

GEPARK BASED LEARNING FOR CULINARY VOCATIONAL STUDENTS PREPARING FUTURE CHEFS FOR SUSTAINABLE GASTRONOMY

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Abstract

This research explores the integration of geopark-based learning into the culinary vocational curriculum at Akademi Komunitas Manajemen Perhotelan Indonesia in Bali, focusing on how it prepares students to become future chefs with a strong foundation in sustainable gastronomy. Research method adopts a qualitative study of 10 culinary students, the research examines how geopark education enhances students' understanding of local food systems, environmental conservation, and sustainable tourism. The results highlight the potential of geopark-based learning in shaping culinary students' awareness of ecological impacts and promoting sustainable tourism practices, contributing to Bali's unique positioning as a global tourism destination in 2024. This study concludes that geopark-based learning offers valuable opportunities for culinary vocational students to develop the knowledge and skills necessary for sustainable gastronomy. By linking environmental conservation with culinary practices, students are better equipped to contribute to the sustainable development of Bali's tourism industry. Scope geopark-based learning, which involves the study of geological heritage sites and local ecosystems. Purpose provides students with a deep understanding of how food production, sourcing, and preparation can align with environmental conservation efforts. Recommendations the concept of geoparks presents an opportunity to integrate local food knowledge with environmental awareness, creating a platform for future chefs to explore sustainable gastronomy.

Keywords: Geopark, sustainable gastronomy, culinary education, vocational, sustainable tourism.

A. INTRODUCTION

Bali, as one of Indonesia's top tourist destinations, is renowned not only for its cultural heritage but also for its unique natural landscapes, including its geoparks. In recent years, sustainable tourism has become a key focus for the island, where the integration of environmental, cultural, and economic considerations is essential. One way to promote sustainability in tourism is through the culinary industry, where chefs play a pivotal role in shaping food systems and influencing sustainable practices. The concept of geoparks presents an opportunity to integrate local food knowledge with environmental awareness, creating a platform for future chefs to explore sustainable gastronomy. Geopark-based learning, which involves the study of geological heritage sites and local ecosystems, provides students with a deep understanding of how food production, sourcing, and preparation can align with environmental conservation efforts. This research investigates how geopark-based learning can prepare vocational culinary students for careers in sustainable gastronomy, with a focus on students at the Akademi Komunitas Manajemen Perhotelan Indonesia in Bali.

Bali has long stood out as one of Indonesia's most popular destinations, renowned for its rich cultural traditions, welcoming communities, and striking landscapes, including its geoparks. Geoparks, particularly the UNESCO-recognized Batur Geopark, represent unique geological heritage sites that also integrate environmental conservation, education, and sustainable development. In recent years, Bali has made sustainability a cornerstone of its tourism industry, promoting a model that respects local ecosystems, culture, and the economy. As part of this movement, there is a growing interest in how the island's culinary sector can contribute to sustainable tourism, given the pivotal role that chefs and culinary professionals play in shaping local food systems, setting culinary trends, and influencing both local and tourist consumption behaviors.

Tourism plays a significant role in modern society and has emerged as a key global economic activity (Saluja et al., 2022). Additionally, as a tourist destination, English proficiency is crucial to facilitate effective communication with international tourists, as English is a vital component of communication. Recognized as a global language, English is widely acknowledged for its international significance (Anggayana, Nitiasih & Budasi, 2016). It is even referred to as a universal language (Asriyani, Suryawati & Anggayana, 2019). In Indonesia, English is treated as a foreign language (Anggayana, 2023). Its use aims to reduce errors in grammar, such as the application of tenses in sentences (Lindawati, Asriyani & Anggayana, 2018). However, the language skills and components taught often remain too general and fail to meet students' specific needs (Sudipa, Susanta, & Anggayana, 2020). Grammar, defined as a set of rules within a language, is essential for achieving accuracy (Lindawati, Asriyani & Anggayana, 2019). Mastering grammar enables individuals to enhance their communicative competence across the four language skills: listening, speaking, reading, and writing (Asriyani, Suryawati & Anggayana, 2019).

The fundamental source of energy for producing language sounds is the presence of air flowing through the lungs (Anggayana, Suparwa, Dhanawaty, & Budasi, 2021). The study of languages can significantly contribute to language development and support researchers worldwide (Anggayana, Suparwa, Dhanawaty, & Budasi, 2020). Although Indonesia is home to a variety of dialects, this diversity does not pose a significant barrier (Anggayana, Budasi & Suarnajaya, 2014). For foreign tourists, conversing in English has become a common practice (Anggayana, Budasi, & Kusuma, 2019). In this context, facilities and service quality play a crucial role in leaving a positive impression on customers (Anggayana & Sari, 2018). Rules related to language usage are designed specifically for hospitality students, utilizing theories and knowledge from other disciplines to enhance language application (Anggayana, 2022). This also applies to the cultural tourism industry (Redianis, Putra & Anggayana, 2019).

Given that Balinese people are deeply engaged in numerous cultural and religious activities (Budasi, Satyawati, & Anggayana, 2021), the tourism industry offers economic, social, and cultural advantages to all its stakeholders (Osin, Pibriari & Anggayana, 2019). A key aspect of tourism development is creating opportunities for the millennial generation to participate in tourism activities within tourism villages, fostering collaboration between local communities and the government (Osin, Purwaningsih, & Anggayana, 2021). The dynamic growth and evolution of global tourism, alongside the varying travel preferences of tourists, present both opportunities and challenges for destinations worldwide (Suarthana, Osin, & Anggayana, 2020). Unsurprisingly, the tourism sector has become a vital economic industry, employing a significant portion of the population (Budasi & Anggayana, 2019).

The advancement of a nation is significantly influenced by the educational quality of its people (Anggayani & Osin, 2018). The tourism industry continues to receive strong support as it serves as a key driver of public income and a significant source of foreign exchange for the country (Suryawati & Osin, 2019). The growth of the tourism sector contributes to higher incomes for communities near tourist attractions and creates job opportunities (Osin, Kusuma, & Suryawati, 2019). Bali, recognized as the hub of tourism in Indonesia, is also one of the world's most prominent tourist destinations (Yanti & Anggayana, 2023). Various language expressions are commonly used to greet and assist customers, and selecting appropriate expressions that align with the context and level of formality is crucial (Anggayana, 2022).

Tourism interests have started to focus on uncovering regional potential and transforming it into alternative tourism products (Suryawati, Dewi, Osin, & Anggayana, 2022). The tourism industry has seen significant growth in both scale and quality, contributing notably to the country's foreign exchange earnings (Osin, Pibriari & Anggayana, 2020). Hospitality students regularly participate in lectures and practical sessions based on their chosen fields. However, issues with writing accuracy are still commonly observed. This is particularly important to address, as hospitality students frequently interact with foreign guests using English (Anggayana & Wartana, 2022). In this modern era of rapid technological advancement, the development of high-quality human resources is essential. Competent individuals are expected to contribute to a nation's progress (Sengkey, Osin, & Anggayana, 2022). Furthermore, English proficiency must be prioritized to enhance communication effectiveness with international tourists, as it plays a critical role in successful interactions (Antara, Anggayana, Dwiyanti, & Sengkey, 2023).

Indonesia's international recognition has grown, as reflected in the increasing number of tourists from various countries (Putra & Anggayana, 2023). The tourism industry is a vibrant and multicultural sector that depends greatly on effective communication to meet the needs of its diverse clientele (Anggayana, 2023). Proficiency in English enables professionals to interact confidently with senior leadership, contribute meaningfully to critical meetings, and clearly express their ideas and concerns (Asriyani & Anggayana, 2023). The rapid advancements in information and communication technology in this digital age have significantly influenced various aspects of life, including the education sector (Anggayana, 2024). In today's era of globalization, it is important for hospitality students who come from Balinese culture to gain a deep understanding of English as an important cross-cultural language in the hospitality industry (Anggayana, Osin, Wiramatika, Sumardani & Chandra, 2024). Education at the vocational level tends to receive English material that is identical to Academic Education in general, so that students who take Vocational Education receive material that is not in accordance with the Study Program when taking Higher Education (Anggayana, 2024). A core element of the hospitality industry, demands proficiency in English for communication and ensuring that service standards are met (Anggayana, Asriyani, & Lindawati, 2024).

Research Questions for this study seek to address the following: (a) How does geopark-based learning influence culinary vocational students' understanding of sustainable gastronomy? (b) What are the perceived benefits of integrating geopark education into the culinary curriculum for future chefs in Bali? (c) How can this educational approach support sustainable tourism in Bali?

While extensive research has been conducted on sustainable tourism and the role of geoparks in environmental education, limited studies have explored how geopark-based learning can be applied to culinary education, particularly in the context of vocational training. Regions often develop tourism sectors due to the availability of easily accessible natural resources such as

beaches, scenic landscapes, and favorable weather conditions (García-Romero et al., 2024). An evaluation of the area's potential for geotourism and geo-education revealed that it holds significant value in both aspects (Spyrou et al., 2024). Nevertheless, people remain central to business operations, requiring digitized processes to adapt effectively to today's working environment (Obster et al., 2022). This study fills the gap by examining the practical implementation of geopark education within a culinary program, preparing students for real-world challenges in sustainable gastronomy.

The novelty of this research lies in its interdisciplinary approach, combining elements of environmental education, sustainable tourism, and culinary arts. This study is one of the first to explore the specific application of geopark-based learning within a culinary vocational setting, particularly in Bali, where tourism and gastronomy are closely intertwined with local culture and environmental conservation. Although there is growing acknowledgment of the value of images as a rich source of data, their complete potential to contribute to the advancement of tourism and hospitality knowledge, both conceptually and theoretically, has not yet been fully realized (Zhan et al., 2024).

Literature review, the concept of geoparks has been widely discussed in the context of sustainable tourism, with UNESCO's Global Geoparks Network serving as a framework for promoting conservation, education, and sustainable development. Previous studies have shown that geoparks enhance environmental education by connecting students with local ecosystems and geological heritage, fostering a sense of responsibility for conservation. In the field of culinary education, sustainable gastronomy has gained attention as chefs are increasingly seen as stewards of food systems. The creation of focus groups facilitates user engagement through the involvement of local and tourism agents who possess the most knowledge about the area and the activities conducted there (Font Barnet et al., 2021). Sustainable gastronomy emphasizes the use of locally sourced ingredients, reducing food waste, and promoting environmentally friendly cooking practices. However, integrating geopark education into culinary curricula remains underexplored. Interactions with natural environments can be observed across various discussions, including those on social media (Norman & Pickering, 2023). This study builds on the literature by examining how geoparks can serve as educational resources for culinary students, promoting sustainable practices within the context of Bali's tourism-driven economy.

Geodiversity encompasses a wide range of geological and physical features on Earth, including minerals, rocks, soils, fossils, landforms, and ongoing geological and geomorphological processes (Singh et al., 2021). It offers valuable insights for policymakers to drive the sustainable development of tourist destinations (Yin et al., 2023).

B. RESEARCH METHOD

This research adopts a quantitative and qualitative approach, involving semi-structured interviews with 10 culinary students from Akademi Komunitas Manajemen Perhotelan Indonesia in Bali. The students were selected based on their involvement in geopark-related projects and courses. The questionnaire focused on their experiences with geopark-based learning, their understanding of sustainable gastronomy, and their perceptions of how this knowledge could be applied in their future careers as chefs. In addition to interviews, field observations were conducted at geopark sites in Bali, including the Batur UNESCO Global Geopark. These observations provided insights into how students interacted with the local environment and integrated their learning into

culinary practices. The data were analyzed thematically, with emerging themes related to sustainability, education, and tourism.

The study was designed as a case study, focusing on Akademi Komunitas as a representative example of a culinary vocational program that integrates geopark-based learning. The case study method is advantageous for gaining a holistic view of how geopark-based learning can influence culinary education, as it allows for a comprehensive examination of student interactions with local environmental and cultural resources. This approach includes data collection from various sources, providing a multi-perspective understanding of how geopark-based learning contributes to students' professional and environmental awareness.

Participants included 10 culinary students from Akademi Komunitas Manajemen Perhotelan Indonesia, selected based on their involvement in geopark-related courses and projects. These students were chosen using purposive sampling to ensure that they had experience with geopark-based learning and could provide relevant insights into its impact on their education. In addition to students, the study included interviews with key stakeholders in the tourism and cultural sectors, such as museum staff at the Museum Gunung Api Batur, international tourists visiting the geopark, and employees involved in geopark-related educational initiatives. This diverse participant provided a well-rounded view of how different groups perceive the role of geopark-based learning in promoting sustainable gastronomy. The primary data collection methods were semi-structured interviews, field observations, and questionnaires.

C. FINDINGS AND DISCUSSION

The findings of this study highlight the positive impact of geopark-based learning on students' understanding of sustainable gastronomy. The students expressed a heightened awareness of the importance of sourcing local ingredients and reducing the environmental footprint of their culinary practices. Many students noted that visiting geopark sites allowed them to connect the theoretical aspects of sustainability with practical applications in their future careers as chefs.



Figure 1. Interviewing tourists and museum staff at the Museum Gunung Api Batur

The study also found that students were more likely to explore sustainable tourism initiatives, such as promoting eco-friendly dining experiences for tourists, after being exposed to geopark-based learning. Integrating insights from memory studies and the geopolitics of tourism (Pfoser & Yusupova, 2022). The following are the results of the interview consisting of questions and answers.

Question: Can you explain how Batur Geopark Museum promotes Education about sustainability and environmental conservation? **Answer:** if we talk about issues related to sustainability, where the museum is one of the containers, well why do we say as a container, because the Geopark Museum has collections that come from geological diversity, there is geopersiti diversity, and cultural diversity. In

each of these diversities, we display several collections, so each collection that we have here has educational value, starting from the process to its form. Its values, and its functions, such as those in geopersiti, those in culture are also like that, there are several values, which have a very high educational value, where knowledge of an object has a value for education. There it has an impact on tourism or students, students who study at the museum prioritize environmental preservation, moreover in that environment there are already elements of a geopark, where the main purpose of the geopark is the preservation of the earth and its contents like that.

Question: How does the Museum integrate the Geopark Education aspect into the visiting and tour programs it provides? **Answer:** Every visitor who comes here, whether in a group or individually, of course the group will need a guide to carry out activities in the museum, in guiding visitors we try to provide what is our responsibility in disseminating information and we adjust the information to the tourists or visitors we face, if there are visitors who are kindergarten, elementary school, junior high school, high school, college students, and researchers of course we give different treatment, because we cannot, for example, when we face kindergarten and elementary school children, we cannot use geological terms, because it will be wasteful or useless and we prefer to use simple languages so that they can more easily understand our explanations, and in dealing with students or researchers we will use more geological terms and explain more specifically and adjust to the data we want to obtain so that we can provide information that is in accordance with the wishes of the researcher.

Question: How do visitors, especially students, respond to the education offered at the museum?

Answer: Most of the visitors are students and they are very enthusiastic here, because they get new learning or knowledge, and we also have some collections and explain what they often see and they know what this actually is and where it comes from, for example paras, and paras is very familiar and they don't know where it comes from, which actually comes from the eruption of ancient Mount Batur whose ashes flew to the Ubud, Sukawati areas, and that's what was mined, so after coming here they know that paras or the material from my house, and my temple came from Mount Batur.

Question: How does Batur Geopark Museum collaborate with schools or institutions to promote Sustainable Education? **Answer:** If we are with schools or agencies, we do it after they visit here, so there are some terms when we explain to students or visitors that we include some preservation, When in geodipersiti of course we include some important points in maintaining preservation related to volcanoes, that black lava is important not to be damaged, because this will be useful for learning, if in the geodipersiti section we also work with the Natural Resources Conservation Agency (BKSDA), and there are several things that state that preservation is very important, so there are some that we display there are animals, there are plants that must be preserved as well as culture, in that culture we work with the Archaeology Center to fill it in so in that culture the Kintamani culture is raised completely and also added with the culture that exists in Bali.

Question: Are there local cultural elements integrated into the educational program to teach students about sustainability and gastronomy? **Answer:** gastronomy is culinary and geology yes. If we are for tourists here, it is not specific but here we are in general or maybe tourists here ask us something here, we here also convey to tourists that our typical culinary in Batur is tilapia fish which comes directly from Lake Batur, besides that we in Batur also have agricultural products such as oranges or vegetables which are directly planted by farmers in Batur Geopark.

This section presents the findings from interviews, observations, and questionnaires conducted with culinary students, museum staff, and international tourists in relation to the

integration of geopark-based learning in culinary education at the Akademi Komunitas Manajemen Perhotelan Indonesia. The analysis identifies three core themes: (1) heightened awareness of local food systems, (2) environmental responsibility in culinary practices, and (3) the role of geopark education in promoting sustainable tourism. Each theme is discussed in light of its implications for sustainable gastronomy and the broader objectives of sustainable tourism in Bali.



Figure 2. Museum Gunung Api Batur and Geosite Gunung Batur

This increased awareness aligns with sustainable gastronomy principles, emphasizing locally-sourced ingredients as a means to reduce environmental impact through shortened supply chains. By integrating geopark knowledge into culinary practices, students began to understand that sourcing locally supports both environmental conservation and the island’s agricultural heritage, reinforcing Bali’s sustainable tourism goals.

By connecting the principles of geopark conservation with culinary practices, students recognized that their future roles as chefs could influence tourism behavior, encouraging eco-friendly practices among visitors. One student shared, *“Tourists come to Bali expecting an experience that respects the environment. As students in the future become chefs, we can support that by designing menus that showcase local ingredients and minimize waste.”*

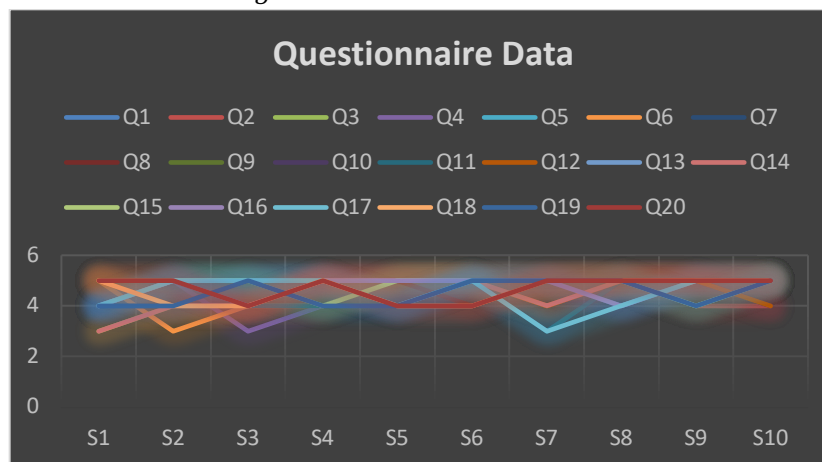


Figure 3. Questionnaire Data

Based on Figure 5. Q mean Questionnaire and S mean student, museum staff emphasized that integrating geopark-based learning in culinary education helps bridge the gap between tourism and environmental conservation, positioning culinary professionals as ambassadors of sustainable tourism. This synergy highlights the potential for geopark-based culinary education to reinforce

Bali's unique tourism identity, promoting experiences that are both culturally authentic and environmentally responsible.

D. CONCLUSION

This study concludes that geopark-based learning offers valuable opportunities for culinary vocational students to develop the knowledge and skills necessary for sustainable gastronomy. By linking environmental conservation with culinary practices, students are better equipped to contribute to the sustainable development of Bali's tourism industry. The integration of geopark education into culinary curricula not only enhances students' professional competencies but also fosters a sense of responsibility toward preserving Bali's natural and cultural heritage. As Bali continues to evolve as a major tourist destination, the role of chefs in promoting sustainable tourism will become increasingly important. This research highlights the need for educational institutions to incorporate geopark-based learning into vocational training programs to ensure that future chefs are prepared to meet the challenges of sustainability in the culinary industry.

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