

An Interactive Atlas: Taman Mini Indonesia Indah (TMII) Through International Eyes

Hally Hanafiah^a, Akari Lynn^b, Kaung Khant Kyaw^c, Thiri Maung Maung Zaw^d

^{a,b,c,d}President University

*hally.hanafiah@president.ac.id

Abstract – This paper presents reflections and insights from one day trip visit to Taman Mini Indonesia Indah (TMII) undertaken by a group of international students. TMII, a cultural and educational park in Jakarta, provides a valuable journey through Indonesian's rich cultural diversity and national philosophies. Through the exploration of TMII's regional pavilions, museums and religious sites, the group gained a deeper understanding of Indonesian culture, Pancasila, citizenship values, religious pluralism and the importance of Bahasa Indonesia as a unifying language. This learning opportunity effectively integrated Pancasila studies, citizenship education, language practice and religious appreciation. It highlighted the role of TMII as an interactive resource that link cultural gaps and encourages the global awareness of Indonesia's plural identity.

Keywords: Taman Mini Indonesia Indah, Cultural Diversity, International's Eyes

Introduction

Indonesia is known for its unparalleled cultural and natural diversity. It is also recognized as the world's largest archipelago and composed of over 17,000 islands. The nation is home to hundreds of ethnic groups and cultures, all united as one big family. Each ethnic group has its own tradition, dialogues, history and beliefs. This beautiful diversity and unity marks Indonesia as a unique nation. However, it is not very easy to study and understand this very diverse history and culture of Indonesia as its huge geographic position and regional traditions make Indonesia an endless atlas to explore. Taman Mini Indonesia Indah (TMII) with the meaning of "Beautiful Indonesia Miniature Park", is one of the most well-known sites for cultural and educational purposes. The driven force behind Taman Mini Indonesia Indah (TMII) is to showcase the beauty and diversity of Indonesia in one location. This purpose also reflects state philosophy of unity in diversity, "Bhinneka Tunggal Ika", pride of the nation, cultural education, and using culture as a tool for political and social cohesion (Lucite, 2022). Taman Mini Indonesia Indah showcases traditional houses with different architecture, cultural performances, local art works and crafts and regional customs from across the big nation. In recent years, TMII has gone through revitalization and innovation processes in order to improve facilities and transform the visiting experience more interactive and memorable. The Smart Tourism pillar leverages digital platforms to reflect Indonesia's vision for the future (Rainanto et al., 2025). By visiting Taman Mini Indonesia Indah (TMII), international visitors as well as students can get one step closer to understanding rich culture and long history of Indonesia and Indonesian people.

This paper will discuss a social project where international students from President University visited TMII as an integral part of their cultural project and reflected their experiences of exploring Indonesia diversity and beauty through cross-cultural eyes. The project emphasized on one-day cultural exploration visit by 25 international students from Myanmar, China and Timor-Leste where the students explored and studied designated regional pavilions, artistic

heritages, religious buildings and representation of marginalized or minority groups. The activity only uses qualitative observation and group discussions. No formal interviews were conducted to TMII employees or visitors during the visit. However, student group discussions and online surveys were conducted and will be featured in this report. The

main purposes of this project are to deepen international students' understandings of Indonesian diverse culture, to encourage social interaction and cohesion, to improve social harmony among international students, to provide educational insights in the scope of religion, culture, language and Pancasila, and to develop multicultural sensitivity and appreciation.

Method

The primary participants in this project are 25 foreign undergraduate students from Myanmar, Timor-Leste and China, currently studying in Indonesia. These students are 18 to 26 years old, many of whom for the first time are being exposed to Indonesian culture and came from various social backgrounds.

The activity took place at Taman Mini Indonesia Indah (TMII) in Jakarta, a recreational complex that aimed to provide insights into the length and breadth of Indonesian traditional culture, reflected on the richness and diversities across Indonesian regions as well as accommodate performances of arts and traditions. TMII provide a special opportunity to learn about Indonesia's diversity and (nation state) identity, and offers an interesting for a multidisciplinary educational project aligned with the themes of Language, Religion, Pancasila, and Citizenship.

Before D-day, we divided the 24 students in five groups based on their preferences, Logistics, Refreshment, Finance, Documentation and Communication & Activities. There were five representatives for each group who are responsible for coordinating their group members.

On 16th July, 2025 our trip started with gathering at President University at 7:30 AM and departed to TMII at 8:00 AM. After our arrival at TMII at 9:30AM, one of the lecturers gave speech about detail plan for the trip with Do's and Don'ts. After this we took some group photos with our lecturers at the Entrance. And then we started our exploration & observation at selected pavilions such as Bali, Sulawesi, Kalimantan, Sumatera, and also some religious places and Indonesian Soldier Museum (MUSEUM KEPRAJURITAN INDONESIA). We had lunch break at 12:15 PM and after that we had our own time for more explorations. At 3:00 PM, we regathered for our departure to our campus.

Results

The excursion to Taman Mini Indonesia Indah (TMII) successfully provided international students with both cultural and academic learning opportunities. We created a Google Form to have students' opinions on this excursion. Two open-ended questions were asked to gain qualitative insights about their challenges and reflections on the experience.

Did you get clear information about the schedule and activities before the trip?
23 responses

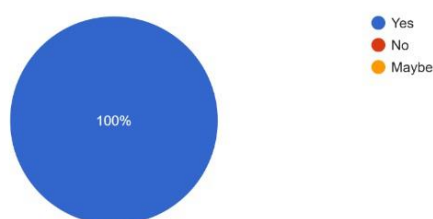


Figure 1. Clear Information about the Schedule and Activities
our prior preparation and information system are quite good.

Were you satisfied with the transportation and timing arrangement?
23 responses

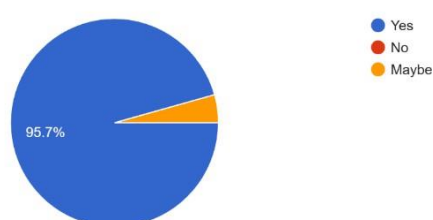


Figure 2. Satisfaction with the Transportation and Timing Arrangement

Over 95% of our participants satisfied with the transportation system and the trip's time management which is the achievement for the Logistics Team that reflects the dedication and effective coordination of their work.

Did you satisfied with the provided lunch?
23 responses

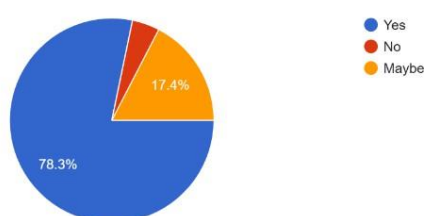


Figure 3. Satisfaction with the Provided Lunch

Over 85% of our participants had satisfaction with the lunch provided during the excursion. Only a small amount of money was collected for the lunch but the quality we got reflects the thoughtful planning by the Refreshment Team. They ensured that the meals were not only timely and convenient but also considerate of students' preferences and dietary restrictions. Most of the students appreciate their work and the food quality which helped the students maintain energy throughout the day under the outdoor heat and long walking distances.

Did the visit to TMII help you better understand the subjects we study?
23 responses

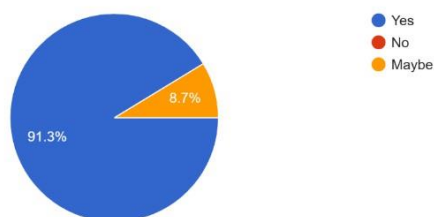


Figure 4. Better understanding of the Subjects

This chart proves that this excursion helped international students to have a better understanding of Indonesia Diversity regarding the school lectures.

Through this trip, which of the following subjects did you gain a better understanding of?
23 responses

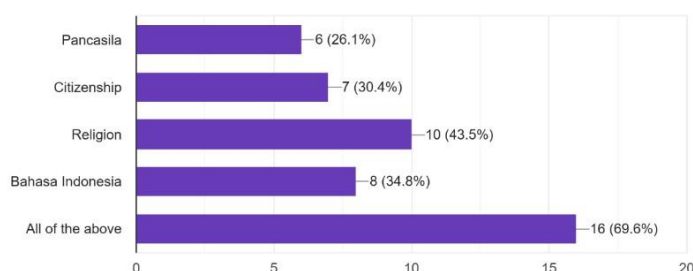


Figure 5. Relevance of the Subjects

Based on the feedback results, a significant number of participants reported gaining a better understanding of key academic subjects relevant to the TMII excursion. The most frequently mentioned area was Religion. This indicates that the excursion was not only enjoyable but also educational. And it is successfully linking real-world experiences with classroom learning. The immersive environment of TMII allowed students to observe cultural and historical elements firsthand, deepening their comprehension of these subjects beyond textbook knowledge.

The findings of this social project were later displayed in President University Social Project Exhibition 2025. Because of this TMII visit, all students in our class were able to understand more about Indonesia's diversity and culture and explain our findings to the lecturers and judges as well. This Taman Mini Indonesia Indah (TMII) cultural visit provided us with visual representation and cultural engagement of beautiful Indonesia. Additionally, international students have become more collaborative, culturally aware and appreciative after the visit. The group dynamic was improved, team works have become more efficient and most importantly, all 25 students from 3 different countries found social harmony and collective purpose despite our language barriers, different religions, diverse culture and understandings

Table 1. Students' reflections on the whole trip

The trip to TMII was amazing as I could see and learn how diverse Indonesia is, and I could also see the culture of each. Also, the architecture of those old buildings amazes me.
Learned a lot about Indonesian culture
I learned more about Indonesian history and understood more about Southeast Asian culture
TMII is more than a park, it's a living lesson in unity, humility, and pride in Indonesia's diversity. The note "Please be honest with yourself..." reminds us to embrace differences and strengthen national harmony.
Visiting TMII is not only about "seeing" culture, but also about "understanding" the logic behind culture: how differences arise, how diversity coexists, and how traditions continue. This cognition goes beyond the superficial experience of "tourist check-in" and becomes a deep reflection on "cultural diversity" and "national identity".
Visiting Taman Mini Indonesia Indah was an unforgettable experience. The park beautifully showcases Indonesia's rich cultural diversity through its traditional houses, museums, and performances. I was amazed by how each province's unique heritage was represented in one place. The cable car ride gave me a great view of the entire park, and the gardens were peaceful and relaxing. I especially enjoyed learning about Indonesian traditions and history. This trip made me appreciate the unity in diversity that defines Indonesia. It was both educational and enjoyable, and I would highly recommend it to anyone visiting Jakarta.
The visit helped me improve my leadership skills and time management. It was very tiring and hard to fulfil such a big task for someone who has never done before, I am quite satisfied with my first-time experience as a project leader. Of course, I would not have done it without the help of other group leaders and my teammates, that also taught me the importance of teamwork and cooperation.
The arrangement is very reasonable, the time concept is very good, and the meal arrangement is also very good. During the trip, I was accompanied by a mentor who was also very considerate towards the students. I am very satisfied with this trip
I saw different buildings in different areas and felt the cultural differences. At the same time, I also gained a more specific understanding of Indonesia's history and culture.
Visiting Taman Mini Indonesia Indah was a unique experience that allowed me to learn more about Indonesia's diverse cultures. I enjoyed exploring the different traditional houses and observing the details in architecture, clothing, and artifacts. It was a meaningful visit that helped me appreciate Indonesia's cultural richness more deeply.

Open-ended responses from students who went on the TMII trip indicate positive educational and intercultural outcomes. Most students reported the trip was "enjoyable", "meaningful" and "insightful". Many participants were thankful for the chance to experience the cultural diversity of Indonesia, such as its architecture, regional display and historical monuments. Some students said that this experience had significantly improved their knowledge of Indonesian diversity, history and cultures. Moreover, some participants who were responsible for organizing the excursion noted personal development on the part of leadership skills, teamwork and time management. Several students emphasized that the visit was not only a sightseeing journey but also a moment of cultural reflection and academic enrichment. Students felt that the trip was a good mix of memorable and educational experience.

Discussion

For the visit to Taman Mini Indonesia Indah (TMII), we divided into five groups: Logistics 1, Refreshment, Finance, Documentation, and Communication. Each group had its own tasks to support the trip. The following part discusses about their experiences, challenges and lesson learned during the visit.

Logistics 1

The TMII visit was a great opportunity for the logistics team to practice real-world planning and coordination. We learned the importance of early preparation, internal communication, and flexibility when plans change. Despite some obstacles, the trip was executed successfully, and we believe the experience helped us develop skills that will be useful in future academic and professional settings.

Refreshment

This successful implementation of logistics process: ordering food, purchasing snacks and drinks, buying stickers required very precise time management and planning, good teamwork,

information sharing with other groups, and leadership skills. Most of our team

members are performing their role for the first time. Each team member has learnt so much from this project. Since all of our members are foreigners and cannot speak Bahasa Indonesia fluently yet, there were some language barriers in carrying out the tasks. Fortunately, one of our members from Timor-Leste can speak Bahasa Indonesia and she was a huge help in communicating with shop-owners and employees. This helped us understand the importance of language, especially when we are studying abroad. This example also inspired all of us to learn foreign languages as well as the culture. One of our members also brought a big bag of candies. The initial plan is to hand them out during the trip to add some extra fun. However, she completely forgot about them. The candy bag stayed quietly in her bag the entire day, untouched and forgotten. Through this mission, we learned the importance of teamwork and on-site response. We also understood more clearly that "preparing but not using" and "remembering to use" are two different things. Overall, we learned the importance of good planning and teamwork. Even small tasks made a big difference, and it was very great to see everything come together on the excursion day.

Finance

From managing the TMII trip, we realized how important financial planning and accountability are in the success of any group activity. We learned that finance requires responsible, ethical and effective management. We need to make sure that every amount we used serves a clear purpose for the team.

The most valuable lessons we gained was the importance of clear and continuous communication between the Finance team and with other divisions. We understand that any miscommunication could lead to miscalculation or confusion. Even a tiny miscommunication would directly affect the entire plan. By holding regular check-ins and keeping open access to financial records, we were able to minimize those risks.

We also prepared a small financial buffer for unexpected needs and we found out it is very useful. We also learned that making a clear budget and sharing access to financial records helped create a culture of openness and trust. Managing the team's money was a big responsibility because it was kind of carrying the trust of the whole group.

Every decision had to be made with care and fairness. We not only improved our financial skills but also grew in responsibility, honesty, and teamwork. This experience has enhanced our ability to manage budgets in future projects and underscored the importance of organization and mutual support.

Communication & Activities

One of the main challenges was helping international students understand the cultural context despite language barriers. Many exhibits used only Bahasa Indonesia, but through collaboration and observation, we helped students make connections and feel more involved.

The experience taught me the value of adaptive communication. It is not only translating language, but also explaining ideas in culturally relevant ways. By supporting others in this environment, we fostered trust, teamwork and mutual respect.

Documentation

Documenting the TMII visit provided a rich record of cultural learning in action. It not only served as a memory for students but also as promotional material for future school trips. The feedback collected showed a notable increase in students' interest in Indonesian history and regional diversity. The main challenge was managing time and resources with phone cameras only. Effective coordination between teams was essential for achieving comprehensive coverage. Additionally, post-event editing required significant time because of the large volume to media and strict publication deadlines. Despite these constraints, the project significantly developed our technical and creative skills. We learned how to design engaging cultural

documentation with limited tools and how to interpret student feedback effectively. These skills will be valuable for future projects and events.

Therefore, the visit to TMII taught us important lessons about working together, planning and being responsible. Each group faced different problems but solved them by working together and being flexible. We all learned useful skills and understood the value of teamwork from this trip. This experience enhanced our organizational skills and strengthened our respect for one another.

Documentation



Figure 6. TMII Excursion



Figure 7. President University Social Project Exhibition 2025

Conclusions

This study found that the educational trip to Taman Mini Indonesia Indah (TMII) has a positive effect on the improvement of international students' knowledge about Indonesian culture, nation state identity and the values of Bhinneka Tunggal Ika. The trip was an opportunity for students to integrate the study of academics such as Pancasila, Citizenship, Religion and Pancasila into life experiences and develop soft skills such as teamwork, communication skill, leadership awareness and time management. These results support that the international students' cultural field visits help to promote intercultural sensitivity, social cohesion and personal growth.

Recommendations

To maximize the benefits of such tours, universities should institutionalize a cultural tour plan for international students as one of the projects in its overall study program. Not only does this program help build cultural awareness, it enriches all the classroom learning. Further research needs to be carried out to respond to some limitations in our (short-term, qualitative reflection-based) study. With approach of international students and comparing their perspectives with local students would provide useful information. Supplementing the use of these activities for academic enrichment and culturally responsive education will strengthen communication and collaboration with cultural institutions.

Acknowledgements

Visiting TMII was a unique experience because it was a learning trip that went half and half between room lectures and 'field application'. It allowed us to get a better understanding of Indonesia's diversity, to enhance our teamwork and to understand the values and identity of the country. We would like to thank our teachers Dr. Bruno Rumyaru, Dr. Liswandi and Dr. Ir. Hally Hanafiah for arranging and hosting this observation trip too. We are grateful to all students who were involved in the study and have participated actively with cooperation and in a positive manner. This holiday journey taught us that education is not about walls and textbooks. We eagerly look forward to future excursions such as these, when large numbers of school students have the opportunity to learn useful things and gain precious memories.

REFERENCES

- Alwasilah, A. C. (2012). *Pokoknya bahasa Indonesia: Pendekatan linguistik terapan*. Kiblat Buku Utama.
- Haryatmoko. (2021). *Pluralisme dan dialog antaragama di Indonesia*. Kompas.
- Kolb, D. A. (2015). *Experiential learning: Experience as the source of learning and development* (2nd ed.). Pearson Education.
- Lukito, Y. N. (2022). Historical and cultural negotiations in Taman Mini Indonesia Indah: Beyond the utopia of “unity in diversity.” *Journal of Southeast Asian Studies*, 53(2), 201–220. <https://doi.org/10.1017/S0022463422000185>
- Rainanto, B. H., Wiranti, P., & Sari, A. P. (2025). Tourist attraction development after revitalization of Taman Mini Indonesia Indah. *GARUDA (Global Review of Development and Applications)*, 11(1), 45–60. <https://journal.prasetiyamulya.ac.id/journal/index.php/Garuda/article/view/1450>
- Susanto, H. (2020). *Pendidikan kewarganegaraan untuk perguruan tinggi*. Prenadamedia.
- Wuryandari, G. (2017). Revitalisasi nilai-nilai Pancasila melalui edukasi budaya di Taman Mini Indonesia Indah. *Jurnal Pendidikan dan Kebudayaan*, 22(3), 295–310. <https://doi.org/10.24832/jpnk.v22i3.295>
-