	Expertise Program	No.	Concentration of program	Program Years
Tourism	9.1 Tourism Service Bussiness	103	9.1.1 Tourism Service Bussiness	3
		104	9.1.2 Ecotourism	3
	9.2 Hospitality	105	9.2.1 Hospitality	3
	9.3 Culinary	106	9.3.1 Culinary	3
	9.4 Spa and Beauty Therapy	107	9.4.1 Skin and Hair Beauty	3
		108	9.4.2 Spa dan <i>Beauty Therapy</i>	3

Source: (Aditomo, 2022)

The mapping of expertise concentrations in these skill programs aligns with the new curriculum that has been established, namely the Merdeka Curriculum. The Merdeka Curriculum is a curriculum that offers a diverse range of intramural learning programs, utilizing the optimization of content to prepare students to delve into the concepts and competencies expected ([Khoirurrijal, et al., 2022](#)). With the Merdeka Curriculum, teachers, as educators, are empowered to choose and use teaching materials according to their preferences and the needs of the learning process. This is also supported by the Project for Strengthening the Pancasila Profile (P5), which serves as a reference for implementing learning activities, allowing students to freely develop their interests, talents, and reasoning abilities across various aspects, such as religious, social, cultural, and others.

Based on the above conditions, mapping tourism vocational high schools is necessary to analyze and determine the distribution of tourism vocational schools based on regions and the expertise concentrations they offer in the city of Bandung.

This research is conducted with the hope of providing valuable insights into tourism education at the secondary education level, specifically in Vocational High Schools (SMKs), mapped according to regional areas and the availability of skill competencies that align with the interests and talents of students in the city of Bandung.

MATERIALS AND METHODS

This study uses a qualitative research method with a descriptive study approach. The qualitative research method is a crucial tool used in research and refers to several categories of research approaches that can generate findings without relying on quantitative measurements or statistical data analysis ([Hamilton & Finley, 2020](#)). This research examines the mapping of the distribution of Tourism Vocational High Schools (SMK) based on regions and areas of expertise to improve the quality of tourism education services in the city of Bandung. In general, the qualitative research method includes activities such as individual and group interviews, participant observations, case studies, literature studies, and others ([Hamilton & Finley, 2020](#)).

This research was conducted in the city of Bandung, the capital of West Java Province, through a mapping study of theoretical data based on literature, articles, and relevant media. Data collection was obtained through a literature review of electronic media and statistical data on the distribution of education in the West Java Province area, particularly in the city of Bandung. The subject of this research is the researcher themselves. The object of this study is the distribution data of areas with Tourism Vocational High Schools (SMK) in the city of Bandung and the areas of expertise they offer.

Furthermore, data analysis in this study uses a developed data analysis model, starting with domain analysis as an overall picture, taxonomy analysis as a continuation of the first analysis to develop the main domains, componential analysis as an advanced analysis of the second analysis, and cultural theme analysis as the final analysis to determine the relationships between domains.

RESULTS AND DISCUSSION

Analysis of Equitable Implementation of Tourism Education in Tourism Vocational High Schools (SMK) in Bandung City

Based on data from the Directorate General of Early Childhood, Primary, and Secondary Education of the Ministry of Education, Culture, Research, and Technology, it was recorded that in the second semester of the 2022/2023 academic year, the city of Bandung had 121 vocational high schools (SMK) across 30 districts. From this data, it was found that the total number of students in vocational high schools for the second semester of the 2022/2023 academic year in Bandung city was 55,246 students, which were divided into 42,513 students in private vocational high schools and 12,733 students in public vocational high schools (jabar.bps.go.id). Of the 30 districts in the city of Bandung, 15 vocational high schools offer tourism expertise programs. These schools include SMK Yapari Aktripa, SMK Tadika Puri Bandung, SMK SMIP YPPT Bandung, SMK RA Kartini Bandung, SMK Pelita 2 Bandung, SMK Telkom/Sandhy Putra Bandung, SMK N 9 Bandung, SMK N 3 Bandung, SMK N 15 Bandung, SMK N 1 Bandung, SMK MVP ARS Internasional Bandung, SMK ICB Cinta Wisata, SMK BPP Bandung, SMK Bahagia Bandung, and SMK Bina Warga Bandung.

Analysis of Participation of Tourism Vocational High Schools Based on District Mapping in the City of Bandung.

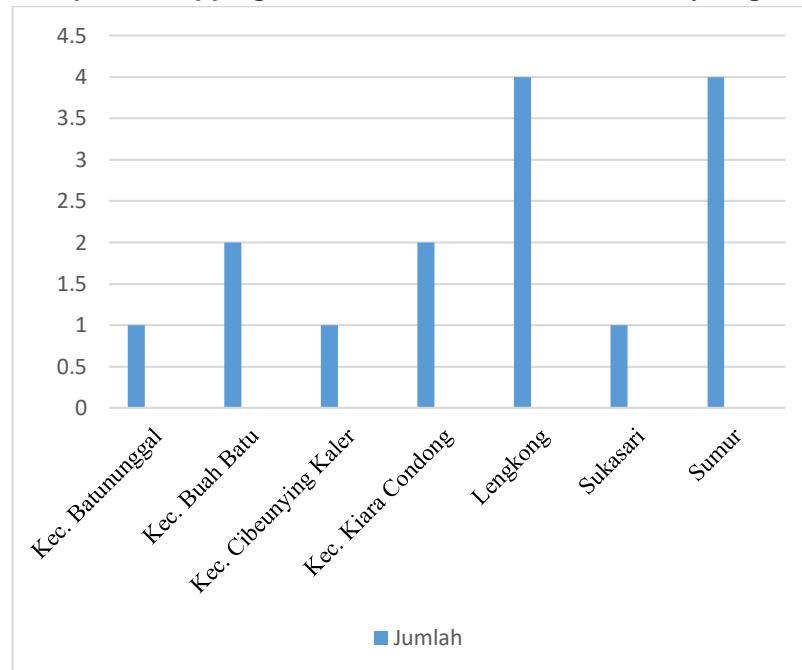
The participation of Tourism Vocational High Schools in the city of Bandung is relatively uneven. This is shown by the results of the mapping analysis of the distribution of tourism vocational schools previously explained. Out of the 30 districts in the city of Bandung, only 15 vocational high schools offer tourism expertise programs. The mapping of the participation of these 15 tourism vocational schools can be seen in the table and graph below.

Table 4.1 Mapping of Tourism Vocational High School Participation in Bandung City Based on District Area

No.	School of name	District
1.	Vocational school of SMIP YPPT Bandung	Batununggal
2.	a. Vocational school of SMK Negeri 9 Bandung b. Vocational school of SMK Tadika Puri Bandung	Buah Batu
3.	SMK ICB Cinta Wisata Bandung	Cibeunying Kaler
4.	a. Vocational school of SMK MVP ARS Internasional Bandung b. Vocational school of SMK Pelita 2 Bandung	Kiara Condong
5.	a. Vocational school of SMK Bina Warga Bandung b. Vocational school of SMK N 3 Bandung c. Vocational school of SMK N 15 Bandung d. Vocational school of SMK Telkom/Sandhy Putra Bandung	Lengkong
6.	Vocational school of SMK Yapari Aktripa Bandung	Sukasari
7.	a. Vocational school of SMK BPP Bandung b. Vocational school of SMK Bahagia Bandung c. Vocational school of SMK Negeri 1 Bandung d. Vocational school of SMK RA Kartini Bandung	Sumur

Source : Researcher processed data

Graph 4.1 Mapping of Tourism Vocational Schools by Region



Source : Researcher processed data

Mapping Analysis of Tourism Vocational High School (SMK) Skills Programs in Bandung City

Referring to the mapping data of Tourism Vocational High Schools (SMK) based on district areas in the city of Bandung, not all of the schools are specialized in tourism education. Some of them offer one or several tourism-related expertise programs. Below is the mapping of the 15 Tourism Vocational High Schools that have been categorized by district in the city of Bandung:

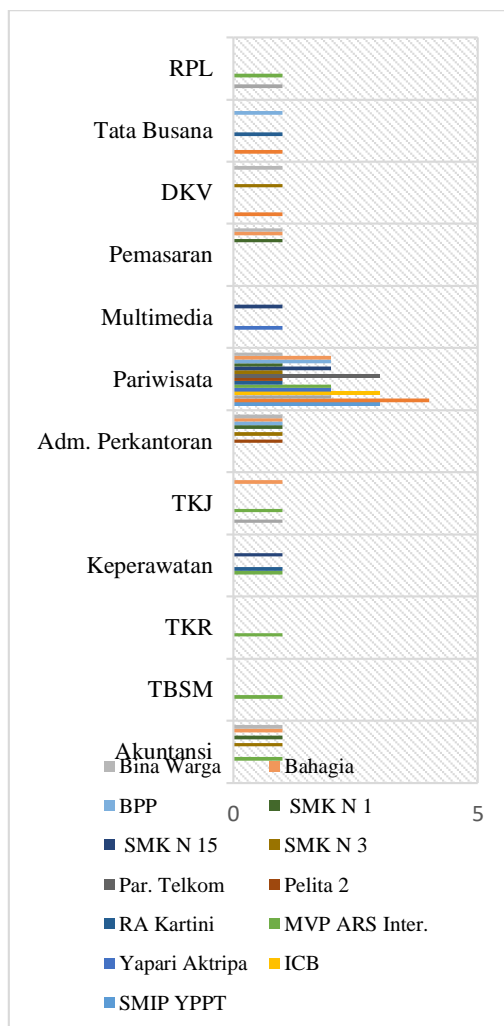
- a) Vocational education Of YPPT Bandung
Vocational education Of YPPT Bandung offers a tourism expertise program with competencies including travel agency management, hotel accommodation, and culinary services.
- b) SMK Negeri 9 Bandung
SMK Negeri 9 Bandung offers tourism, fashion design, and visual communication design programs, with competencies including tourism services, hospitality, culinary arts, beauty and spa, fashion, and visual communication design.
- c) SMK Tadika Puri Bandung
SMK Tadika Puri Bandung offers tourism, computer networks, and software engineering programs, with competencies including hotel accommodation, culinary services, computer networks, and software engineering.
- d) SMK ICB Cinta Wisata Bandung
SMK ICB Cinta Wisata Bandung offers a tourism expertise program with competencies including travel agency management, hotel accommodation, and culinary arts.
- e) SMK Yapari Aktripa Bandung
SMK Yapari Aktripa Bandung offers tourism and multimedia programs, with competencies including hospitality, culinary arts, and multimedia.
- f) SMK MVP ARS Internasional Bandung
SMK MVP ARS Internasional Bandung offers tourism, software engineering, pharmacy, accounting, automotive, and motorcycle engineering programs, with competencies including hotel accommodation, culinary services, software engineering, computer networks, automotive, pharmacy, accounting and finance, and motorcycle engineering.
- g) SMK RA Kartini Bandung

SMK RA Kartini Bandung offers tourism, fashion design, and nursing programs, with competencies including culinary arts, nursing assistant, and fashion design.

- h) SMK Pelita 2 Bandung
SMK Pelita 2 Bandung offers tourism and office administration programs, with competencies including hotel accommodation and office management automation (OTP).
- i) SMK Pariwisata Telkom Bandung
SMK Pariwisata Telkom Bandung offers a tourism expertise program with competencies including travel agency management, hotel accommodation, and culinary arts.
- j) SMK Negeri 3 Bandung
SMK Negeri 3 Bandung offers tourism, accounting, office administration, marketing, and visual communication design programs, with competencies including tourism services, accounting and finance, office management and business services, marketing, and visual communication design.
- k) SMK Negeri 15 Bandung
SMK Negeri 15 Bandung offers tourism, nursing, and multimedia programs, with competencies including hospitality, culinary arts, social care, and multimedia.
- l) SMK Negeri 1 Bandung
SMK Negeri 1 Bandung offers tourism, accounting, marketing, and office administration programs, with competencies including travel agency management, accounting and finance, office management automation, and marketing.
- m) SMK BPP Bandung
SMK BPP Bandung offers tourism, software engineering, office administration, and fashion design programs, with competencies including hospitality, software engineering, culinary arts, office management automation, and fashion design.
- n) SMK Bahagia Bandung
SMK Bahagia Bandung offers tourism, accounting, marketing, computer networks, and office administration programs, with competencies including hotel accommodation, culinary services, accounting and finance, marketing, computer networks, and office management automation.
- o) SMK Bina Warga Bandung
SMK Bina Warga Bandung offers tourism, accounting, marketing, office administration, and visual communication design programs, with competencies including hospitality, office management automation, accounting and finance, visual communication design, and marketing.

This data can be seen in the following graph:

Graph 4.2 Mapping of Tourism Vocational Schools Based on Skill Competencies



Source : Researcher processed data

Based on the processed data, it is found that only 3 vocational high schools (SMK) exclusively teach tourism and can be considered as specialized tourism schools, or Tourism Vocational High Schools (SMK Pariwisata). Meanwhile, 12 of the schools are general schools that offer tourism-related expertise programs.

CONCLUSIONS AND SUGGESTION

Based on the data and findings discussed, it can be concluded that the mapping of equitable tourism education at the secondary school level, particularly in Vocational High Schools (SMK), has begun to emerge. This is evidenced by the finding that 7 out of 30 districts in the city of Bandung have SMKs offering tourism education, including hospitality, tourism services, culinary arts, and beauty and spa. Furthermore, based on the expertise competencies, it was also found that out of the 7 districts with SMKs offering tourism education, 3 of the schools are purely Tourism Vocational High Schools that specifically provide tourism education. The remaining 12 out of 15 schools are general schools offering 2 to 3 tourism-related competencies, such as travel services, culinary arts/catering, beauty and spa, and hospitality/hotel accommodation.

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