

Development of Historical Educational Tourism Packages at Monumen Nasional as an Urban Tourism Attraction

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Abstract

Monumen Nasional (Monas) is one of Jakarta's major urban tourism attractions that functions not only as a historical landmark but also as an educational destination representing Indonesia's struggle for independence and national identity. However, the development of integrated historical educational tourism packages at Monas remains limited. Therefore, this study aims to identify the educational tourism potential of Monas and explore opportunities for developing historical educational tourism packages that can improve visitor experiences and historical awareness. This study employed a qualitative descriptive method. Data were collected through in-depth interviews with a Monas service staff member as the key informant, supported by observations and documentation. The collected data were analyzed through data reduction, categorization, interpretation, and conclusion drawing. The findings indicate that Monas has strong potential as a historical educational tourism destination through its historical value, museum collections, educational facilities, and guided tour services that enhance visitor engagement and learning experiences.

Keywords: Historical Educational Tourism, Monumen Nasional, Tourism Package Development, Urban Tourism, Heritage Interpretation

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1. Introduction

Tourism has developed beyond recreational activities and increasingly emphasizes meaningful experiences that combine learning, culture, and visitor engagement. Contemporary tourists, particularly younger generations, seek experiences that allow them to acquire knowledge while participating in enjoyable and interactive activities. Educational tourism has therefore become increasingly important because it provides opportunities for visitors to gain knowledge through direct experiences outside formal classroom environments. Historical and cultural attractions, including monuments and museums, play significant roles in supporting educational tourism by creating environments where learning and recreation can occur simultaneously.

Historical tourism has become an important component of urban tourism because historical landmarks and cultural heritage sites contribute to destination identity and cultural preservation. Historical attractions not only provide entertainment but also facilitate historical understanding and awareness among visitors. Through interpretation methods such as storytelling, guided tours, and interactive exhibitions, historical information can be communicated in more meaningful and engaging ways. Such approaches allow visitors to establish emotional connections with historical narratives and develop stronger appreciation toward cultural heritage.

Monumen Nasional (Monas), located in Jakarta, Indonesia, serves as one of the country's most significant historical landmarks and urban tourism attractions. As a symbol of Indonesia's struggle for independence and national identity, Monas provides various facilities and attractions, including the National History Museum, diorama exhibitions, observation areas, and guided tours. In addition to

functioning as a recreational space, Monas also possesses educational value by offering opportunities for visitors to learn about Indonesian history and cultural identity through direct experiences.

Although previous studies have discussed educational tourism, historical tourism, and visitor perceptions at Monas, limited research has focused on developing integrated historical educational tourism packages that combine educational, historical, and recreational elements. Therefore, this study aims to identify the educational tourism potential of Monas and explore opportunities for developing historical educational tourism packages that can enhance visitor experiences and historical awareness.

The introduction concludes with clearly and specifically written research objectives. The objectives must directly state what the research aims to achieve, such as analyzing, identifying, evaluating, or explaining a phenomenon.

2. Literature Review and Problem Statement

Educational tourism emphasizes experiential learning through direct interaction with historical, cultural, and social environments, allowing visitors to gain knowledge beyond traditional classroom settings (Rok & Mulej, 2022). Historical and heritage attractions contribute not only to tourism development but also to cultural preservation and historical awareness through meaningful visitor experiences (Timothy, 2018). Previous studies suggest that heritage interpretation methods such as storytelling, guided tours, and interactive learning activities can strengthen visitor engagement and improve understanding of historical narratives (Jelinčić & Senkić, 2017). Furthermore, urban tourism attractions increasingly integrate recreational and educational components to satisfy changing visitor preferences for meaningful experiences (Richards, 2021). Studies concerning Monumen Nasional (Monas) have primarily focused on destination image and its role as a tourism attraction, indicating that Monas benefits from strong symbolic value and recognition as a national landmark (Ratnaningtyas et al., 2023). However, these studies mainly emphasize tourism attractiveness and visitor perceptions rather than examining Monas as an integrated historical educational tourism destination.

Although previous research has highlighted the educational role of heritage attractions and the importance of interpretive experiences, several limitations remain. Existing studies tend to examine educational tourism, historical tourism, and destination image separately, creating a lack of integration between these concepts within the context of tourism package development.

Additionally, previous studies have not sufficiently explored how historical, educational, and recreational elements can be combined into structured tourism products at Monas. This inconsistency creates a research gap regarding the development of historical educational tourism packages that can provide more meaningful visitor experiences. Based on this gap, the research problem addressed in this study is: How can the educational tourism potential of Monumen Nasional be utilized in developing historical educational tourism packages that enhance visitor experiences and strengthen historical awareness?

3. Method

This study employed a qualitative descriptive research method to examine the development potential of historical educational tourism packages at Monumen Nasional (Monas). A qualitative approach was selected because it enables researchers to obtain an in-depth understanding of tourism phenomena and educational experiences within their natural setting. This method was considered appropriate because the study focuses on identifying perceptions, educational values, and opportunities for tourism package development rather than measuring statistical relationships among variables. Data collection was conducted through interviews, observations, and documentation to obtain comprehensive information related to historical educational tourism activities at Monas. The primary source of information was a Monas

service staff member who acted as the key informant due to direct involvement and understanding of tourism activities and visitor services at the destination.



Fig. 1. Interview Process with Monumen Nasional Service Staff as Key Informant

Figure 1 illustrates the interview process conducted with the key informant during the data collection stage. In-depth interviews were carried out to obtain information regarding educational tourism activities, visitor experiences, existing tourism facilities, and opportunities for developing historical educational tourism packages at Monas. Observations were conducted to support interview findings by identifying tourism facilities and visitor activities, while documentation was used to strengthen the credibility of the collected information. Data obtained from the interview, observations, and documentation were analyzed using qualitative descriptive analysis through data reduction, categorization, interpretation, and conclusion drawing. Similar responses and findings were grouped into thematic categories to ensure consistency between the research objectives and the interpretation of results.

4. Results And Discussion

The results of this study indicate that Monumen Nasional (Monas) possesses considerable potential as a historical educational tourism destination. Findings obtained through interviews and observations show that visitors perceive Monas not only as a recreational destination but also as a place that provides educational experiences related to Indonesian history and national identity. Visitor responses highlighted several important aspects including travel motivation, educational experiences, perceptions of facilities, the role of guides, and recommendations for future tourism development. To facilitate interpretation of the findings, the interview results are summarized in Table 1.

Table 1. Summary of Visitor Interview Findings Related to Historical Educational Tourism at Monumen Nasional

N o.	Question	R1	R2	R3	R4	R5	R6	R7	R8
1.	What motivated you to visit Monas?	Educational visit and recreation while learning Indonesian history.	Family recreation while introducing Indonesian history to children.	School educational field trip.	Leisure and sightseeing at a national landmark.	Recreation with family while learning Indonesian history.	Leisure while accompanying family members.	Recreation and sightseeing with friends while learning Indonesian history.	Sightseeing and celebrating graduation while exploring a national landmark.
2.	How do you perceive Monas as a tourism destination?	Combines education with recreation.	Family-friendly historical tourism destination.	Valuable educational destination for students.	Important national landmark representing Indonesian identity.	Cultural attraction combining recreation and history.	Historical destination suitable for family visits.	Iconic destination combining education, culture, and recreation.	National landmark with strong educational and cultural value.
3.	What educational experiences did you gain?	Learned Indonesian history through the museum and historical dioramas.	Introduced children to Indonesia's history through museum exhibits.	Better understood Indonesia's independence through direct learning.	Gained insights into Indonesian history and national identity.	Learned more about Indonesia's independence through museum collections.	Better understood the historical significance of Monas.	Learned Indonesian history through direct observation of museum exhibits.	Increased appreciation of Indonesia's struggle for independence and national heritage.
4.	Which attraction was most memorable?	National History Museum and historical dioramas.	Historical museum exhibitions.	National History Museum and historical dioramas.	Museum and Observation Deck.	Learned more about Indonesia's independence through museum collections.	Independence Room and historical dioramas.	National History Museum and Observation Deck.	Historical dioramas and Observation Deck.
5.	How do you evaluate the facilities and services?	Staff were friendly and facilities were clean and comfortable.	Helpful staff and family-friendly environment.	Responsive staff and comfortable facilities.	Positive staff services and clean environment.	Friendly staff and well-maintained facilities.	Helpful staff, clean facilities, and comfortable public spaces.	Friendly, approachable staff and clean surroundings.	Historical dioramas and Observation Deck.
6.	Is Monas effective as an educational tourism destination?	Yes, because it combines learning with recreation.	Yes, especially for families and children.	Yes, learning is more engaging than classroom instruction.	Yes, because it preserves and promotes Indonesian history.	Yes, it successfully combines recreation with education.	Yes, particularly for domestic visitors interested in history.	Yes, direct experiences make history easier to understand.	Helpful staff, comfortable facilities, and positive overall service experience.
7.	What information would you like to learn more about?	More interactive historical information.	Additional information about historical collections.	More digital learning materials and historical	Background of Monas and Indonesia's national history.	More information about Indonesia's independence	More details about the monument's symbolism	Additional information about Monas' history through	More detailed explanations of historical artifacts

N o.	Question	R1	R2	R3	R4	R5	R6	R7	R8
				explanatio ns.		nce and museum collections .	and historical events.	digital technolog y.	and national events.
8.	How important are tour guides?	Guides improve historical understand ing.	Guided tours help children understan d history better.	Guides make learning more meaningful through explanatio ns.	Guides improve visitors' understan ding of historical information .	Tour guides make historical informatio n easier to understan d.	Knowledge able guides improve visitor engagemen t and learning.	Guides create a more interactive educational experien ce.	Guided storytelling strengthen s visitors' understan ding of Indonesian history.
9.	What improvements would you recommen d?	Add interactive educational media and QR codes..	Increase guided educational tours and improve signage.	Introduce multimedia presentati ons and digital learning tools.	Expand storytelling activities and historical tour packages.	Add informatio n boards and interactive displays.	Improve multilingual information and digital visitor services.	Develop mobile applicatio ns and interactive educational technolog y.	Expand guided educational programs and improve visitor information services.
10	Would you recommen d Monas to others? Why?	Yes, because it combines education and recreation.	Yes, because it is suitable for family learning.	Yes, because it provides meaningful educational experience s.	Yes, because it is an important national landmark.	Yes, because it offers educational value for families.	Yes, because it combines history, culture, and recreation.	Yes, because it provides an engaging way to learn Indonesia n history.	Yes, because it is an iconic destination with strong educational and cultural value.

The findings presented in Table 1 demonstrate several key patterns. Most respondents identified educational experiences as an important motivation for visiting Monas, while guided explanations and historical storytelling were perceived as factors that increased understanding and engagement. The results suggest that visitors tend to value interactive learning experiences rather than passive observation. These findings are consistent with studies by Rok and Mulej (2022), which emphasized the importance of experiential learning in educational tourism, and Jelinčić and Senkić (2017), who argued that interpretive approaches such as storytelling and guided activities improve visitor involvement and learning outcomes. However, previous studies related to Monas have focused more on destination attractiveness and visitor satisfaction (Ratnaningtyas et al., 2023), whereas this study highlights the educational potential of integrating historical and recreational elements into tourism activities.

The phenomenon identified in this study generally aligns with theoretical expectations that historical tourism destinations can provide meaningful educational experiences when supported by interpretive and interactive activities. The observed trend may be influenced by changing visitor preferences, particularly among younger visitors who increasingly seek experiences that combine entertainment and learning. In addition, the presence of museum collections, historical dioramas, and guided services at Monas contributes to stronger visitor engagement and historical understanding.

Based on these findings, preliminary conclusions indicate that Monas has significant potential for developing integrated historical educational tourism packages. The integration of educational content, storytelling approaches, and interactive tourism activities may improve visitor experiences and provide opportunities for strengthening Monas as an educational tourism destination.

5. Conclusion

This study aimed to identify the educational tourism potential of Monumen Nasional (Monas) and explore opportunities for developing historical educational tourism packages that can enhance visitor experiences and historical awareness. The findings indicate that Monas possesses significant potential as a historical educational tourism destination due to its historical value, museum collections, educational facilities, and guided tourism services. The results suggest that visitors perceive educational and interactive experiences as important aspects of their tourism activities, particularly through storytelling and guided learning experiences. Therefore, the findings successfully address the research objectives by demonstrating how historical, educational, and recreational elements can be integrated into tourism package development. The findings are generally consistent with previous studies and theoretical perspectives regarding educational tourism and heritage interpretation. Previous research emphasized that experiential learning and interpretive activities can strengthen visitor engagement and improve learning experiences (Rok & Mulej, 2022; Jelinčić & Senkić, 2017). However, while previous studies related to Monas primarily focused on tourism attractiveness and visitor satisfaction, this study highlights the importance of integrating educational values into tourism experiences. The identified pattern suggests that visitors increasingly seek meaningful experiences that combine recreation with knowledge acquisition. This research contributes to the development of educational tourism studies by providing a practical understanding of historical educational tourism package development within an urban tourism context. The findings may serve as a reference for tourism managers and stakeholders in designing more interactive and educational tourism programs. Nevertheless, this study is limited by the relatively small number of informants and its focus on a single tourism destination. Future research may involve larger participant groups, multiple historical tourism destinations, and broader analyses to strengthen and expand the findings obtained in this study.

6. Referensi

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