

Strategy for Developing a Historical Tourism Object of Soekarno's Exile House as a Means of Student Character Education in Ende Regency

Natsir B. Kotten ^{1*)}, Fransiskus Korosando ²⁾, Elias Bede ³⁾

^{1,2,3} FKIP, University of Flores, Ende, Indonesia

E-mail: natsirkotten21@gmail.com , jefrysando@yahoo.co.id, eliasbeda@gmail.com

Corresponding Author; natsirkotten21@gmail.com

Article history: received November 13, 2023; revised December 06, 2023; accepted December 31, 2023

This article is licensed under a Creative Commons Attribution 4.0 International License



Abstract: The aim of this research is to reveal: (1) the development strategy carried out by the Ende Regency Education and Culture Office to develop the potential of the historical tourist attraction of Soekarno's exile as a means of character education for students in Ende, (2) the level of student response in visiting the historical tourist attraction of Soekarno's exile in Ende. Ende Regency, and (3) character values that are role models for students towards the historical tourist attraction of the Soekarno Exile House in Ende. This research uses a qualitative approach. The research location is at the Soekarno Ende exile house site. The informants in this research were the head of the education and culture service, the head of the culture and tourism service, teachers and students, as well as the visiting community. Data collection techniques use (1) interviews, (2) observations, and (3) documentation studies. Data analysis was carried out using three flows, namely data reduction, data display, and conclusion drawing/verification. The results of the research show that: (1) The strategy for developing Soekarno's House of Exile includes: conducting outreach to the wider community through print and electronic media, a museum love program shown to students through outreach to school principals, and collaboration between the Department of Education and Culture to PPKn and history teachers, (2) The strategy for developing Soekarno's house of exile received a positive response from students, and (3) The character values that students exemplify towards the historical tourist attraction of Soekarno's house of exile, curiosity, responsibility, national spirit, and love of the homeland.

Keywords: strategy for developing a historical tourist attraction, Soekarno's house of exile. character building

1. INTRODUCTION

The Republic of Indonesia is a country that has abundant natural resource potential, biodiversity and historical cultural heritage. An abundance of natural resources can increase economic growth when these resources can be managed well according to what is most in demand by the community so that the use of these resources will not waste time or material due to failure to manage a resource. Tourism is one of the uses of resources that can have high economic value for a region that manages resources to become a tourist spot that can attract visitors from within and outside the country. Besides having high economic value, tourism can foster and increase a sense of pride in the nation so that a society will grow that cares more about a nation. Tourism is something that every individual is interested in, because it can eliminate boredom, develop creativity and can support an individual's productivity. Apart from being a supporting sector for the regional economy, the tourism sector can be used as a means of education, because the tourism sector has cultural and historical values which can be a source of learning for students.

The historical tourist attraction of Bung Karno's house of exile is one type of socio-cultural tourist attraction, namely in the form of museums and other cultural facilities related to cultural aspects in a particular region or area. Museums can be developed based on their themes, including museums for archaeology, history, ethnology, natural history, arts and crafts, science and technology, industry, or with other special themes (Suryadana and Octavia, 2015).

This tourism sector needs to continue to be maintained, cared for, preserved and developed in accordance with civilization and development. Nationally, the tourism sector makes a significant contribution to the national Gross Domestic Product (GDP). Tourism contributes to GDP around 4.1% directly and 9% indirectly. The tourism sector is also able to withstand the pressures of the global crisis. Through the Visit Indonesia Year 2019 program, the tourism sector succeeded in attracting and bringing in

6.5 million foreign tourists, equivalent to USD 7.5 million in foreign exchange (Ratna Indah Paluvi, Ira, Risfandi, 2019).

Optimal development and utilization of tourism can increase economic growth, considering this, good handling is very necessary in efforts to develop tourist attractions in Indonesia. Tourism actors are starting to take development actions through research and observation of tourist attractions in Indonesia. This step is taken to find out the potential and problems that exist in each object and then find solutions (Maisarah, 2019). Therefore, the elements involved in this process have their respective functions. The role of the community is expected to have a very large role in this process. For this reason, society is placed in the position of owning, managing, planning and deciding on programs that involve its welfare.

Various studies on the development of tourism objects are of serious concern. Ananto (2018), states that a tourist attraction is a place that visitors visit because it has resources, both natural and man-made, such as natural beauty, beaches, flora and fauna, zoos, ancient historic buildings, monuments, temples, dances, attractions and other typical culture. A tourist attraction must improve the quality of the object to be better in order to get a positive perception. Because the perception of the quality of a tourist attraction can be a benchmark to see the level of quality of a tourist attraction. Tourist objects and attractions are the basis of tourism. Without an attraction in a certain area or place, tourism is difficult to develop (Putra et al., 2018).

According to Wijayanto (2018) tourism is more than just an activity with the main object being the service industry which involves product and market management, but is also a dialogue process between tourists as guests and the community as hosts. Tourism objects are developed with the aim that more tourists come, stay longer, spend more money, and tourist satisfaction can be fulfilled optimally, and the destination environment can be maintained. Tourism locations should be designated as zones with tourism development functions and have quality and appropriate attributes to be developed as an area with a tourism area (Ambarwati, 2018) & (Maryani, 2019).

One of the historical tourist locations in the city of Ende is the Soekarno Exile House. Maybe some of you don't know that the first President of Indonesia was exiled in Ende from 1934-1938 and in this place the values of Pancasila were also born. Soekarno lived in a house located on Jalan Perwira Ende, only about one kilometer from the center of Ende City. In the center of Ende City, there is a park where the park was a place usually visited by Soekarno, and that is where Bung Karno reflected on the values of Pancasila. and Ende is called the City of Pancasila because this is where Pancasila was born.

From initial observations made by the author, it is known that Ende city students rarely visit the Soekarno Exile House. From the description above, the local government needs to be aware, in this case the Department of Education and Culture, which plays a very important role in developing a tourist attraction, remembering that the Soekarno Exile House tourist attraction is an educational tourist attraction, because it has great historical values for the Indonesian nation.

Apart from being an educational tourist attraction, the development of the Soekarno Exile House tourist attraction can increase regional income. The solution is that the Soekarno Exile House tourist attraction can be further used as a learning resource for students from within and outside the region. Strategy is a form of effort made to create a tourist area using strategic dimensions that create a strategy for developing the tourist attraction area of Soekarno's exile. So that in this case the government, in this case the Department of Education and Culture, can take strategic steps from the existing options.

Strategy is very important for the development of an organization/company in order to achieve goals, both short-term and long-term goals. Analysis in strategy development based on the dimensions of the strategy used, namely Objectives, Policies and Programs. Therefore, strategy development is a tactical step that is systematic in achieving goals. In this context, this research aims to formulate a strategy for developing tourist attractions that suit the characteristics and needs of the people of Ende City as a means of character education for students.

Based on the background of the problem above, this study is aimed at achieving the goal with the problem formulation as follows: (1) what is the strategy for developing the historical tourist attraction Soekarno's House of Exile as a means of character education for students in Ende, (2) how do students respond when visiting the House? Soekarno's exile in Ende, and (3) what character values are the students' role models for the historical tourist attraction Soekarno's House of Exile in Ende.

Theoretical Review

A. Tourist

Tourism comes from the Sanskrit word "pari" which means things or doing a lot and the word "wisata" which means travel. So tourism is traveling or doing a lot of traveling. The definition of the term tourism is the activity of traveling with the aim of getting pleasure, seeking satisfaction, knowing something to improve health, enjoying sport or rest, carrying out tasks, going on a pilgrimage, etc., which are not activities that have just been carried out by humans today (James, 1987). According to a broad definition, tourism is travel from one place to another, temporary in nature, carried out by individuals or groups, as an effort to seek balance or harmony and happiness with the living environment in dimensions, culture, nature and science.

People can travel in various ways for different reasons. A trip is considered a trip if it meets 3 necessary requirements, namely: (1) it must be temporary, (2) it must be voluntary in the sense that it does not happen because it is forced, and (3) it does not involve work that produces wages or payment (Spillane, 1987).

B. Tourist attraction

The general definition of tourist objects according to the government regulation of the Republic of Indonesia NO.24/1979, concerning the handover of some government affairs in the tourism sector to Level 1 Regions is as follows:

- 1) Tourist attractions are manifestations of human creation, way of life, arts and culture and national history and places or natural conditions that have tourist attractions for tourists to visit.
- 2) Tourist Attractions are anything created by humans in the form of cultural presentations such as dances, folk arts, traditional ceremonies, and so on.

It is also explained in Law NO 9 of 1990, tourist objects and attractions are anything that becomes a means of tourist travel. Maphi (2001) added that tourist attractions are grouped into 3 types, namely:

- 3) Natural tourist attractions for example: sea, mountain beaches (volcanoes), lakes, rivers, fauna (rare), protected areas, nature reserves, natural scenery and others.
- 4) Cultural tourism objects include: birth ceremonies, dances (traditional), music (traditional), traditional clothing, traditional weddings, rice field ceremonies, harvest ceremonies, cultural heritage, historical buildings, traditional heritage, cultural festivals, woven fabrics (traditional), local textiles, (traditional) performances, local customs, museums and others.
- 5) Artificial tourist attractions include: sports facilities and facilities, games (kites), entertainment (comedy or acrobatics, magic), stunts (horse riding), recreation parks, national parks, shopping centers and others.

Educational Tourism

Educational tourism or in English known as *edutourism* is the activity of visiting a location that has entertainment and educational value. Educational tourism is not a new concept in Indonesia. However, educational tourism needs to be developed by regions that have local potential and wisdom because educational tourism has benefits for the economic and educational sectors. According to Roestiyah (2008) a field trip is a way of teaching by taking students to a certain place or object outside of school to learn/investigate something. Some of the benefits of implementing edutourism are as follows:

- 1) Students can gain direct experience of the tourist attractions they see.
- 2) Students can participate in various activities so as to develop their special talents or skills.
- 3) Students can deepen and broaden their experience.
- 4) Students can find the truth of theoretical evidence or try the theory into practice.
- 5) Students can gain knowledge and experience that is integrated, not separated and integrated.

A. Soekarno's Exile Site

Soekarno's Exile Site is the residence where Soekarno lived when he was exiled in Ende in. The house is a simple house belonging to Abdullah Ambuwaru, the house does not have a house number and is in the middle of residential houses with thatched roofs. After Indonesia's independence, Soekarno visited Ende for the first time in 1951, then the house was inaugurated as a museum "Bung Karno Site" on May 16 1954. (Wikipedia Bahasa Indonesia, 2014)

On May 1 2011, the first stone was laid as a sign of the renovation of the Bung Karno Site. Officially, the site was renovated on June 23 2012. The renovation was carried out in total starting from the walls, floors to the roof, but did not change this old building.

The innovation plan was an initiative of Vice President Boediono who visited Ende in 2009 in order to trace the footsteps of the main pioneers of independence. The aim of renovating the Bung Karno Site in Ende is to create a spiritual bond between Ende and the Republic of Indonesia, between one generation and future generations. Boediono's active involvement was realized by forming the Ende Flores Foundation, whose first activity was the restoration of the physical building of Bung Karno's Exile House in Ende. Construction was carried out for approximately one year under the supervision of the Ende Flores Foundation (YEF) in coordination with the Directorate of Cultural Heritage and Museum Conservation, Directorate General of Culture of the Ministry of Education and Culture. The historic site which had been completely restored was inaugurated by Vice President Boediono on June 1 2013, which coincided with the anniversary of the Birth of Pancasila (Wikipedia Bahasa Indonesia, 2014).

B. Character building

Character is a way of thinking and behaving that is characteristic of each individual to live and work together, both within the family, community, nation and state (Damayanti, 2014). Meanwhile, according to (Zuchdi, et al, 2011) character is a way of thinking, behaving and acting which is a characteristic of a person which becomes a habit displayed in society.

Character education is a broad term that is used to describe the general curriculum and organizational features of schools that promote the development of fundamental values in children at school (O'Connor, et.al, 2014). This definition defines character education as a term commonly used to describe curriculum and school organizations that support the development of fundamental values in children at school. Character education is a lesson that teaches and educates politeness, compromise, open-mindedness, and tolerance for diversity (Almerico, 2014). Character education is interpreted as a belief, mental or moral strength that encourages people to do good, think well and act well (Kotten, 2011).

Character education is education that is integrated with learning that occurs in all subjects and strives to uphold the truth. (Dharma Kesuma, Cepi Triatna & Johar Permana, 2011). Character education is a deliberate effort to develop good character based on core virtues that are objectively good for individuals and society (Saptono, 2011).

Based on the definitions above, it can be concluded that character education is education that is given deliberately to develop good character through integration of all subjects.

Character education is the cultivation and development of good character values based on individual and societal virtues. The virtue values that apply in social life have generally been agreed upon both written and unwritten (Saptono, 2011). Character education is an effort to educate students to have good understanding so that they are able to behave well in accordance with applicable norms. Character education produces individuals who can make decisions and take responsibility for every decision taken (Azzet, 2011).

According to Kesuma, et al. (2011), character education is learning that leads to strengthening and developing the mental and behavior of students. Character education according to Thomas (in Sjarkawi, 2006) is education that deliberately designs the cultivation and development and changes the way of thinking and acting in moral situations so that it can be accepted in society. Character education guides individuals to be able to resolve conflicts and to be able to live in society with good morals. According to Gholar (in Zuchdi, 2011) students need to try to solve the problems they face in accordance with everyday values, for this reason students need to understand their own personality and the students' environment.

Based on the thoughts of several experts above regarding the definition of character education, it can be concluded that character education seeks to instill and develop character values. The aim of character education is so that students have behavior that is in accordance with norms so that students can be accepted in society. Apart from that, based on the thoughts of the experts mentioned above, character education provides mental strengthening and development so that students are able to solve the problems they face and take responsibility for these problems.

C. Strategy dimensions

James Brian Quinn (Mintzberg, Lampel, Quinn, Ghoshal: 2003), analysis of diplomatic military strategy and similar analogies in other fields provides some important insights into the basic dimensions, nature, and design of formal strategy. An effective strategy contains three important elements:

- 1) Objective

Goals are the results that an organization/institution wants to achieve. Goals are one of the dimensions that can create a strategy that will be used by an organization or institution in achieving its goals. When the goals have been implemented, we can know the strategy that will be used.

2) Policy

Policy is a series of decisions that guide and limit actions taken. Policies are created to determine the direction of a set goal so that making policies makes it easier to direct an organization or institution in implementing a strategy.

3) Program

Programs are sequences of actions carried out to achieve set goals. The program is intended to regulate all actions that will be carried out so that the strategies that will be implemented can be implemented optimally.

2. RESEARCH METHODS

Research methods are basically scientific ways to obtain data with specific purposes and uses. Research methods or scientific methods are procedures or steps in obtaining scientific knowledge or knowledge. So research methods are a systematic way to organize knowledge. Meanwhile, research techniques are ways to carry out research methods (Kadji, 2016). Research methods or scientific methods are procedures or steps in obtaining scientific knowledge or knowledge. So research methods are a systematic way to organize knowledge. Meanwhile, research techniques are ways to carry out research methods.

The type of research used in this article is field research *which* refers to research that attempts to explain conditions directly and attempts to provide solutions to existing problems in a realistic manner. This research is qualitative in nature, namely collecting data in a natural setting with the aim of interpreting phenomena that occur where the researcher is the key instrument. Qualitative research does not use statistics, but through analytical data collection (Anggito and Setiawan, 2018).

Qualitative research is research that utilizes open interviews to examine and understand the attitudes, views, feelings and behavior of individuals or groups of people. Qualitative research is based on efforts to build the views of those being studied which are detailed, formed in words, holistic and complex images. This research looks more at an emic perspective, namely looking at something in an effort to build a detailed view of the research subject, formed with words, a holistic and complicated picture (Moleong Lexy J, 2006).

This research was conducted in October 2023 at the Education and Culture Service in Ende Regency. This is based on the fact that this agency was given the authority to manage the historical tourist attraction Soekarno's House of Exile in Ende. Data sources come from primary data and secondary data. Primary data was obtained directly from sources (Informants) who knew clearly about the strategy for developing the historical tourist attraction Soekarno's House of Exile through the Ende Regency Education and Culture Office. Meanwhile, secondary data is obtained by taking data from books, journals, and regulations related to the author's research title.

The data sources used in this research are: interviews, observations, and documentation studies. Interviews are a way of collecting data by asking questions to respondents directly. Observation is direct observation of how the historical tourist attraction Soekarno's House of Exile is managed by the Ende Regency Education and Culture Office. Meanwhile, documentation study is a method used to search for data about things or variables in the form of notes, articles, books, newspapers and magazines.

Data analysis in qualitative research is carried out before entering the field, while in the field, and after finishing in the field. In this case (Nasution, 1998) states "analysis begins when formulating and explaining the problem, before going into the field, and continues until the results are written.

3. RESEARCH RESULTS AND DISCUSSION

A. Strategy for Development of Soekarno's House of Exile

The research findings are formulated based on reality, it is known that the Soekarno Exile Site has become a means of educating students in Ende, implemented through several strategies, including: (1) conducting outreach to the wider community through print and electronic media, (2) a museum love

program shown to students, students through outreach to school principals in Ende Regency, and (3) collaboration between the Department of Education and Culture with Civic Education and History teachers.

Based on these findings, the sub-theme stated that there is currently no strategy implemented by the Department of Education and Culture, because the Department of Education and Culture is a new Department that manages it. The Soekarno Exile Site was previously managed by the Department of Tourism and Culture. However, the Head of the Culture Division continues to provide the main focus on the development of the Soekarno Exile Site, this can be seen from the quick action taken by the Culture Sector when damage occurred at the Soekarno Exile Site.

From the Department of Tourism and Culture there are three (3) strategies explained, namely, socialization using print and electronic media, the Love Museum program, and collaboration with history and Civics teachers. This socialization strategy through print and electronic media is more aimed at parents, so they want to invite their children to visit the Soekarno Exile Site. This strategy can be said to be effective with the increase in parents bringing their children to visit the Soekarno Exile Site. Usually parents bring their children who are still in elementary school so that they will have the love of the country and be proud of the Soekarno Exile Site.

The Museum Love Strategy is one of the strategies carried out by the Education and Culture Department to attract students both within Ende City and outside Ende City. However, this strategy has not received a positive response from schools in the city of Ende. Because students in the city of Ende think that this place is in the city of Ende, it is very easy for students to access. However, the positive response was more aimed at students outside Ende City, the access away from the city made them more enthusiastic and more curious about what was actually at the Soekarno Exile Site.

Promotion strategies through mass media and electronic media and the museum love program as explained above, are also indicated by Sitorus, and Utami (2017) that promotion is a marketing activity that seeks to disseminate information, influence, persuade, so that they are willing to accept, respond and have a sense of belonging and love the products being marketed. Promotion is a marketing activity that introduces or informs about goods so that consumers are interested in making purchases.

The strategy for developing tourism objects in addition to promotion, there needs to be accessibility in terms of all facilities that provide convenience to tourists need to continue to be improved. Accessibility does not only concern the ease of transportation for tourists to reach a certain tourist spot or destination, but also the time required, directional signs to the tourist attraction and other related devices (Supriyadi & Roedjinandari (2017).

The tourist attraction location of Bung Karno's house of exile has quite a high attraction and needs to be developed as a tourism area. Tourist objects that have tourism value or have potential need to be designated as zones with tourism development functions and have the appropriate qualities and attributes to be developed as tourism areas (Ambarwati (2018).

The tourist attraction of Bung Karno's exile house in Ende is a type of community-based tourism. This type of tourism was also researched by Hermawati (2020), namely: community-based tourism, namely the presence of natural, cultural and special interest attractions. In terms of accessibility, this tourist attraction is easy to reach by public transportation. Regarding cultural tourism objects, Marsono (2018) also indicated that cultural tourism has its own charm, including the beauty of cultural products. Junardi, ddk (2018), that cultural tourism can also be interpreted as traveling using culture as a tourist attraction. Tourism is a travel activity carried out by a person or group of people by visiting a particular place for the purpose of recreation, personal development, or studying the uniqueness of the tourist attraction visited over a period of time while a tourist attraction is a place that is the center of attraction and can provide satisfaction, especially for visitors (Harahap, 2018).

To develop tourism objects, community participation is very necessary. According to Wijayanto (2018), the community is the main actor in various tourism activities, so that the maximum benefits of tourism are obtained by the community. Local communities are the people who know local conditions best and every development activity must take into account socio-cultural development values. Therefore, every step of the planning decision must reflect the local community who plays an active role. With direct involvement of the local community, it will ensure the suitability of the development and management program with the aspirations of the local community, in accordance with existing capacity, and guarantee community commitment due to a strong sense of ownership. Development that relies on society over a long period of time will enable a high level of continuity.

According to Anggarawati (2018), the strategy for developing tourism objects aims to improve the welfare of local communities, in tourism management and development there must be cooperation and support between the government, entrepreneurs/private sector, and local communities. Income level is one

of the criteria for whether a region is developed or not. If the income of an area is relatively low, it can be said that progress and prosperity will also be low. Likewise, if the income of the people of an area is relatively high, then the level of welfare and progress of that area is also high (Danil, 2018).

Based on research, it was concluded that the development of historical tourism at Bung Karno's house of exile was more focused on empowering local communities, especially running the economy, namely utilizing existing resources and optimizing the role of government. Another thing is that long-term management of development strategies must be the main focus in management (Palupi, Ira & Risfandi, 2019).

B. Student Response to Soekarno's House of Exile

The research findings were formulated based on reality, it is known that with the development of Bung Karno's exile site through strategies implemented by the culture and tourism department, students were attracted to it and received a positive response.

Based on these findings, the sub-theme stated that the site of Soekarno's exile is a historical site that has the values of Soekarno's struggle, therefore this place is very suitable to be used as a means of character education for students in Ende district. The students who visited the Soekarno Exile Site mostly came from outside Ende Regency, they appreciated Soekarno's Exile more than students from Ende itself. This is very worrying when the Department of Tourism and Culture makes development efforts but does not get a positive response from students, especially Ende city students. Students who visit the Soekarno Exile Site are usually just traveling and do not understand the values contained in the Soekarno Exile Site.

The Department of Culture and Tourism is also implementing a strategy by collaborating with history teachers and PPKn to give assignments to students who visit the Soekarno Exile Site. So the students who come not only want to travel, but some also gain additional knowledge about historical values and Civics. The students were given the task of finding out what values were contained in the Soekarno Exile Site. There are also teachers who give assignments to their students to record and document Soekarno's legacy and the benefits that students feel when visiting the Soekarno Exile Site. The benefits felt include a sense of responsibility to protect the Site of Soekarno's Exile and fostering a national spirit, being proud to be an Ende person because it was in this place that Soekarno was exiled and in this place Pancasila was born as the basis of the Republic of Indonesia.

Ende is the capital of Ende district so it is not wrong that many students from outside the city of Ende study here. The status of the district capital makes many parents send their children to school in Ende because the quality of education in the capital is definitely much better than in the village. Every year the number of students visiting the Soekarno Exile Site increases. In 2014 the number of students visiting the Soekarno Exile Site was 689. In 2016 there was an increase to 1,379, an increase of around 23 percent. The increase occurred not just by coincidence, but there were efforts made by the Tourism and Culture Department to attract students to visit the Soekarno Exile Site. The Department of Culture and Tourism is also proud because the strategy implemented was successful in attracting students to visit the Soekarno Exile Site.

There were many responses from the public, more specifically visitors, in assessing the existence of the site of Soekarno's exile house in Ende. Most people's opinions are very supportive and feel proud of the presence of this historical site. The educational value obtained through Bung Karno's exile is that it really helps people to learn and know the important role of historical values in people's lives. Local governments must renovate and preserve historical places by improving facilities without reducing historical value.

There are many responses or comments about the site of Soekarno's exile house in Ende-Flores, East Nusa Tenggara. In general, the public gives a very positive value to the existence of the site of Soekarno's exile house in Ende.

Considering the important value contained in these historical remains, they should become cultural heritage that must be cared for and preserved. These relics prove the journey of the first former Indonesian president, Bung Karno, who was exiled in the city of Ende, even though the conditions were very difficult and sad. The Soekarno Exile House site is also a historical place where this place does not appear empty but is always visited by visitors, both visitors from Ende City itself and people from outside. What is of encouragement and interest for visitors is because of the historical objects that are still stored on the site of Soekarno's exile house.

Visitors themselves are people who carry out travel activities by visiting certain places for recreational purposes, personal development, or to learn about the uniqueness of the tourist attractions

visited temporarily. The visitors who will be discussed here are visitors to the site of Bung Karno's exile house in Ende.

Richard (1987) explains that response is the act of compiling, recognizing and interpreting sensory information used for description and understanding of the environment. The response includes all signal systems and nervous systems, which are the result of physical or chemical stimulation of the sensing organs. From this theory, it can be related to the response of the community visitors to the site of Soekarno's exile house in Ende, North Ende District, Kota Raja Village, which is a historic city and through Bung's exile. Karno is helping people to learn and know the important role of historical values in people's lives.

C. Character Values that are Exemplary for Students Regarding the Historical Tourist Attraction of Soekarno's House of Exile

The research findings are formulated based on reality, it is known that, the character values embedded in students towards the historical tourist attraction of Soekarno's house of exile, namely students study diligently and serve and develop the country so that they are not left behind by other nations, preserving the environment, being filial to the homeland and nation, devoted to parents and teachers, as a manifestation of curiosity, a sense of responsibility, national spirit, and a sense of love for the homeland contained in the Soekarno Exile Site.

Based on these findings, the sub-theme was put forward as follows

Most of the students visited the Soekarno Exile Site because they were curious about the remains of Ir. Sukarno. This curiosity is part of character education, namely curiosity. Curiosity is an emotion related to curious behavior such as exploration, investigation, and learning. Curiosity is the urge to know new things. Curiosity about something causes someone to approach, observe and learn about an object or something else. This also happened to students who visited the Soekarno Exile Site. Their curiosity made them want to know what was actually inside the Soekarno Exile Site. Students who visit the Soekarno Exile Site do not just travel, they see, observe objects and learn the history of Soekarno's struggle. Not only do they have curiosity, but students can also understand historical values, the history of Soekarno's struggle during his time in Ende and Budi. character at the Soekarno Exile Site. Indirectly, students have character education values such as Love for the Motherland.

The feeling of love for the country, the feeling of love actually contains elements of affection for something. Then, within you a will will grow to care for, maintain and protect it from all threatening dangers. Love for one's country means being willing to sacrifice for one's country and defend it from all kinds of threats and disturbances that come from one's own nation and foreign nations. As students, we can show an attitude of love for our country, including:

- 1) Study diligently so that we can also serve and develop our country so that we are not left behind by other nations.
- 2) Maintain environmental sustainability
- 3) Devoted to the homeland and nation
- 4) Devoted to parents and teachers

In today's modern era, many students have lost their identity as Indonesians, they consider Western culture to be much more advanced and cool than their own country. Therefore, it is hoped that the Soekarno Exile Site can become a place that can regenerate a sense of love for the country in students.

This feeling of love for the country grew when I saw how many of Bung Karno's legacies were still well preserved. I appreciated his struggle against Dutch colonialism even more with ideas that were able to overwhelm the Dutch and ultimately exile him to Ende.

The character education that grows among students after visiting the Soekarno Exile Site is not only a sense of love for the country but also a sense of responsibility. Some students tend to ignore it, because they feel they have it in the family. Students already know the importance of responsibility. However, students must also be able to apply it. In this way, all actions taken can be accounted for. By visiting the Soekarno Exile Site, students become more responsible for preserving and maintaining the values contained in the Soekarno Exile Site, as well as participating in the development process of the Soekarno Exile Site.

The task of students is to be able to follow in the footsteps of the struggle of the proclaimer Ir. Soekarno not only with weapons but also with intelligent thoughts. In this way, they understand better that something can be solved not only with violence but with intelligent thinking. By visiting the Soekarno Exile Site, there are lots of books about Ir. Soekarno will be a good example for students. When they have admiration for someone, they will find out about the person they admire. In this way, students indirectly have a sense of national spirit because they truly learn the values of Soekarno's struggle. National spirit is

a condition that shows awareness of the highest loyalty of every person to the State/nation. This national spirit is in line with the concepts of nationalism and patriotism.

4. CONCLUSION

- A. The development of the Soekarno Exile House as a means of educating students in Ende, was implemented through several strategies, including: (1) conducting outreach to the wider community through print and electronic media, (2) a museum love program shown to students through outreach to existing school principals in Ende Regency, and (3) collaboration between the Department of Education and Culture with PPKn and history teachers.
- B. The strategy for developing Soekarno's exile house received a positive response from students, and the existence of the Soekarno exile house site in Ende has had a positive impact on people's lives and the development of cultural values such as feeling happy, proud, very suitable, very appreciative, and has its own charm. as a historic house site that has values of struggle, and is very suitable to be used as a means of character education for students.
- C. The character values embedded in students regarding the historical tourist attraction of Soekarno's house of exile, namely students study diligently and serve and develop the country so that it does not lag behind other nations, preserve the environment, serve the homeland and nation, serve parents and Mrs. Teacher, as a manifestation of curiosity, a sense of responsibility, national spirit and love of the country

REFERENCES

- Almerico, Gina M. (2014). *Building character through literacy with children's literature*. Research in Higher Education Journal Volume 26-October, 2014
- Asriandy, Ian (2016). *Strategy for Development of the Bissapu Waterfall Tourism Attraction in Bantaeng Makasar Regency: Previous Research*
- Azzet, Akhmad Muhaimin (2011). *The Urgency of Character Education in Indonesia*. Yogyakarta: Ar-Ruzz Media.
- Anggito, Ali, and Johan Setiawan (2018). *Quantitative Research Methods*. Sukabumi : CV. Footsteps.
- Bambang Supriyadi, Nanny Roedjinandari (2017). *Tourism Destination Planning and Development* (Malang: State University of Malang.
- Darmiyati Zuchdi, et al. (2012). *Character Education: Basic Concepts and Implementation in Higher Education*. Yogyakarta: UNY Press.
- Dumiyati. 2011. Management of Implementing Character Education in Schools. *Prospectus Journal, Year IX Number 2*, October 2011.
- Febriani, Maria (2015) *Soekarno's Exile in Ende, East Nusa Tenggara, 1934-1938* Yogyakarta: Previous Research
- Hermawati (2020). Components of Tourism and Development of Tourist Attractions, *Tourism Journal, e Journal BSI*.
- Yulianto Kadji (2016). *Administrative Research Methods*, (Yogyakarta: Deepublish.
- Indah Fitriaiia Munawaroh Situmeang (2018). *The Concept of Income Distribution in the Islamic Economic System According to Muhammad Abdul Mannan's Perspective*.
- Kotten Natsir (2015). *Character Education Shapes a child's character and personality*. Ende: Publisher of Nusa Indah.
- Lasmini Ambarwati, et. al. (2018). *Pedestrian. Your History Past and Present* (Malang: UB Press, 2018).
- Meleong, Lexy, J (2006) *Qualitative Research Methodology*. Bandung: PT Teen Rosdakarya
- Mahyu Danil (2018). The Influence of Income on Consumption Levels for Civil Servants in the Bireuen Regent's Office, in *the Journal of Economics*, Bireue Aceh Almuslim University, 2018 Vol. 4 No. 7, p. 9).
- Maryani, E. (2019). *Tourism Geography*. Ombak *GEOGRAPHY JOURNAL* Geography and its Teaching ISSN: 1412 - 6982 e-ISSN: 2443-3977 Volume XIX Number 1 June 2021).
- M. Liga Suryadana and Vanny Octavia (2015). *Introduction to Tourism Marketing*. Bandung: Alfabeta, 2015.
- Maisarah (2019). " *Strategy for developing the Temburun Waterfall tourist attraction in Anabas Islands Regency*." *Journal of Public Administration*, nd3

- O'Connor, Ann., et.al. (2014). *Building & Sustaining Student Engagement: Character Education*. Lincoln: University of Nebraska-Lincoln.
- Onny Fitriana Sitorus, Novelia Utami (2017). Textbook: *Promotion Strategy*
- Riyaningtyas, Mitra, Damai (2014). *Coastal Area Development Strategy as a Tourism Attraction in Pacitan Regency*, Yogyakarta: Previous Research.
- Rosstiyah (2008). in Wiranto (2016). Development of an educational tourism model based on local wisdom with a scientific approach in South Brebes as an alternative learning model for elementary school students: *Journal Dialectics, PGSD Department*
- Ratna Indah Paluvi, Ira, Risfandi (2019). Namu Village Marine Tourism Development Strategy to Support the Economy of a Tourism-Aware Community, *IKM Management Journal Vol. 14, No. 1 (2019)*, p. 9
- Spillane, James, J (1987). *Tourism Economics History and Prospects* Yogyakarta: Kanisius.
- Sugiyono (2009) in Arsiandy, Ian (2016). *Strategy for Development of Bissapu Waterfall Tourism Object in Bantaeng Regency. Thesis*. Makasar: Faculty of Administrative Sciences, Hassanudin University.
- Indonesian Wikipedia (2014). *Bung Karno's House of Exile*. https://id.wikipedia.org/wiki/Rumah_pengasingan_Bung_Karno. Accessed 2 December 2016.