

Analysis of Tourism Education to Promote Innovation in Gastronomy

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ABSTRACT

The organization of tourism education is now important for the administration of gastronomic tourism. Vocational High Schools in the field of food expertise have a significant role in the development and promotion of gastronomic tourism in Bandung. Bandung has various types of food and drinks. At present there is no mapping of gastronomic education in Bandung. The purpose of this research is to monitor the gastronomic mapping through the role of providing education namely the Vocational High School, diploma and bachelor's degree in the promotion and promotion of gastronomic tourism in Bandung. The research method used through qualitative collection with secondary data collection techniques in the form of documentary evidence. The analytical method used content analysis and descriptive. The results showed that gastronomy education was classified into three levels. This study also maps the distribution of gastronomic education through the role of tourism education to promote gastronomy in Bandung.

Keywords: Gastronomy, tourism education, vocational school

INTRODUCTION

Indonesian food has potential as a varied and innovative global product. Indonesian traditional food consists of all types of food that are made and processed native to Indonesia, using local ingredients and by various and varied processing methods, and have regional special types, ranging from main foods, snack foods and drinks commonly

consumed by the people of the area . One of Indonesia's foods that can compete as a global product is ulukutek lenca, colenak and Tutug oncom. These foods come from the Bandung area. Tutuq oncom rice is a food made from rice mixed with Indonesian special oncom currently does not have a standard recipe. Ulukutek lenca, colenak and Tutug oncom rice are not yet recognized as Indonesian special

foods from the city of Bandung. This is a very disappointing promotion and there is no administration of gastronomic tourism as a medium that diverts regional food recipes. Therefore there is a need for participatory steps from educational institutions starting from Vocational High Schools, Diplomas, and scholars to develop culinary tourism specifically in developing regional foods.

The typical food of the city of Bandung has the name and basic ingredients of cuisine which has the potential to become global food. Various foods and drinks typical of the city of Bandung has a creative and diverse way of cooking and serving. The potential of food and beverages in the city of Bandung can develop and have a high gastronomic value to be offered in global food competition. The role of special educational institutions in the field of tourism is to promote and administer Bandung's regional specialties starting from collecting standard recipes, names of regional specialties and the history of the food itself.

The potential of gastronomic tourism in West Java has a very elegant gastronomic treasure, including with various specialties that are typical of Sundanesse both in terms of the process, its presentation, and the way it is presented. The city of Bandung which has a beautiful atmosphere, other attractions, and has a different food landscape in each region, coupled with the role of educational institutions that promote it, this gastronomy makes the gastronomic tourism potential of West Java region able to compete in global food (Turgarini, 2018)

LITERATURE REVIEW

Tourism Education Organization

In the 1960s, tourism education spread to all corners of the world. Tourism education is formed to meet the human resource needs of the tourism industry to become a competent person in accordance with industry standards (Kırlar-Can et al., 2021). According to (Bowen & Dallam, 2020) this tourism education substantially consists of three key elements: knowledge, skills and values. The substantive element of knowledge is an important element to apply theories related to the Tourism Industry, the skill element is something that trains the professionalism of its abilities, changes the mindset and active involvement of students in matters related to the future of tourism that is more sustainable, and the value element is the key to the success of tourism education in accordance with the needs of the tourism world.

Development Model according to Walker and Jeremy (2001), namely the development of tourism education in the field of hotels and business travel.

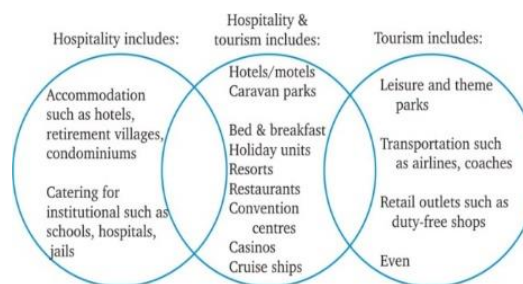


Figure 1: Tourism Education Development Model

Tourism Education according to (Filimonau & Naumova, 2020) in the form of travel includes business travel, hotels, food and beverage services or restaurants and recreational tourism. This is the foundation of Tourism Education in order to develop and contribute to the world of tourism.

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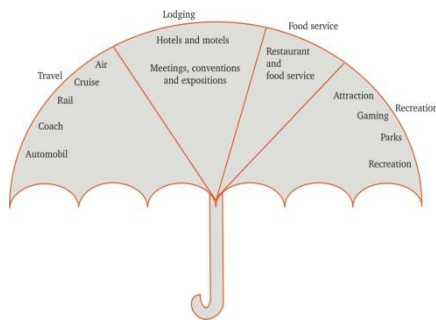


Figure 2: Scope of The Hospitality and Tourism Industry (Filimonau & Naumova, 2020)

Tourism Education Institutions in Indonesia include:

- Vocational High School (SMK) is a vocational secondary education program that has a hospitality program in Hospitality Accommodation, Tourist Travel Business and Catering.
- Diploma (D1, D2, D3) is a diploma education program that offers Hospitality, Food Management and Tourism Travel programs.
- Bachelor (S1) is a higher education program that offers hospitality Diploma (D1, D2, D3) is a diploma education program that offers Hospitality, Food Management and Tourism Travel programs.

The relevance of the curriculum in tourism education institutions is needed to ensure harmony between the needs of the industry and the competencies of graduates produced. The purpose of the tourism education curriculum is to prepare students who are moral, professional, and independent. Tourism education must be designed to produce graduates who have operational and managerial abilities so that it can be applied in the world of work (Daniel et al., 2017). Skill is defined as a person's ability obtained through the process of learning and training (Turiman

et al., 2012). (Kimeto et al., 2019) links the proportion and composition of these jobs with the education and training needs described in a pyramid where top management is the smallest and unskilled workforce is very large. In this connection, he described the relationship between the education and training process with the world of work called the Tourism Education-Training Continuum.

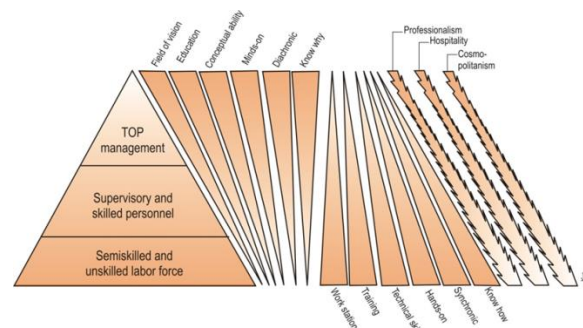


Figure 3: Tourism Education Training Continuum (Kimeto et al., 2019)

The role of tourism education institutions at the secondary level, diploma and higher education not only has good managerial skills and abilities, but its role can promote gastronomic tourism that has been studied. This is in line with mutually inclusive processes in this model, tourism education has the same relationship as a symbiotic relationship 'ie having a balance between skill, managerial and activities promoting gastronomic tourism (Sormaz et al., 2016).

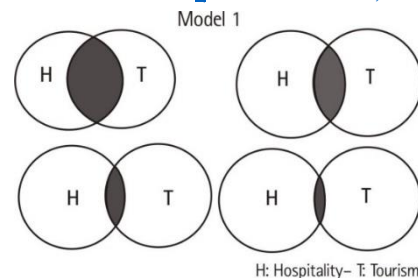


Figure 4: Tourism and Hospitality Educational Model 1 (Li & Liu, 2016)

Gastronomic Tourism

Gastronomic tourism is part of special interest tourism. Therefore gastronomic tourism refers to trips made with the aim of enjoying food and drinks as a major factor in determining the decision to visit a place. [Turgarini](#) (2013: 1) revealed a study of aspects of gastronomy, namely practical gastronomy, theoretical gastronomy, technical gastronomy, food gastronomy, and molecular gastronomy (Molecular Gastronomy). These five aspects have different characteristics and are applied according to the field of gastronomy to be performed. For example, practical gastronomy can be a reference in studying aspects of gastronomy including processing from raw materials into food and judging from cultural aspects. Gastronomy combined with tourism has become a tourism resource for the creation of new products. Gastronomic coverage does not only look at food in terms of meeting physiological needs but the assessment of food as an aspect of culture and assets for the region. It was also stated that gastronomy is the art and science of eating well. As for the gastronomic understanding, that is someone who is experienced in gastronomy.

The development of cooking skills as a tourist attraction, basically sends quality to consumers not only on food ingredients, but also includes the overall quality of service. Based on a series of descriptions that have been submitted, in the development of traditional Indonesian cooking skills as an attraction for cultural tourism, we need to understand the following:

a. Tourists don't want monuments, landmarks, and nature or man-made, they want other experiences.

- b. Tourists will make food as part of the experience when traveling to Indonesia. They will enjoy the taste and taste of the food there, and then bring the story of delicacy when returning to the country. Besides that, in fact most of their expenses are budgeted for food, so food, taste, cleanliness and environmental friendliness become something big in culinary tourism.
- c. Intangible cultural heritage, such as local food, is designed to encourage economic development, especially through tourism, so according to him research and development needs to be done.
- d. Local cooking and culinary skills must be linked to other tourism products such as hotels and restaurants, spas, festivals, traditions, museums, and other activities.

Indonesia's potential in gastronomic tourism is very good because it has a very large area, beautiful biodiversity, cultural diversity in an ethnicity or tribe and tradition. Indonesian cuisine is very varied and diverse because each tribe or region has its own typical food. Typical Indonesian food and drinks are considered to have an easy taste and can be accepted by everyone, both by local tourists and foreign tourists. With 247 tribes in Indonesia with thousands of special foods and drinks along with a very extraordinary natural scenery, Indonesia is considered able to increase gastronomic tourism ([Sukenti, 2014](#)).

RESEARCH METHOD

The approach used in this research is a qualitative research that aims to explore and understand the meaning of individuals or groups that are considered a social or human problem with a research process that involves several questions and procedures. This

research focuses on the issue of tourism and human resources in promoting gastronomic tourism, so it is one type of description that aims to make a description, description, systematically, factual and accurate regarding the facts, nature, and relationships between available phenomena. In this study, the phenomenon discussed is to analyze the extent to which education and tourism promote gastronomic tourism in Bandung Raya. Data collection methods are obtained through secondary data collection methods such as journal articles, reports, organization web pages, and reviewed policy documents to gain a broader perspective on tourism and human resource development issues. Further data needs in the form of a tourism education curriculum whose information is obtained through the website of tourism education providers and direct communication. Curriculum options are limited based on the level of vocational school education. After receiving all the documents, thematic analysis of the curriculum is carried out.

This study uses qualitative data analysis methods. Qualitative analysis method is used to analyze Tourism Education from various levels in promoting gastronomic tourism in Bandung Raya, through interviews, observation and documentation. The stages of data analysis were carried out using the secondary analysis method developed as follows:

1. Data analysis before in the field, this stage is carried out on data from precedents and from secondary data acquisition which is then used to determine the focus of research that is temporary and will develop after being in the field.
2. Data reduction, observation reports and interactions while in the field are considered as raw materials, abbreviated, arranged more systematically, highlighting important points so that they can be controlled while maintaining the completeness of data and information. Through data reduction, a sharper picture of the problem will be obtained and it will be easier to identify the data needed.
3. Presentation of data, reorganizing the data so that the complete figure/form of the data can be seen. The presentation is then done through various sketches, graphs, matrices, networks, synopsis, and charts. Organizing is done by juxtaposing data to indicators on concepts and theories.
4. Drawing conclusions, drawing conclusions qualitatively will be completed by giving values as a representation of conclusions quantitatively, both in drawing temporary conclusions and final conclusions. This is intended so that the output of qualitative data does not cause multiple perceptions and can facilitate the communication of research results.

Table 3.1 Research Methods and Data Needs

No	Target	Enter data			Analysis	Output
		Type	Source	Collection		
1	Identificati on of the condition of Tourism Education in the Greater Bandung.	Secondary Education Level	Skills Programs and Areas of Expertise	Desk study and interview	descriptive qualitative	Identified the conditions of tourism education from various levels
		Education level Diploma in tourism	Skills Programs and Areas of Expertise			
		Education level Bachelor (S1)	Skills Programs and Areas of Expertise	Desk study and interview		
2	Identificati on of Tourism Education programs in Greater Bandung	Indicators used in tourism programs	Curriculum, Learning Outcomes and Course Learning Outcomes	Desk study and interview	Content analysis and qualitative description	The identification of the Tourism Education program in Greater Bandung
		Understanding of programs run by Industry	Curriculum, Learning Outcomes and Course Learning Outcomes	Desk study and interview	Qualitative, and descriptive statistics	
3	Identificati on of Supporting Tourism Education Programs in Gastronomi c Tourism Promotion	Subject-based support	Name of subject in Tourism Education	Desk study and interview	Qualitative, and descriptive statistics	Tourism education program identified in the promotion of gastronomic tourism
		Curriculum-based support	Kurikulum yang digunakan oleh Pendidikan kepariwisataan	Desk study and interview		

RESULT AND DISCUSSION

Based on observations was made by researchers, by communicating directly on tourism education providers, literature studies, and observations using the website, tourism education data in Bandung City that focus on the development of gastronomy tourism, especially in promoting regional food can be found in educational providers who have majors catering and hospitality. The culinary department has a clear curriculum to learn about regional foods that must be mastered by

students, the hospitality department and hospitality management learn the science of gastronomy even though it is not as focused as the culinary department, but in some hospitality departments it also learns how to promote regional food, make a menu for regional food so that it can develop even better. So the researchers included education providers who have a food, hospitality and hospitality management curriculum included in the category of mapping tourism tourism institutions specifically to promote and

administer gastronomy, especially in the city of Bandung.

Figure 5 below shows the mapping of tourism education in support of gastronomy, especially in the city of Bandung based on education levels. It can be seen that the total number of educational institutions that focus on developing gastronomy is 28 majors out of 35 tourism education institution organizers from the senior high school level. At the SMK level there are 14 majors that study gastronomy from 19 SMKs, from the level of educational institutions there are 1 major from 3 educational institutions, from the academy level there are 7 majors from 8 tourism academies, and the undergraduate level there are 6 majors from 5 Universities and Colleges.

From the observations, it was also found that there are not many curricula from the hospitality / hospitality majors that have specific gastronomic curriculums, so that it can become an issue in the future to be followed up by academics and practitioners. Making Bandung as a culinary tourism icon would be better if all stakeholders from the government, private sector, academics all played an active role to improve Bandung's gastronomic innovation.

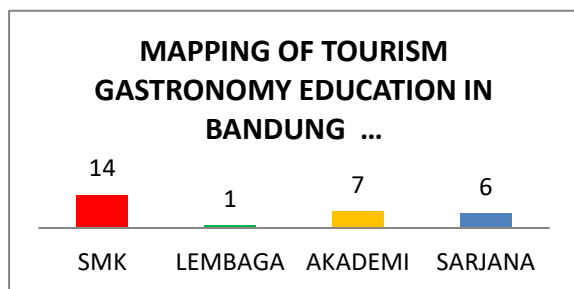


Figure 5: Mapping of Tourism Gastronomy Education in Bandung

CONCLUSION

Based on the results of the study, the conclusion of this study is to answer the research objectives, namely to carry out gastronomic mapping through the role of providing education, namely Vocational High Schools, diplomas and scholars in the promotion and promotion of gastronomic tourism in Bandung with the results of the study showing that cooking skills education is classified into three levels , namely vocational high schools, diplomas, and scholars with total acquisition there are 28 majors from 35 tourism education institutions in Bandung that support innovation in the field of gastronomy. Through the role of tourism education, especially in the field of gastronomy, the choice of Bandung as a culinary tourism city should have a big role, because with the many educated staff in the field of gastronomy it will help develop the gastronomic innovation in the city of Bandung. It is expected that for further research, to do a broader mapping, until the Bandung regency so that all supporting data can be obtained to promote and improve gastronomy in Bandung viewed from the educational organizing agency. So that if it is felt that it is still lacking in being educated in the field of gastronomy, it can be a strategic reference in making policies to support the gastronomy of Bandung and Indonesia.

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