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Empowerment of Tidung Island Coastal Communities through Language Toward Tourism Resilience

Pemberdayaan Masyarakat Pesisir Pulau Tidung: Dari Bahasa Menuju Ketahanan Pariwisata

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ABSTRACT

Over 60% of Indonesian people live in coastal areas, which is a figure that escalates yearly. Thus, the government must prioritize the development of the marine sector on the Indonesian coast. As modernization and globalization progress, the wealth of the coastal culture should be preserved and cultivated as an identity or national pride symbol. The lack of educational factors such as foreign language skills prevents coastal communities from maximizing their territory's potential. This study was conducted by employing the curriculum-based measurement approach on the coastal communities of Tidung Island. This approach was used to support foreign language learning activities on Tidung Island. The research on foreign language learning can contribute to increasing the local culture's potential and enhancing the resilience of tourism on Tidung Island. Results show that age and prior knowledge of foreign languages affect the learning ability of Tidung Island locals. Foreign languages with a similar alphabetical script and phonology to the Indonesian language are easier for locals to learn. Learning new vocabulary and phrases related to tourism and hospitality can facilitate global tourism in Tidung Island.

ABSTRAK

Lebih dari enam puluh persen masyarakat Indonesia hidup di wilayah pesisir dan cenderung meningkat setiap tahunnya. Pembangunan sektor kelautan di pesisir Indonesia selanjutnya menjadi prioritas pemerintah saat ini. Seiring dengan arus modernisasi dan globalisasi, kekayaan budaya pesisir sepatutnya dapat dipertahankan dan dikembangkan sebagai identitas ataupun simbol kebanggaan nasional. Ketidakmampuan masyarakat pesisir dalam memaksimalkan potensi wilayahnya didasari oleh faktor pendidikan yang sangat kurang, salah satunya adalah faktor kemampuan bahasa asing. Hal itu menjadi dasar pentingnya riset ini dilakukan dengan pendekatan *Curriculum-based Measurement* pada masyarakat pesisir Pulau Tidung. Pendekatan tersebut akan digunakan untuk menunjang aktivitas pembelajaran bahasa asing di Pulau Tidung. Melalui riset pembelajaran bahasa asing, diharapkan penduduk di Pulau Tidung dapat meningkatkan potensi budaya setempat dan menjadikannya sebagai ketahanan pariwisata. Riset ini telah menemukan bahwa usia dan pengetahuan bahasa asing memengaruhi kemampuan belajar penduduk Pulau Tidung. Bahasa asing dengan aksara dan fonologi yang mirip dengan bahasa Indonesia lebih mudah dipelajari oleh penduduk setempat. Mempelajari kosakata dan frasa baru terkait pariwisata dan perhotelan adalah awal dalam mewujudkan pariwisata global di Pulau Tidung.

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1. Introduction

Fatigue and boredom are inevitable in people's daily lives. Thus, the desire to escape from complicated activities drives people, especially from large cities, to find places to unwind. Consequently, the tourism sector has become a profitable avenue that can benefit the country's economy while preserving culture and expanding the market share of local products (Spillane, 2005; Andajani, 2017). In tourism, local communities,

as producers of local culture and products, play an essential role in the country's economic progress. Therefore, there should be a focus on strengthening community empowerment.

In the tourism sector, communities' empowerment can lead to their development. Community empowerment is useful for improving service standards for tourists, producing a better communication process, creating a dynamic scope of work in the tourism environment, and

developing the innovation and creativity of local communities. Moreover, community empowerment can contribute to achieving long- and short-term goals of the tourism sector to improve economic development (Ardahaey & Nabilou, 2012). Therefore, community empowerment can facilitate the country's business environment and aid in developing its tourism sector.

Tourism is an economically promising field for Indonesia (based on the statistics provided by the Ministry of Tourism of the Republic of Indonesia, 2014–2018). As an archipelago with diverse cultures, Indonesia is immensely appealing to foreign and domestic tourists. Kepulauan Seribu, an archipelago, has tremendous potential for marine tourism. Kepulauan Seribu comprises 128 islands, with Tidung Island garnering the highest number of visitors (Razak & Suprihardjo, 2013).

Tidung Island offers numerous picturesque sceneries, such as iconic love bridges, diverse tourism activities, such as water sports, snorkeling, and fishing, and facilities for overnight stays, such as cottages and homestays. When viewing the many facilities and natural beauty offered by Tidung Island, the strengthening of local communities' involvement can benefit the government and people. Thus, the government and private companies of the region must implement community empowerment in Tidung Island.

This study focuses on the empowerment of local communities through foreign language training to support tourism resilience¹ since the implementation of the 2013 curriculum, which states that English language learning is not mandatory in elementary school curriculums. Elementary schools in Tidung Island are no longer teaching foreign language courses. Thus, the number of people in Tidung Island who are fluent in English is limited. However, based on data observation and data tracking, the number of local and foreign tourists visiting Tidung Island has been increasing. Research must be conducted on the ramifications of the above.

¹ This research is the result of the Community Service Program at the Faculty of Humanities, University of Indonesia (FIB UI) in collaboration with the Jejak Seribu Foundation. This activity is part of the 2018 FIB UI Community Service Grant, which is located on Tidung Island, for eight weeks from August to September 2018. This activity is chaired by Dr. Hendra Kaprisma, S.Hum., and the members, Sri Munawarah, M.Hum., Chaidir Ashari, M.Hum., James Farlow Mendrofa, M.Hum., and Kirana Chandra Mumpuni Budiana, S.Hum.

2. Methods

In this study, observation and interview methods and the curriculum-based measurement approach are used. Curriculum-based measurement (Deno, 1985; Fuchs & Fuchs, 2002) is an approach used to measure the academic growth of each student. This approach primarily aims to measure the effectiveness of the instructions provided to students. However, the importance of the curriculum-based measurement approach was emphasized again as the basis for educational decisions given to students. Initially, curriculum-based measurement was used to improve the effectiveness of education specifically for students with learning disabilities. Over time, this approach has evolved to function as a tool for identifying risks of academic failure, assessing achievement in an area of learning, and predicting the success that students can achieve.

This approach is used to support community service activities regarding language learning on Tidung Island. Based on observations through the curriculum-based Measurement approach, the 2013 curriculum negatively impacts the ability of foreign language students in Tidung Island. The magnitude of the risk of academic failure in language proficiency in Tidung Island reflects in the limited number of people who fluent in English. Therefore, locals in Tidung Island can increase the island's culture potential and enhance its tourism resilience by learning foreign languages, which is the aim of this community service activity. In the development of this activity, coordination with the local community was carried out. Coordination with the Jejak Seribu Foundation runs smoothly. Moreover, publication of activities and targets of foreign language training participants (Russian and English) has been achieved.

3. Result and Discussion

Data of Tidung Island

Research on community empowerment of Tidung Island through foreign language learning was conducted from July to December 2018 (see Table 1).

The next stage is to perform community service in the field with reference to instruments or modules that have been made in the initial stages. Competencies to be taught are the ability to speak Russian, English, and Indonesian. The Community Service Program held by Faculty of Humanities Universitas Indonesia will be held for eight weeks, and each meeting session takes 300 minutes (180 minutes in class and 120 minutes outside the class). The Universitas Indonesia team held community service in five elementary schools, two junior high, and two high schools on Tidung Island (see Table 2). This program will be carried out with the following details.

Table 1. Research Timeline

Number	Activity	July	Aug	Sept	Oct	Nov	Dec
1	Licensing and Administration	■					
2	The Making Instruments or Modules		■				
3	Preparation and Collection of Temporary Report			■			
4	Community Service				■	■	
5	Processing, Analysis, and Data Interpretation						■

Table 2. Data of Schools in Tidung Island, Kepulauan Seribu

Level Of Education	Name Of Schools		Amount			
Elementary School	SDN 01	SDN 02	SDN 03	SDN 04	MIN 17	5
Junior High School	SMPN 241	MTSN 26				2
High School	SMKN 61	MA PKU				2

The next stage is categorizing and analyzing data found in the field. At this stage, the collected data are studied by considering the context behind the effectiveness of language learning. Socio-cultural aspects are important factors that support the analysis. Finally, scientific publications are obtained and videos are created through community service.

Tidung Island is no longer a regional tourism spot. The number of foreign tourists that visit Tidung Island has grown throughout the year as the island acquires global exposure (see Appendix A). This increasing number demonstrates the strong interest of foreign tourists toward Indonesian tourist locations. Therefore, Tidung Island's citizens must be ready to accept foreign tourists, and the attitude of acceptance will be more visible if they can communicate well. Speaking a foreign language is imperative to facilitate better communication among people. Foreign languages, especially English, must be taught early on to elementary school students on Tidung Island. Elimination of the English subject in the 2013 curriculum is a major inhibiting factor, which can affect the tourism resilience of Tidung Island.

From the Language Toward Tourism Resilience

Changing a curriculum is a challenging task. The curriculum is the basis of a learning system that sustains education. A well-designed curriculum will also produce good learning skills. Conversely, the significant weakness of a curriculum will affect students' learning abilities. Therefore, changes in Indonesia's curriculum have become a controversial topic that divides society.

The goal of the 2013 curriculum is admirable. The aim is to improve character education for students who are considered deficient in this area (Rumahlatu et al., 2016). For example, many students continue to cheat on

exams and engage in fights with each other. A good goal does not always bring a positive attitude from the people who receive it. However, a good goal also has some disadvantages, which the 2013 curriculum experienced.

Four significant changes have been made in the 2013 curriculum (Kemendikbud, 2012): First, the curriculum changes to balance hard and soft skills through competency, content, process, and assessment standards; second, the books used are activity based and thematically integrated; and third, the assessment process of the learning outcomes has changed. These changes focus on the balance of hard skills and soft skills until the designer forgets the foundation of learning, namely, students' language skills. The balance between the two types of skills will not be achieved unless students can possess language skills that will determine students' future success, which remains lacking in the 2013 curriculum designed with an orientation toward the future.

The 2013 curriculum does not continue the policies applied to the 1994 curriculum, namely, English as a local content (Kemendikbud, 2016). The 2013 curriculum does not encourage English application, and is only submitted to their respective regions. This encouragement is tantamount to areas where the limited number of English teaching staff is not required to be assisted by the Indonesian government. This absence is fatal for tourism destinations. The tourism industry is highly dependent on human factors rather than only on place management factors. The language skills of its human resources are critical in fostering relationships between residents and foreign tourists and clarifying information about the tourist attractions themselves. This depends on comfort, which in turn influences the area's tourism resilience.

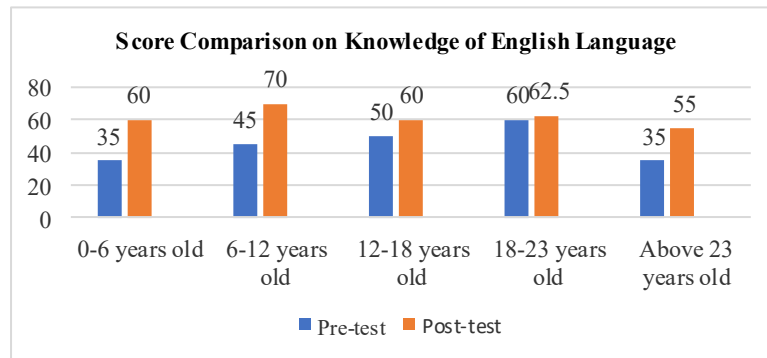


Figure 1. Score Comparison on Knowledge of English Language

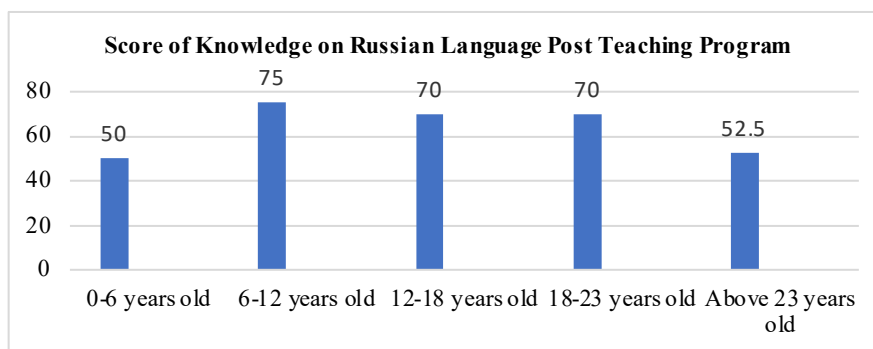


Figure 2. Score of Knowledge on Russian Language Post Teaching Program

The disparity between low language skills and significant tourism potential is a current problem among Tidung Island students. However, foreign languages, especially English, are not required in the 2013 curriculum applied on Tidung Island. Foreign language skills should have been introduced early to elementary school students on Tidung Island given that experts emphasize the need for English to be applied early on childhood on the basis of several theories: the theory of Language Acquisition Device (LAD), Critical Age Hypothesis, and affective theory (Sutarsyah, 2017). The LAD theory, as stated by Chomsky, is that everyone uses LAD as a language acquisition tool from birth so everyone can start learning a foreign language from an early age. The Critical Age Hypothesis states that the elasticity of a child’s brain is higher, resulting in the faster ability to learn a language. Last, affective theory suggests that children’s affective conditions are better than adults, so fear of learning languages remains low.

The theories demonstrate that teaching a language from an early age is essential to support one’s language skills, which applies to the people of Tidung Island. If early English teaching has been applied on Tidung Island, the positive impact will be on the Tidung Island tourism resilience. The high quality of language in tourism management can increase visitors’ enjoyment, motivate foreign tourists, understand tourist demand, comprehend

tourists’ cultures, and facilitate effective communication (Al-Saadi, 2015). This desired quality can attract more Tidung Island tourists so that the island and Indonesian names can acquire global recognition. Ultimately, the tourism growth can generate income for people on Tidung Island thereby improving the community’s quality of life.

The authors’ community service program is expected to improve the foreign language skills of the Tidung Island community. The program taught a total of 32 participants from five different age groups, which are divided as 0–6 years, 6–12 years, 12–18 years, 18–23 years, and 23 years and above. Figure 1 shows the difference in scores acquired by participants on the pretest (before being taught) and post-test (after being taught) on knowledge of the English language, with a score range of 0–100.

The graph above exhibits that the younger age groups, 0–6 years old and 6–12 years old are the groups with the fastest learning ability. These groups experienced a significant development despite having less knowledge of the language prior to being taught compared with the older age groups. The age groups 12–18 years old and 18–23 years old, which showed having better knowledge prior to the teaching program, shows a slight increase. Figure 2 presents the score obtained by the five age groups who are learning Russian with no prior knowledge on the language.

Table 3. Vocabulary Related to Tourism and Hospitality

Bahasa Indonesia	English	Russian
<i>Pariwisata</i>	Tourism	<i>Туризм</i>
<i>Perjalanan, Wisata</i>	Trip, Travel	<i>Путешествие, Экскурсия</i>
<i>Rekreasi</i>	Recreation	<i>Отдых</i>
<i>Turis</i>	Tourist	<i>Турист</i>
<i>Pemandu Wisata</i>	Travel Guide	<i>Путеводитель</i>
<i>Pulau</i>	Island	<i>Остров</i>
<i>Transportasi</i>	Transportation	<i>Транспорт</i>
<i>Dermaga</i>	Dock, Pier	<i>Док, Пирс</i>
<i>Kapal</i>	Ship, Boat	<i>Корабль, Лодка</i>
<i>Sepeda</i>	Bicycle	<i>Велосипед</i>
<i>Pantai</i>	Beach	<i>Пляж</i>
<i>Hutan Bakau</i>	Mangrove	<i>Мангровые лес</i>
<i>Fasilitas</i>	Facility	<i>Удобства</i>
<i>Agen Reservasi</i>	Reservation Agent	<i>Агент по бронированию</i>
<i>Harga</i>	Price	<i>Цена</i>
<i>Uang</i>	Money	<i>Деньги</i>
<i>Tiket</i>	Ticket	<i>Билет</i>
<i>Bagasi</i>	Luggage	<i>Багаж</i>
<i>Reservasi, Pemesanan</i>	Reservation, Booking	<i>Бронирование</i>
<i>Layanan</i>	Service	<i>Служба</i>
<i>Toko</i>	Shop	<i>Магазин</i>
<i>Jembatan</i>	Bridge	<i>Мост</i>
<i>Suvenir, Cendera mata</i>	Souvenir	<i>Сувенир</i>
<i>Olahraga Air</i>	Watersports	<i>Водные виды спорта</i>
<i>Snorkeling</i>	Snorkeling	<i>Подводное плавание</i>
<i>Menyelam</i>	Diving	<i>Дайвинг</i>
<i>Kano</i>	Canoe	<i>Каное</i>
<i>Restoran</i>	Restaurant	<i>Ресторан</i>
<i>Hidangan laut</i>	Seafood	<i>Морепродукты</i>

The age group 6–12 years old has the best learning ability, scoring 75, followed by age groups 12–18 years and 18–23 years old, both scoring 70. The result of learning two different foreign languages reveals that the age group 6–12 years old has the best ability in learning foreign language. The 6–12 years old age range corresponds to the elementary school education age group. This finding can encourage the government to prioritize teaching foreign languages in elementary schools as it is the most effective and beneficial in various ways. However, the age group 0–6 years old performed poorly in Russian than in English, whereas older age groups, such as 12–18 years and 18–23 years old, perform better in Russian than English. Many factors contribute to the lower knowledge growth of the age group 0–6 years old in Russian. First, this age comprises toddlers who have only recently begun learning or perfecting writing Latin alphabets. The Russian language has its own alphabet, known as the Cyrillic. The Cyrillic has a different writing system

(alphabets) and many pronunciations that are not found in Bahasa Indonesia.

The program's effectiveness was proven by the increasing of knowledge in English, thus enhancing the frequency of using English in daily conversations among students. Students who join this program were taught basic conversations and vocabulary that are necessary for communicating in English and Russian. The basic vocabularies and phrases learned are mainly related to tourism and hospitality for students to know what words or phrases to use when communicating with foreign tourists. Examples of vocabularies taught during the program are presented in the table 3.

From the table above, despite some errors in pronunciation, vocabularies in English can be easily read by island local. However, people who have yet mastered the Cyrillic alphabet will not be able to read Russian. Nevertheless, some of the words in these three languages are similar in terms of phonetics and in

written form. For example, words in Bahasa Indonesia, such as *Transportasi*, *Turis*, *Kano*, and *Restoran* are similar to English and Russian, making it easier to learn.

However, this program had a limited time. The community service program was only carried out within two months, which is not enough time to improve the language skills of the Tidung Island community. Therefore, English must be declared a mandatory subject, taught every week and for six years in elementary school. This can only occur with the change of the 2013 curriculum in requiring English to be taught in elementary schools. The lack of language ability is prevalent in Indonesia, which affects tourism, especially in tourism destinations.

4. Conclusion

Based on the curriculum-based measurement approach, the 2013 curriculum for elementary schools in Indonesia is flawed. The application submitted to the respective regions has been detrimental to several regions that require foreign language skills, especially for Tidung Island, which has great tourism potential and has experienced an influx of foreign tourists. The maximization of foreign language skills of the Tidung locals can further increase the number of foreign tourists. However, English language lessons in Tidung Island elementary schools remain nonexistent, which can negatively impact the English language skills of Tidung Island communities for now and in the future.

English, as a universal language, determines whether a good relationship can be established between tourists and Tidung Island locals. Communication is essential for tourism resilience in a region, which will undoubtedly impact the population's economic situation. Tourism, as a major source of income, will determine the prosperity of the population on Tidung Island. The Tidung Island region's state compels its residents to rely on the tourist as one of their sources of income through tourist sites and inns.

The community service program and the research conducted by the authors in the form of foreign language teaching are only initial steps to realize the importance of foreign languages for Tidung Island tourism resilience. Thus, more considerations can be made in the design and implementation of the 2013 curriculum. This reconsideration is critical given the language skills at stake. Ultimately, the future of Indonesian tourism depends on the 2013 curriculum and its application.

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Appendix A.

Table 1. Tourist Data in Tidung Island (January)

Tourist	January					Amount
	Week I	Week II	Week III	Week IV	Week V	
Local	3,552	1,613	1,753	1,086	248	8,252
Foreign	19	1	26	21	6	73
Total Amount	3,571	1,614	1,779	1,107	254	8,325

Table 2. Tourist Data in Tidung Island (February)

Tourist	February					Amount
	Week I	Week II	Week III	Week IV	Week V	
Local	1,296	1,711	3,332	1,703	414	8,456
Foreign	26	19	123	59	6	233
Total Amount	1,322	1,730	3,455	1,762	420	8,689

Table 3. Tourist Data in Tidung Island (March)

Tourist	March					Amount
	Week I	Week II	Week III	Week IV	Week V	
Local	1,765	2,166	4,272	2,224	5,046	15,473
Foreign	21	16	39	24	44	144
Total Amount	1,786	2,182	4,311	2,248	5,090	15,617

Table 4. Tourist Data in Tidung Island (April)

Tourist	April				Amount
	Week I	Week II	Week III	Week IV	
Local	1,497	496	3,552	5,623	11,168
Foreign	40	4	19	19	82
Total Amount	1,537	500	3,571	5,642	11,250

Table 5. Tourist Data in Tidung Island (May)

Tourist	May					Amount
	Week I	Week II	Week III	Week IV	Week V	
Local	3,964	5,116	1,219	505	1,286	12,090
Foreign	21	47	38	23	15	144
Total Amount	3,985	5,163	1,257	528	1,301	12,234

Table 6. Tourist Data in Tidung Island (June)

Tourist	June					Amount
	Week I	Week II	Week III	Week IV	Week V	
Local	1,029	1,342	10,854	11,029	4,524	28,778
Foreign	29	20	40	25	10	124
Total Amount	1,058	1,362	10,894	11,054	4,534	28,902