

## ANALYSIS OF THE ROLE OF LOCAL GUIDE IN THE IMPLEMENTATION OF EDUCATIONAL TOURISM IN JAKARTA HISTORY MUSEUM

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### Abstract

This research attempted to show a role of local tour guides in implementing educational tours at the Jakarta History Museum. The role of local guides in this research analyzed based on 3 domains in Bloom's theory, they are cognitive, affective, and psychomotor domains. In this research, the author used a descriptive method with a qualitative approach. Collected data obtained by literature study, interviews, and in-depth observation as the main method. Selection of interviewees based on certain subjects which understand the problems, owned the data, and willing to provide a complete and accurate information. The results of this research conclude that the role of local tour guides is an important role as museum ambassadors, because a guide becomes a leadership role model in interpreting collection at the Jakarta History Museum as well as providing edutainment values in providing excellent service to tourists.

**Keywords:** local guide, role of local guide, educational tour, museum tour edutainment.

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## **INTRODUCTION**

One of the advanced and rapid development sectors in Indonesia is Tourism. As a source of foreign exchange, tourism has abundant potential to be developed and utilized. The multidimensional tourism sector makes one of the mobilities to rotate the economy in Indonesia. The factor that drives the progress of a tourism industry is the tourism service business. In the tourism business is divided into several elements in a tourism organization. One element of the tourism business is the tour guide service.

The figure of a tour guide has an important role in bringing a positive image and a good impression in the assessment of tourist destinations. Within its scope a tour guide is divided into several types of tour guides. One of them is a local tour guide which is defined as a tour guide whose special activities guide tourists both domestic and foreign at a particular tourist attraction. A local tour guide must be able to synergize and adapt in providing tour guide services based on the interests and goals of a person traveling. For example, educational tourism in Indonesia, especially in Jakarta, has made a lot of progress in the development of educational tourism.

Educational tourism is inseparable from the role of the museum as an intermediary delivering information and recreational value in traveling. One of the popular museums in Jakarta is the Jakarta History Museum. The Jakarta History Museum is a museum whose collection consists of a collection of objects that represent the results of human creativity originating from prehistoric times to Fatahillah's struggle for the territory now known as Jakarta. The role of local tour guides is what is needed in the implementation of educational or educational tourism, especially in the Jakarta History Museum. The good performance of a local tour guide is expected to be able to bring tourist satisfaction in educational and leisure values which are the interests and goals of tourists in traveling.

## **METHOD**

In writing this assignment the author uses a descriptive method with a qualitative approach Then the role of local tour guides in this study was analyzed based on 3 domains in Bloom's theory, namely the cognitive domain, affective domain, and based on 3 domains in Bloom's theory, namely the cognitive

domain, affective domain, and psychomotor domain. psychomotor domain.

Data Retrieval Methods In writing this assignment, the author uses three methods, among others:

- a. Observation The author uses the observation method of activities in the local tourism office. Observation The author uses the observation method of activities at the Jakarta History Museum during the Field Work Practice. Observations were made at UP. Jakarta Historical Museum under the Department of Culture. The author had the opportunity to become a local tour guide for 3 months to help handle tourists who needed tour guides. In the implementation of tour guiding, the author must pass a competency test session for 1 week and evaluation before being allowed to guide tourists directly.
- b. Interview Technique This interview technique was conducted to obtain data used by the author to complete this final project. Data obtained from interviews include the role of local tour guides and problem solving or obstacles while guiding tourists. In collecting data through interview techniques, the author interviewed Mr. Amat Kusnaini Al Alexs as Chairperson of IPMI (Indonesian Museum Guides Association) and Head Coordinator of the Jakarta Historical Museum Guide & Ticketing Team. Interviews were conducted orally during the author's field work practice.
- c. Literature Study To complete the data needs required in this research, the authors conducted a literature study on existing materials, both books, journals and learning modules conducted during lectures. This data collection method is intended to complete the data needed in this study.

## **RESULT AND DISCUSSION**

One of the key responsibilities of the guides is establishing partnerships—both with institutional collaborators and the public. Regular seminars, workshops, and certifications held in collaboration with organizations such as the Indonesian Museum Guide Association (IPMI), LSP Pramindo, and the Jakarta Culture and Tourism Office demonstrate the museum's commitment to professional development. In addition, programs like *Bisik Tetangga*, jointly conducted with neighboring museums under the Jakarta History Museum Management Unit, and

monthly webinars with the National Awakening Museum, showcase the museum's effort in fostering literacy and cultural awareness. These collaborative practices enhance the credibility and capacity of guides in delivering educational tourism experiences.

The museum also partners with Vocational High Schools to support student internships, especially those majoring in Travel and Tourism. This allows prospective guides to gain hands-on experience and develop skills in a professional setting. All these forms of cooperation ultimately strengthen the museum's internal ecosystem and ensure consistent quality in guide services.

The implementation of guiding activities by local guides follows a structured process supported by institutional training and competency assessments. Before beginning service, prospective guides are required to undergo intensive preparation, including studying museum guide modules, attending seminars, and passing competency tests evaluated by museum supervisors. The actual guiding practice is structured into three main phases:

- **Opening:** The guide begins with a formal greeting, introduction, and audience assessment. This allows for customization of delivery based on age, educational background, or cultural context of the visitors.
- **Main Tour:** Guides follow a storytelling framework aligned with Jakarta's historical timeline—from prehistoric to post-independence periods. Delivery emphasizes posture, voice projection, articulation, and appropriate gestures. For larger groups, tools like megaphones are used to maintain clarity. Interactive strategies such as quizzes and questions are used to prevent visitor fatigue and sustain engagement.
- **Closing:** The guide provides directions to available museum facilities, promotes souvenir shops, and concludes with gratitude and polite farewells, reinforcing visitor satisfaction.

These stages show how guiding is not only a matter of content delivery, but also of strategic visitor engagement and experience management.

The implementation of **edutainment** (education through entertainment) is a defining feature of guiding at the Jakarta History Museum. This approach supports the museum's mission to promote historical learning through engaging,

enjoyable methods. The author observed that local guides frequently use multimedia such as the Information Display System (IDS) in the Diponegoro Room to show historical films, along with quizzes and writing activities to encourage active participation.

Using **Bloom's Taxonomy**, the role of local guides is examined across three domains:

- **Cognitive:** Guides must demonstrate deep understanding of museum collections and historical contexts. They interpret data accurately and respond thoughtfully to visitor questions. Mandarin language acquisition plays a key role here, as guides are expected to communicate clearly with international tourists—especially those from Mandarin-speaking regions. This multilingual capacity increases the museum's inclusivity and accessibility.
- **Affective:** Emotional intelligence is essential. Guides maintain respectful, empathetic, and ethical communication. They also model cultural sensitivity and enthusiasm, which enhances the learning environment for diverse visitors, especially students.
- **Psychomotor:** This domain involves the physical execution of guiding—body language, group management, and adaptation to field conditions. For instance, managing multiple groups in a confined space requires agility and spatial awareness. Use of props or visual aids enhances psychomotor performance and visitor attention.

The integration of these domains ensures that museum guiding is not only informative, but also emotionally engaging and physically dynamic. More importantly, it demonstrates the guides' ability to adapt to different learning needs and cultural expectations.

## CONCLUSION

The Jakarta History Museum is one of the cultural heritage study institutions and cultural and recreational educational information centers. The Jakarta History Museum is one of the categories of public museums managed by the DKI Jakarta Culture Office, this museum is often used as a place to channel various kinds of information related to the origin of the city of Jakarta and a

collection of cultural relics (heritage). Therefore, the existence of a museum guide, in this case a local tour guide, is very much needed because this figure is the most responsible for handling all kinds of activities organized at the Jakarta History Museum. The role of edutainment owned by local guides at the Jakarta History Museum is expected to be able to channel cognitive aspects or knowledge of guiding information, affective aspects owned by guides, namely behavior or ethics in applying a code of ethics in guiding, as well as training psychomotor or skills for local guides as main educators in excellent service serving tourists. Because the figure of the tour guide is the key in the implementation of educational tourism which must provide a sense of pleasure in traveling while applying educational and entertainment values in tour guiding so that positive messages and good impressions can be received by visitors when doing museum tourism activities.

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