

Empowering Elementary School Students Through The 'Little Tour Guide' Program in The Samin Indigenous Village

Phillia Virginia Blessygradia^{a)}, A. Muammar Alawi^{b)}

Faculty of Social and Political Sciences, Universitas Pembangunan Nasional Veteran Jawa Timur,
Surabaya, Indonesia

^{b)} Corresponding author: a.muammar.par@upnjatim.ac.id
^{a)} 21045010007@student.upnjatim.ac.id

ABSTRACT

Human resources is one of the factors that play an essential role in the field of tourism, so the quality of education and training is needed to improve the quality of human resources in the tourism industry, which is the leading actor or tourism product. The purpose of this research is to improve the quality of human resources in Samin Traditional Village, to find out the function of education in empowering tourism human resources, and to find out the knowledge of local people about the history of Samin Traditional Village. The method used to write the article in this research is descriptive-qualitative by applying data collection techniques through interviews and observations. The research results show that human resources in Samin Village still need to be higher because there is no self-awareness in the surrounding community. However, they still understand the culture and history of the Samin Tribe. This is evidenced by the need for more development of tourism awareness groups in Samin Village because the average youth migrates to the city. On the positive side, elementary school students already understand the customs and culture in Samin Village, as evidenced by their ability to talk about the village or village they live in in the 'Little Tourist Guide' program.

ARTICLE INFO

Article History:

Submitted/Received 23 May 2024

First Revised 30 May 2024

Accepted 3 Jun 2024

First Available online 7 Jun 2024

Publication Date 30 Apr 2024

Keyword:

Empowerment

Human Resources

Education

\

INTRODUCTION

Education is one aspect of the goal of implementing sustainable human resource empowerment. In this era emphasizing digital technology, it is no longer just a diploma that is needed but the provision of competence and readiness of human resources requested by the tourism industry. Human resources must be skilled and expert to excel in work competition by providing legally accredited competency certificates (Mistriani et al., 2020). They should identify the specific digital technologies and business models that align with their goals and target markets (Martínez-Peláez et al., 2023).

According to Law Number 10 of 2009 concerning Tourism (Laws and Regulations, 2009), competence is a set of knowledge, skills, and behaviors that must be owned, lived, and mastered by tourism workers to develop professional work. Certification is the process of providing certificates to tourism businesses and workers to support the improvement of the quality of tourism products, services, and management. This is reaffirmed in Chapter XII on Human Resources Training, Standardization, Certification, and Manpower Article (52): The government and regional governments organize tourism human resource training through the provisions of laws and regulations. Article (53) reads:

- Workers in the field of tourism have competency standards.
- Competency standards, referred to in paragraph (1), are carried out through competency certification.
- Competency certification is carried out by a professional certification body that has received a license under the provisions of laws and regulations.

It cannot be denied that human resources are one of the factors that play an important role in the tourism sector, so the quality of education and training is needed to be able to improve human resources in the tourism industry because they act as the main actors who become tourism products.

According to Sastrohadiwiryono (2001), (Yuardani et al., 2021) conveyed that training means guiding workers to gain skills or abilities through thought, action, skills, knowledge, and appropriate attitudes. Meanwhile, Rivai (2010) and (Yuardani et al., 2021) conveyed that training is a process carried out systematically to change the behavior of the workforce to achieve organizational goals.

Samin Traditional Village is located in Japanese Hamlet, Margomulyo Village, Margomulyo District, Bojonegoro Regency, precisely in the interior of the teak forest and approximately 5 km from the highway. The name Samin Traditional Village is taken from the names of the figures who fought against the colonizers during the Dutch colonial period through the Saminism movement. Raden Kohar, or Ki Samin Surosentiko, led the rebellion. The rebellion began with an approach to the community, carried out through cultural hall meetings. From this event, it was later named the Samin Tribe or Samin Traditional Village.

Margomulyo Village has vast agricultural and plantation land and is one of the main areas of potential that are owned. With this potential, almost all villagers work as farmers. Agricultural products produced from these farms include cassava, peanuts, bananas, chilies, corn, etc. However, the crop with the highest selling value is corn.

Margomulyo Village is also one of the traditional villages that can be developed into a tourist village. However, the management of existing potential still needs to be improved, as evidenced by the lack of stakeholders who manage resource results. (Anggadini et al., 2023) Traditional villages are active inheritors of existing local wisdom, which has excellent potential for defending cultural identity and building awareness of the importance of cultural diversity owned by the Indonesian state.

The Samin Traditional Village area has an elementary school, Margomulyo Elementary School II. The existence of this elementary school indicates that there are human resource talents who can support sustainable tourism programs in Samin Traditional Village. The program provided to Margomulyo Elementary School II students provides benefits such as broadening the student's knowledge of local culture

and developing interpersonal and leadership skills. Introducing local wisdom culture into learning activities for children provides them with knowledge about existing cultures and fosters a sense of love, respect, and preservation of these cultures. Instead, it is also beneficial for child development, creating self-confidence, having pride in one's culture, developing creativity, providing problem-solving training, and stimulating language development when interacting with others (Yuniarni, 2021). So, the purpose of this research is to improve the quality of human resources in the Samin traditional village, to find out the function of education in empowering tourism human resources, and to find out the knowledge of local people about the history of the Samin traditional village.

METHOD

This scientific paper was prepared using both descriptive and qualitative methods. According to Creswell (2009) in (Kusumastuti & Khoiron, 2019) qualitative research involves asking questions and following procedures, collecting data from participants, analyzing it, and interpreting it. Data collection is carried out through interviews and observations so that the data used is primary data obtained directly in the field and secondary data that supports the writing of this paper, which is related to empowering human resources through education in the tourism sector.

The resource persons involved in the interview for the writing of this research were Mr. Bambang, the 5th generation descendant of Samin Surosentiko; Mrs. Novi, Mr. Bambang's wife; Mas Bowo, Mr. Bambang's nephew; and Mrs. Laily, the sixth-grade teacher of Margomulyo II Elementary School. This research occurred at Samin Traditional Village, in Japanese Hamlet, Margomulyo Village, Margomulyo District, Bojonegoro Regency. Samin Traditional Village is a village with an inherent history that tells the story of the movement of the Samin Tribe during the colonization period. The scope limitation that is the focus of this research discussion is empowering students to be tour guides in Samin Traditional Village. The flowchart of this research is in Figure 1 below.

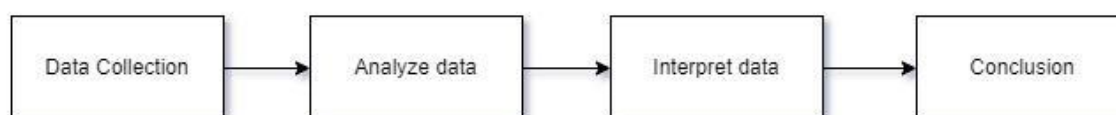


FIGURE 1. Research flowchart

RESULTS AND DISCUSSION

Samin Traditional Village

Samín Traditional Village is a historical village in Japan, and it includes Hamlet, Margomulyo Village, Margomulyo District, Bojonegoro Regency, and East Java Province. Samín Village became one of the traditional villages based on culture and history through the teachings passed down by the founder of Samín Traditional Village, Ki Samín Surosentiko. The teachings passed down are five *pitutur*: honesty, patience, *trokal lan nerimo* (accepting gifts from the Creator), harmony in friendship and brotherhood, and mutual cooperation. The characteristics of different regions give Samín villages their own identity and characteristics. The presence of technological advances and globalization is a significant challenge faced by the Samín community because it affects the policies or customs that are firmly held and causes them to begin to accept themselves for the entry of technological advances (Bestari & Alit Widyastuty, 2020).

In addition to the teachings passed down, the Samín Traditional Village also has its own customs and traditions. One of them still carried out by the Samín community to this day is Syahadat Manten, or Bride

Syahadat, which is one of the customs of the Samin community in the marriage ceremony by saying the creed in Javanese.

Another tradition still carried out today is the Nyadran tradition, which involves cleaning the village. There is also a salvation tradition connected to the life cycle, namely pregnancy, birth, circumcision, marriage, and death. Some of these traditions can potentially make Samin Traditional Village a historical tourist village.

Site Survey and HR of Samin Village

Samin Village has natural potential in the form of plantations and forestry land. Given these plantations, it is unsurprising that most people in Samin Village, or Margomulyo Village, work as farmers. The results of the plantation are quite diverse, namely corn, pari, or rice, tubers such as sweet potatoes, cassava, etc., and ginger. Of the various agricultural products, the one with the highest selling value is corn, due to the high demand from consumers who mostly come from the city.

In addition to agriculture and plantations, another potential that can encourage Samin Village to become a tourist village is forestry land that can be utilized as a campground and for off-road tours using Jeeps. Both of these potentials, apart from agriculture and plantations, can be used as attractions in nature tourism.

In a tourist attraction, the natural potential must be considered, and the human or human resources in the environment must be considered. This aspect must be considered because quality human resources can also create quality tourist attractions. Human resources in Samin Village still need to be improved to manage its tourism potential. This is because most Samin residents work as farmers, so they need more time to focus on developing and managing the tourism potential of Samin Village.

From the results of interviews that have been conducted with one of the Sami lineages, namely Mr. Bambang Sutrisno, the information obtained regarding tourism management in this village has been carried out with the existence of a Tourism Awareness Group, commonly referred to as Pokdarwis. However, the village management through Pokdarwis could be running better due to the lack of time that the Pokdarwis officials can spare to develop and manage Margomulyo Village. Therefore, socialization and education activities are needed for the community, especially for students starting at the elementary school level. Pokdarwis is a community-level institution whose members act as tourism actors and are concerned about being responsible and playing a role in creating an environment conducive to the development of tourism and the welfare of the surrounding community (Purnawati, 2021).

Socialization and Education of Tourism Potential

Socialization is forming a person's habits to become a social individual who understands the actions that should and should not be done in society (Qoyyimah et al., 2024). This socialization and education activity was conducted at Margomulyo Elementary School II in Japanese Hamlet, Margomulyo Village, Margomulyo Subdistrict, and Bojonegoro Regency. In general, socialization and education about tourism and its potential are conducted by conducting counseling approaches through material exposure and discussion, followed by training through practice and competition, as well as evaluations attended by 4th, 5th, and 6th-grade students.

The material exposure provided includes tourism in general, namely travel activities involving accommodation and tourist facilities carried out by individuals or groups with the aim of recreation, vacation, or cultural experience (Sutaguna et al., 2024). Introduction to culture and tourist attractions or important historical monuments, as well as the culture of Indonesia, to students of Margomulyo Elementary School II. Explaining the importance of knowledge of tourism and preserving it, as well as various tourism cultures, Students of Margomulyo Elementary School II are introduced to Indonesian culture, tourist attractions, and significant historical monuments in Indonesia. A discussion between students and presenters also

accompanies this material presentation activity. This is intended to train students' knowledge and activeness in this socialization and education activity.

Training and Practices

As explained in the previous point, activities are carried out through material exposure and other training, namely, practicums and competitions held by the speaker. The practicum in question is the practice of guiding, or little tour guides.

Guiding itself is an activity carried out to guide tourists on their tour. A tour guide is in the guiding activity, commonly called a tour guide. This tour guide is responsible for guiding tourists by giving details about the schedule and travel route and detailed information about the tourist attractions visited.

In addition, a tour guide also has tasks that must be carried out when guiding tours, which include learning, welcoming tourists, preparing materials, guiding, and explaining information. The intended learning is that the tour guide can provide knowledge through detailed details so that tourists can find out about the tourist attractions being visited. Then, welcoming tourists is also very important because it aims to make tourists recognize the identity of the tour guide, get a sense of security and comfort while traveling, and make a good impression during the activity. It is essential for a tour guide to give a good impression to his tourists when a tour is carried out.

Tour guides must also prepare materials to guide activities and explain information to tourists so that they understand what the guide is explaining. The prepared material can be oral guidance, and then supporting media such as maps or information brochures can be added. Tour guides have the duty and responsibility to carry the name and identity of a tourist attraction. Therefore, tour guides need to understand more about information so that tourists can receive it appropriately and reasonably (Rusmiati et al., 2022).

From the explanation above, guiding or tour guiding can benefit students. The benefits of this training and practice of instructing or tour guiding include providing opportunities for students to be able to develop their potential and talents possessed by students through self-confidence, the level of memorization of something, the ability to achieve something in competition, and also providing experiences that have never been obtained before.

This little tour guide training practice uses detailed and sequential explanations and assignments to create materials for guiding practice. It is intended to help students understand how to become good tour guides.

Teacher Responses to Socialization, Education, and Practicum Activities for Students

Socialization, education, and practicum activities carried out by presenters and colleagues received an excellent response from educators and teachers at Margomulyo Elementary School II. This is because the teachers at this school have greatly helped in teaching activities and have helped students broaden their insights about tourism and culture.

Information obtained through observation interviews with teachers at Margomulyo Elementary School II indicates that the school needs more educators, which would make teaching and learning activities carried out daily less effective. Only five educators are known to be in the school and are responsible for teaching grades 1 to 6.

One of the educators also explained that the students of Margomulyo Elementary School II need to receive sufficient education about tourism in general. Even during the question-and-answer session on socialization and education activities related to tourism, only a few students knew about the famous

tourist destinations in Indonesia. This is a challenge for the presenters to provide knowledge of Indonesian tourist destinations that are very well known, both in their own country and in foreign countries.

The teachers are also very supportive of practicum activities. On the other hand, practicum can help develop the talents possessed by students through self-confidence, the level of memorization of something, and the ability to achieve something in competition. It can also provide experiences that have never been obtained before. So, with the socialization, education, and practicum activities held by the presenters at Margomulyo Elementary School II, they received an excellent and very positive response from the educators or teachers in charge of teaching at the elementary school.

CONCLUSION

Based on the explanation above, with the existence of extensive plantation land, it is not surprising that the majority of the people of Samin Traditional Village work as farmers. Of the various agricultural products, corn has the highest plantation yield due to the increasing demand, mainly from the city. In addition to agriculture and plantations, another potential that can encourage Samin Village as a tourist village is forestry land that can be utilized as a campground and also for off-road tours using Jeeps.

In a tourist attraction, the natural potential must be considered, and the human or human resources in the environment must be considered. This aspect needs to be considered because, with quality human resources, it can also create quality tourist attractions. The human resources of Samin Village itself still need to be improved in managing its tourism potential, namely special interest tourism. Unfortunately, village management through Pokdarwis is not running well due to the lack of time the Pokdarwis apparatus can spend developing and managing Margomulyo Village.

REFERENCES

- Anggadini, S. D., Yahya, A. S., Saepudin, A., Surtikanti, S., Damayanti, S., & Kasim, E. S. (2023). Quality of Indonesia Government Financial Statements. *Journal of Eastern European and Central Asian Research*, 10(1), 93–103. <https://doi.org/10.15549/jeecar.v10i1.1054>
- Bestari, F., & Alit Widyastuty, S. (2020). Budaya Dan Kearifan Lokal Masyarakat Samin Masa Dulu Dan Sekarang. *Jurnal Budaya Nusantara*, 4, 210–218. <https://doi.org/10.36456/b.nusantara.vol4.no1.a3261>
- Kusumastuti, A., & Khoiron, A. M. (2019). *Metode penelitian kualitatif*. Lembaga Pendidikan Sukarno Pressindo (LPSP).
- Martínez-Peláez, R., Ochoa-Brust, A., Rivera, S., Félix, V. G., Ostos, R., Brito, H., Félix, R. A., & Mena, L. J. (2023). Role of Digital Transformation for Achieving Sustainability: Mediated Role of Stakeholders, Key Capabilities, and Technology. In *Sustainability* (Vol. 15, Issue 14). <https://doi.org/10.3390/su151411221>
- Mistriani, N., Maria, A., & Damayanti, V. (2020). Pentingnya Pelaku Industri Pariwisata Dibekali Uji Kompetensi Lewat Daring untuk Meningkatkan Sumber Daya Manusia Pariwisata di Indonesia. *Edutourism Journal Of Tourism Research*, 2, 32. <https://doi.org/10.46964/jtr.v2i1.325>
- Peraturan Perundang-undangan. (2009). *Undang-Undang Nomor 10 Tahun 2009 Tentang Perlindungan Kepariwisata*.
- Purnawati, L. (2021). Pembentukan Kelompok Sadar Wisata (Pokdarwis) dan Pengembangan Wisata Di Pantai Gemah. *Publiciana*, 14(2), 293–206.
- Qoyyimah, R. R. D., Delisa, D., & Ubabuddin, U. (2024). Sekolah Sebagai Sarana Sosialisasi Dan Perkembangan Peserta Didik. *Ilj: Islamic Learning Journal*, 2(2), 401–411. <https://doi.org/doi.org/10.54437/iljislamiclearningjournal.v2i2.1524>
- Rusmiati, D., Malihah, E., & Andari, R. (2022). Peran Pemandu Wisata dalam Pariwisata Pendidikan. *Jurnal Inovasi Penelitian*, 3(2), 4765–4774.
- Sutaguna, I. N. T., Mokodongan, A., Bantulu, L., Suharto, B., Nuryakin, R. A., Saksono, H., Pratama, H. F., & Hasan, H. (2024). *Pengantar Pariwisata*. Cendikia Mulia Mandiri.
- Yuardani, A. M., Heriyanto, H., Qadri, U., Rinaldi, H., Wana, D., Tandra, R., Sulaiman, S., & Prestoroika, E.

- (2021). Pemberdayaan Masyarakat Berbasis Pendampingan untuk Pengembangan Pariwisata pada Desa Sungai Kupah. *Jurnal Abdidas*, 2(2), 176–185. <https://doi.org/10.31004/abdidas.v2i2.239>
- Yuniarni, D. (2021). Persepsi Guru Mengenai Pentingnya Pengenalan Kearifan Lokal dalam Pembelajaran bagi Anak Usia Dini. *Prosiding Seminar Nasional Bimbingan Dan Konseling Universitas Negeri Malang*, 32–37.