

# Culture-Based Education Innovation for Children's Character Building in the Context of Educational Tourism Destinations

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## ARTICLE INFO

### *Keywords:*

cultural promotion;  
culture-based education;  
children's character;  
destination;  
digital preservation

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### *Article history:*

Received 2024-01-09

Revised 2024-04-01

Accepted 2024-06-21

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## ABSTRACT

This research aims to explore the innovation of culture-based education as an effort to build children's character in the context of educational tourism destinations. Against the background of the multi-dimensional crisis faced by the nation, learning of culture becomes very strategic to revive patriotism and maintain cultural diversity. This research method uses a descriptive qualitative approach. Data were collected through literature studies, field observation of educational tourism destinations and how the interaction between learners and the environment takes place, and interview with policymakers and community leaders. The research findings highlighted the need for serious efforts in storing, preserving, and resurfacing scattered cultural data, especially related to oral traditions, manuscripts, customs, rites, traditional knowledge, traditional technology, arts, languages, folk games, and traditional sports. The results reflect the need to focus on strengthening governance related to local traditions, as well as efforts to empower communities through cultural tourism as a source of foreign exchange. In addition, the research highlighted the challenges of saving traditional technologies, local languages, traditional arts and folk games that are in danger of fading away. The research conclusion emphasizes the urgency of promoting culture, literature, and preserving historical traces as an integral part of children's character building efforts. Thus, understanding and love for cultural values can be passed on to the younger generation, strengthening awareness of national identity, and preventing the loss of traditional values amid globalization.

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## 1. INTRODUCTION

Amidst the hustle and bustle of an increasingly connected global world, Indonesia stands out as a country with abundant cultural riches. Thousands of islands with distinctive cultural and historical

heritages form the nation's unique identity. However, behind the stunning diversity comes the enormous challenge of maintaining and developing cultural treasures in the modern era. The rich history, from magnificent temples to natural diversity, proves that Indonesia is the center of human life in this archipelago, symbolizing the interconnection between humans and the universe. The moment of Indonesian independence was an important turning point, marking the beginning of a long journey towards respecting cultural values.

The government through Law No. 5/2017 on Cultural Advancement and the results of the Indonesian Cultural Congress 2023 affirmed the role of indigenous and local communities in preserving culture. This marks a serious effort in cultural promotion that not only highlights diversity but also strengthens the foundation for ecological tourism development and the formation of national identity. The decisions resulting from the Indonesian Cultural Congress in 2023, particularly in point 8, emphasize that indigenous and local communities have a central role as those who have sovereignty over territories, natural resources, and cultural knowledge (Kemendikbudristek, 2023). This is one of the main drivers of Cultural Advancement efforts. Cultural diversity and biodiversity are considered as valuable capital that can be developed to form ecological tourism, becoming an effective tool in fostering love for the country.

However, obstacles and challenges arise in the implementation of the law. Despite discussions and seminars, the digitization and preservation of cultural objects remain a serious issue. Past rituals that have been eroded by time are now vulnerable to loss of meaning. The existence of manuscripts as the foundation of local history has not been fully met, creating difficulties in understanding and preservation. Cultural promotion and digital preservation are crucial for protecting, developing, and utilizing cultural property (Schorlemer, 2020). However, discussions and seminars often lack adequate resources, hindering progress in this area (Baratin *et al.*, 2023). Major obstacles include the loss of cultural significance (Quintero *et al.*, 2020; Shimray & Ramaiah, 2017), displacement of traditional values by ancient cultures, and the challenge of preserving and reviving scattered data (Borissova, 2018; Masenya, 2021).

In the face of cultural promotion challenges, especially in digital preservation, innovative approaches are needed to overcome these barriers. This research will explore culture-based education as a solution, focusing on digitization in educational tourism destinations. This approach is expected to strengthen cultural promotion while preserving ancestral heritage. The innovative approach emphasized is the application of the concept of culture-based education, which integrates cultural elements into the learning process. It aims to form individuals who are not only academically intelligent but also sensitive to cultural values and heritage. The application of this concept in educational tourism destinations may include the use of digital technology to introduce visitors to cultural treasures, such as mobile apps, virtual simulations, and interactive multimedia, as well as engaging local communities to strengthen the connection between visitors and local culture.

According to the Kementerian Pendidikan Nasional (2010), the essence of character education is an effort to develop national character in students, so that they can radiate the values and characters that characterize themselves. This education aims to ensure that these values can be applied in personal life, behave as members of society, and become citizens who are religious, nationalist, productive, and creative. Character education is explained as a series of efforts that are planned and implemented in a structured manner to help learners understand the values of human behavior related to religious aspects, self, human relations, the environment, and nationality. These values are reflected in thoughts, attitudes, feelings, words, and actions, which are directed by religious norms, laws, ethics, culture, and traditions.

Culture-based educational innovation can be a solution to the formation of children's character in educational tourism destinations. This innovation is influenced by multilevel factors such as the environment, government, enterprises, and the public, and it counterbalances the paradoxical elements of cultural inheritance and innovation through innovation system support (Wang *et al.*, 2024). The curriculum model in education should include a tourism-based cultural education curriculum to enhance the effectiveness of subjects and engage students more enthusiastically (Kurniawan, 2023). Additionally, comprehensive design, both in architecture and visual communication, can reinforce the identity of tourist villages that prioritize elements of literacy and education (Mutia *et al.*, 2022). Educational tourism

can bridge the gap between students and higher education institutions based on boarding schools, promoting character development and access to information (Liang, 2023). In ethnic minority areas, family education should focus on transforming economic capital into cultural capital through guidance, and extracurricular activities (Sari *et al.*, 2022). This research aims to develop a model of culture-based education in educational tourism destinations, increasing awareness and appreciation of cultural values as part of children's character building. Using descriptive qualitative methods, this research explores the state of cultural promotion in Indonesia, identifying challenges and innovations in culture-based education that have been implemented. Through literature study, direct observation, and interviews with cultural experts, educators, and tourism practitioners, this research aims to produce strategic recommendations to strengthen the implementation of Law No. 5/2017 on Cultural Advancement. The results are expected to contribute positively to the cultural development, education, and character-building of Indonesian children, ensuring the nation's identity is maintained amidst global changes.

## 2. METHODS

### 2.1 Research Approach

This study employs a qualitative research approach, which serves as a fundamental exploration into the social context by engaging with research participants on the chosen theme. The research approach used is a descriptive qualitative approach to provide a detailed description of the promotion of culture in Indonesia and cultural-based educational innovations in educational tourism destinations. Qualitative research methods can be interpreted as research based on the philosophy of postpositivism which is used to research on natural object conditions (Sugiyono, 2016). This research uses a qualitative research approach, which functions as a fundamental exploration into the social context by involving research participants in the chosen theme. Qualitative methods rely on text and image data, have unique steps in data analysis, and use diverse designs (Creswell & Creswell, 2017). This approach allows for an in-depth exploration of occurring facts and realities, ensuring the acquisition of authentic information.

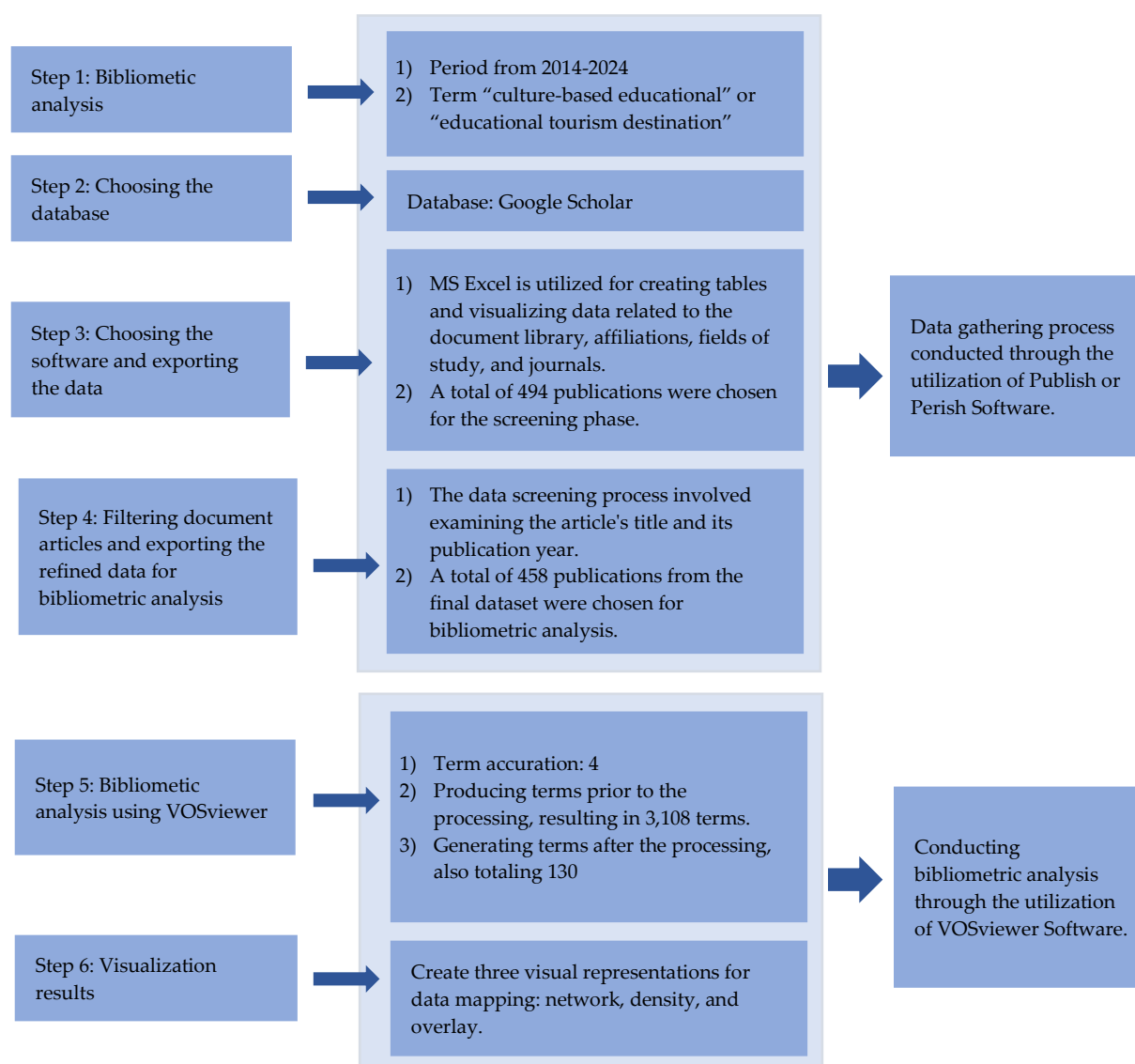
### 2.2 Use of Research Materials and Instruments

This research examines culture-based educational innovations in educational tourism destinations, using research materials from related literature, cultural promotion documents and educational innovation records. The instruments used include interview questionnaires, observation guides, and bibliometric literature reviews. Data were collected through literature review, direct observation, article collection via Google Scholar with Publish or Perish software, and in-depth interviews with experts and practitioners. The research subjects involved cultural experts, educators, and practitioners of educational tourism destinations. The research process went through the stages of identifying the current state of cultural promotion, barriers, opportunities, and exploring innovations in culture-based education, with the data analyzed descriptively.

### 2.3 Data Analysis Technique

Data analysis was conducted qualitatively by describing findings from literature studies, observations, interviews and bibliometric analysis. The focus of the analysis was on identifying barriers, opportunities and effectiveness of culture-based education innovations in educational tourism destinations. This technique enabled the research to provide a comprehensive and in-depth picture of cultural promotion and the effectiveness of culture-based education innovations in Indonesia.

Through this carefully designed methodology, the research aims to investigate in depth the potential of culture-based education as a solution for children's character-building in educational tourism destinations and to formulate strategic recommendations to strengthen the implementation of this educational innovation. It is hoped that this research will make a positive contribution to the development of culture, education, and children's character building in Indonesia, ensuring that the nation can maintain its identity without losing track of rapid global change.



**Figure 1.** The design of the bibliometric analysis methodology

### 3. FINDINGS AND DISCUSSION

#### 3.1. Findings

##### 3.1.1 Culture-Based Education Innovation: Nurturing Children's Character Through Educational Tourism Destinations

This research shows that culture-based education through educational tourism destinations plays an important role in shaping the character of Indonesian children. Integrating local values into the education system enriches children's understanding of their cultural roots and helps develop inclusive character and religious identity. Through hands-on experiences at historical sites such as Borobudur and Prambanan Temples, as well as cultural villages such as Penglipuran in Bali, children get a unique opportunity to experience cultural heritage. This not only enhances historical knowledge but also broadens understanding of national identity and cultural diversity. Educational tourism destinations become a bridge that connects theory with practical experience, creating memorable learning and positively impacting children's character-building in the context of Indonesia's rich culture. The

importance of integrating cultural-based educational innovations in educational tourism destinations is reinforced by several interviews with cultural experts, educators, and practitioners of cultural tourism destinations. Anonymous source 1, a cultural expert, stated,

*"Culture is the main pillar of children's character building. By understanding cultural values, children can develop a sense of nationalism, tolerance, and local wisdom. Culture provides a strong foundation for holistic education innovation. The integration of cultural values requires a holistic and integrated approach. For example, folktales can be integrated into language and literature lessons, while local traditions such as Subak in Bali can be the subject matter of science and environmental lessons."*

Anonymous source 2, an elementary school educator in Malang City, adds,

*"Culture-based education innovation gives a new dimension to learning. Children not only learn theory but also get hands-on experience with our cultural heritage. This helps them understand abstract concepts through real experiences. The biggest challenge is the change in mindset. Many of us still rely on conventional conventions. However, with training and support, educators can adapt and open doors for richer learning experiences."*

Anonymous source 3, Practitioner of Cultural Tourism Destinations in the city of Yogyakarta, also gave her views,

*"Cultural tourism destinations provide the perfect stage for practical learning. Children can engage directly with culture through performances, workshops, and visits to historical sites. This creates an unforgettable learning experience. Balance is important. Performances and activities should be designed in such a way that they remain educational without losing appeal. Collaboration between educators and destination practitioners is key to achieving this goal."*

In addition, this statement is also corroborated by an interview with Anonymous source 4, as an educator and historian in the city of Surabaya regarding the history of influencing the development of education in Indonesia:

*"The "awakening" period brought a new understanding of the importance of education in creating unity. The local nationalism movement developed into a national movement, signaling a shift in the focus of education from locality to nationhood. Education became an instrument of national recovery after independence. The spirit of struggle and awareness of human rights instilled through education created a strong foundation for the development of this nation. To this day, we feel its positive impact in the form of diversity and the spirit of unity".*

The two statements above are then corroborated by the opinion of Anonymous source 5, as a Practitioner of Cultural Tourism Destinations in Mojokerto city regarding whether educational tourist destinations are part of culture-based education and what challenges are faced in maintaining a balance between education and entertainment in cultural tourist destinations:

*"Educational tourist destinations provide direct experience that cannot be provided by classroom learning. Children can soak in the richness of culture and history through visits to historical sites and participation in cultural activities. The biggest challenge is to keep the destination educational without losing its appeal. Collaboration between educators and destination practitioners is key to achieving this balance."*

Educational tourism destinations offer practical experiences that enrich children's cultural and historical knowledge, which cannot be provided in the classroom. According to this research, based on interviews with cultural experts, educators, and practitioners of educational tourism destinations, culture-based education is a key pillar in the formation of children's character. The integration of cultural values into the education curriculum encourages the development of a sense of nationalism, tolerance, and local wisdom in children. Collaboration between educators and managers of educational tourism destinations is considered key to creating a rich and holistic learning experience, combining cultural richness with children's character development. Thus, the integration of culture-based

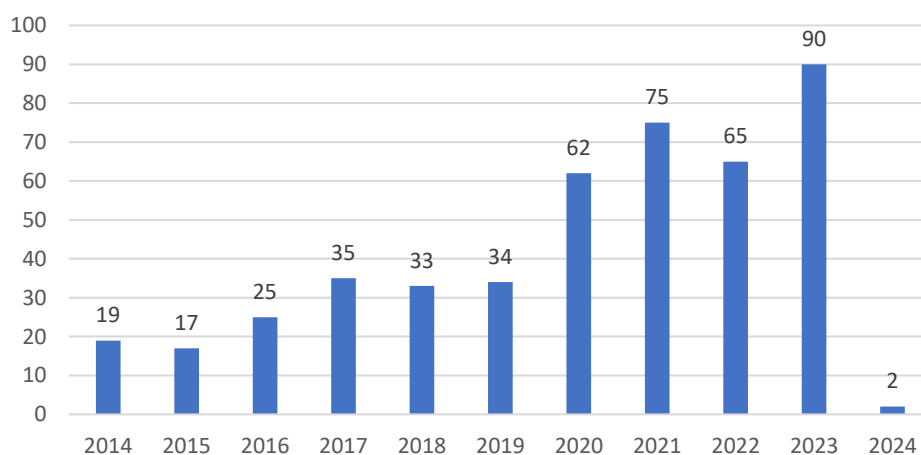
education innovations in educational tourism destinations has a positive impact on children's character formation, opening up opportunities for learning environments that combine cultural richness with the character development of the younger generation. This cross-sector collaboration not only enhances understanding but also shapes children's character through direct experience with cultural heritage.

### 3.1.2 Bibliometric Analysis of Cultural-Based Education Innovation through Educational Tourism Destinations

To answer the problem of cultural-based education innovation in educational tourism destinations, the next step that must be taken is to understand the potential and challenges faced in innovating cultural-based education in educational tourism destinations. Collecting relevant data, both directly and indirectly related to the problem at hand, is very important. The data is then processed to produce complete, accurate, reliable and up-to-date information as needed.

We have expanded our research scope by conducting bibliometric analysis in the tax management domain. Through the use of Publish or Perish software with the keywords "culture-based education" or "educational tourism destination", we managed to collect 494 research articles from various institutions around the world.

The graph in Figure 2 illustrates the trend in the number of publications related to research on "culture-based education" or "educational tourism destination" from 2014 to 2024. In 2014, the number of related publications reached 19 articles, or 3.84% of the total publications during the period. However, in 2015, there was a decrease of 0.4%, with the number of publications decreasing to 17 articles. The upward trend began in 2016, with an increase of 1.62% with the number of publications rising to 25 articles, and in 2017, it increased again by 2.02% to 7.08% or 35 articles.



**Figure 2.** Annual publication trends for "culture-based educational" or "educational tourism destination" research (2014-2024)

Source: Publish or Perish annual publication trends research (2014-2024)

Publication trends in the topic of "culture-based education" or "educational tourism destinations" from 2014 to 2024 show significant fluctuations, reflecting the dynamics of research interest in this field. In 2018 there was a decrease in the number of articles by about 0.6% to 33 articles, but in 2019 there was an increase of 0.3% to 34 articles. 2020 witnessed a significant spike to 62 articles, or about 12.55% of the total publications, which was then followed by another increase of 2.63% in 2021 with a total of 75 articles. Although there was a decrease of 2.03% in 2022, 2023 showed a dramatic surge of 5.06% with a total of 90 articles. Until this research was conducted, only 2 articles were recorded in 2024, indicating that fluctuations in research interest in this topic can be influenced by various factors.

Table 1 provides an overview of the twelve most frequently referenced citations in relation to research on "culture-based education" or "educational tourism destination" in the Google Scholar

database covering the years 2014 to 2024. These twelve citations are from scholarly articles published in scholarly journals. The most cited article is titled "A meta-analysis: The relationship between father involvement and student academic achievement", written by Jeynes (2015) and published on journals.sagepub.com. The second and third places in the number of citations are occupied by the article "Analysis of wildlife tourism experiences with endangered species: An exploratory study of encounters with giant pandas in Chengdu, China" by Cong, *et al.* (2014) and "School ethnic-racial socialization: Learning about race and ethnicity among African American students" by Aldana & Byrd (2015), published by Elsevier and Springer respectively.

**Table 1.** The 12 most frequently cited articles in the context of research on "culture-based education" or "educational tourism destination"

Cites	Authors	Title	Year	Publisher
370	WH Jeynes	A meta-analysis: The relationship between father involvement and student academic achievement	2015	journals.sagepub.com
198	L Cong, B Wu, AM Morrison, H Shu, M Wang	Analysis of wildlife tourism experiences with endangered species: An exploratory study of encounters with giant pandas in Chengdu, China	2014	Elsevier
182	A Aldana, CM Byrd	School ethnic-racial socialization: Learning about race and ethnicity among African American students	2015	Springer
162	CF Lee	An investigation of factors determining the study abroad destination choice: A case study of Taiwan	2014	journals.sagepub.com
153	A Morrison, LI Rigney, R Hattam, A Diplock	Toward an Australian culturally responsive pedagogy: A narrative review of the literature	2019	apo.org.au
128	H McMillen, T Ticktin, HK Springer	The future is behind us: traditional ecological knowledge and resilience over time on Hawai 'i Island	2017	Springer
90	E Milne	Implementing Indigenous education policy directives in Ontario public schools: Experiences, challenges and successful practices	2017	ojs.lib.uwo.ca
89	D Pearlmutter, C Calfapietra, R Samson...	The urban forest	2017	Springer
73	DX Henderson, J DeCuir-Gunby, V Gill	"It Really Takes a Village": A Socio-Ecological Model of Resilience for Prevention Among Economically Disadvantaged Ethnic Minority Youth	2016	Springer
69	N Bell	Teaching by the medicine wheel	2014	lincdireproject.org
68	SP John, R De'Villiers	Elaboration of marketing communication through visual media: An empirical analysis	2020	Elsevier
66	RL Roudsari, M Zakerihamidi...	Socio-cultural beliefs, values and traditions regarding women's preferred mode of birth in the North of Iran	2015	ncbi.nlm.nih.gov

Source: Publish or Perish annual publication trends research (2014-2024)

Each element in each network reflects various entities, such as articles, authors, countries, institutions, keywords, and journal names" (Al Husaeni & Nandiyanto, 2022). Regarding the scenario depicted in Figure 3, it provides some insights. The color and dimensions of the nodes serve as indicators of the frequency of keyword usage. The interconnection between nodes signifies the





cultural adaptation through ethnographic tourism assists migrant children in adapting to a new socio-cultural environment and introducing their classmates to their native socio-cultural environment (Daimon, 2022). Finally, the socio-cultural environment of a community, fostered by cultural tourism, can contribute to a sense of environmental stewardship among children and youth (Kilichenko & Vovchok, 2019).

In addition to the benefits, cultural tourism destinations also face several challenges in developing children's character. One challenge is the potential for exploitation of children in cultural tourism destinations, which can hinder their rights and protection (Setiartiti, 2023). In addition, there is a perception that children are unsophisticated research respondents, which may limit their ability to provide meaningful insights into their experiences at the destination (Rhoden *et al.*, 2016). Furthermore, there is a need to increase children's awareness and knowledge through informal learning, which can be a concern for families (Qeidari *et al.*, 2021). Another challenge is the management of cultural heritage tourism, especially at historic sites, due to physical fragility and potential interpretation bias (Thakur, 2016). Finally, children's memories of tourism activities may not always accurately reflect their experiences, which may affect our understanding of their uptake of these activities (Huang *et al.*, 2020).

Cultural-based education innovation in educational tourism destinations is important for children's character building, influenced by the support of the environment, government, companies, and communities. A curriculum model that integrates tourism-based cultural education is considered a progressive step to improve the effectiveness of the subject and increase student enthusiasm. The comprehensive design of architecture and visual communication plays an important role in strengthening the identity of tourist villages, and supporting a conducive learning environment. In ethnic minority areas, family education to transform economic capital into cultural capital through guidance and extracurricular activities is important for children's character building. This research is expected to contribute positively to the development of culture, education, and character building of children in Indonesia, using a holistic approach to maintain the nation's identity amid globalization. The analysis shows that culture-based education innovation can be a catalyst for shaping children's character through educational tourism destinations by involving technology, local communities, and character education principles.

### ***A Bibliometric Analysis of Culture-based Education Innovation through Educational Tourism Destinations***

A bibliometric analysis of culture-based educational innovation through educational tourism destinations shows the development and trends of research in this field from 2014 to 2024. Using Publish or Perish and VOSviewer software, this analysis explores publication data and associated keywords, identifying fluctuations in the number of publications with a peak in 2021. Network visualization and keyword mapping revealed diverse research focuses, signifying the importance of academic collaboration and networking in research development (Jeynes, 2015).

Although bibliometric analysis provides valuable insights, it is important to consider the limitations. Bibliometric data may not include all relevant publications or research, and results may be influenced by the software used. However, this analysis still provides a comprehensive overview of research trends and dynamics in culture-based educational innovations in educational tourism destinations.

Educational innovations that focus on culture-based education through educational tourism destinations offer a variety of approaches to enrich students' learning experiences. Culture-based education programs in tourist destinations integrate school curricula with learning modules that emphasize cultural values, history, and local wisdom, complemented by workshops and practical activities that focus on preserving cultural heritage. The use of Augmented Reality (AR) technology paves the way for interactive learning experiences that allow students to "see" and "feel" history and culture through their mobile devices. Collaboration between educators and destination practitioners is

important to design authentic and relevant learning experiences, including joint training programs to understand educational and cultural needs.

The development of innovative teaching materials that incorporate digital elements such as documentary videos or educational games can capture students' attention, while multimedia approaches engagingly convey historical and cultural information. Experiential education programs in tourist destinations allow students to engage directly in cultural and historical activities, creating opportunities to participate in local cultural heritage preservation projects. An online learning platform for cultural education expands access to cultural education content for students across Indonesia, providing digital resources that include videos, articles, and interactive learning modules. The development of a culture-based education curriculum incorporates cultural elements into the overall school curriculum, as well as developing training programs for teachers to effectively deliver culture-based learning. The use of digital stories to bring history to life, through interactive digital narratives that recount the lives of national heroes and historical events with animation, images, and sound, enhances students' understanding and sense of nationhood. These innovations aim to strengthen the link between the struggle for self-reliance and culture-based education, paving the way for the younger generation to understand and appreciate their cultural heritage while developing a strong national character and identity.

While innovations in culture-based education through educational tourism destinations offer opportunities to enrich education and strengthen links with the independence struggle, there are several challenges and obstacles to overcome. First, limited resources are a major issue; educational tourism destinations require large investments in infrastructure development, technology, and training for educators, while not all regions have access or sufficient funds for optimal program implementation. Furthermore, the use of technologies such as augmented reality (AR) and multimedia can be expensive and require ongoing maintenance, with many schools or destinations not having the access or ability to integrate these technologies properly. Thirdly, the lack of awareness and understanding from communities and educators about the value of culture-based education and its positive impact requires socialization and training programs to increase support. Fourth, managing complex collaborations between education, government, and other stakeholders requires good coordination and addressing issues related to ownership, licensing, and responsibility. Fifth, the integration of cultural elements in the curriculum requires significant changes in teaching approaches and materials development, with appropriate evaluation methods needed to measure its positive impact on historical understanding and cultural values. Sixth, the sustainability of the program requires financial support and long-term commitment from the government, schools, and local communities, with the availability of funds being a constraint, especially in the event of changing policies or priorities. Seventh, there is a risk that educational tourism destinations can be more oriented toward commercialization than education, requiring strict regulation and oversight to ensure that educational objectives remain the primary focus. Carefully identifying and addressing these issues and barriers will be key to the successful implementation of these innovations, with the involvement of all stakeholders required to create a supportive and sustainable environment for culture-based education in educational tourism destinations.

#### 4. CONCLUSION

This research emphasizes the importance of culture-based education innovation through educational tourism destinations in shaping children's character. By integrating digital technology, engaging local communities, and applying comprehensive educational methods, this research reveals how children can develop character values through informal learning experiences and exposure to cultural diversity. Despite challenges such as the risk of child exploitation and their limitations as respondents, benefits such as improved educational outcomes, comprehensive character development, socio-cultural adaptation, and environmental awareness have been recognized as positive impacts of

this approach. The results show that culture-based character education is an important foundation in shaping a society with positive character. Cultural tourism destinations offer a unique opportunity to prepare young people for the changes brought about by tourism while emphasizing values such as creativity, environmental awareness, discipline, independence, responsibility, and good manners.

Future research in the field of culture-based education and educational tourism destinations is expected to develop and test new curriculum models that are more integrated with national education goals while emphasizing objective measurement of learning outcomes. The importance of technology as a support tool for creating immersive and interactive learning experiences needs to be further explored, as does expanding the participation of local communities in designing and running such programs. In addition, research should include strategies to address ethical and practical challenges, including the risk of exploitation and increasing children's involvement in the research process. This holistic and collaborative approach is expected to increase the effectiveness of culture-based education in shaping children's character, preparing young people with strong identities and character to face global challenges.

**Acknowledgments:** The authors gratefully acknowledge the support and contributions provided by various parties in the preparation of this study.

**Conflicts of Interest:** The authors declare no conflicts of interest that may affect the representation or interpretation of the reported research results.

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