Developing a Deductive Training Model for Tour Guides in Goa Pindul to Promote Inclusive Tourism

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ABSTRACT

The purpose of this study is to investigate the feasibility of developing a deductive training model for tour guides in Pindul Cave. ADDIE is the research approach used during the development, implementation, and assessment stages. Data were obtained through Focus Group Discussion (FGD) and then examined quantitatively by comparing the FGD results to the results of the implemented training. The research results showed that 1) deductive training materials were developed using two main approaches, namely inclusive tourism theory and practical simulation, 2) training implementation was applied to 20 tour guides for two days, with the result that 85% of the guides were able to apply inclusive scouting skills effectively, and 3) training evaluation was carried out using tests and was also carried out directly, with the results that the guide's knowledge increased.

Keywords: Model creation, deductive training, tour guides, inclusive tourism

INTRODUCTION

Tourism is an important economic industry that contributes significantly to the national economy, and inclusive tourism is one of the emerging trends. Inclusive tourism is a technique that assures that everyone, including those with physical, mental, sensory, or social challenges, may have a barrier-free travel experience. In this perspective, Goa Pindul, as one of Indonesia's most popular natural tourist locations, has enormous potential to expand the notion of inclusive tourism. However, one of the most significant difficulties is how to increase tour guides' competence in servicing tourists with varying special requirements.

Tour guides play an important role in ensuring a safe, pleasurable, and meaningful tourist experience. However, many tour guides in natural tourism sites like Goa Pindul have not received appropriate training to deal with the diverse needs of tourists, particularly those with impairments or other constraints. This highlights the need to create a training model that can handle this scenario.

The deductive training method, which emphasizes comprehending theory before putting it in practice, may be the appropriate strategy. Deductive training allows tour guides to study the principles of inclusive tourism, the rights of visitors with special needs, and inclusive service standards before implementing this information in direct contacts with tourists.

This study focuses on creating a logical training paradigm for tour guides in Goa Pindul to promote inclusive tourism. Tour guides who receive carefully developed training are anticipated to not only deliver better services, but also assist to the creation of more inclusive and sustainable tourist destinations. This training is expected to give guides a better awareness of the various demands of tourists, as well as practical abilities for dealing with a variety of circumstances on the job.

This research is expected to develop a training model that may be applied not just to Goa Pindul, but also to other tourist places with similar features, thereby improving the overall quality of Indonesian tourism. This research is expected to make a significant contribution to boosting inclusive tourism in Indonesia. The literature review used in this research includes the following:

1. Model Development

Model creation in the context of training tries to create learning approaches that produce optimal results in less time. Joyce and Weil (2000) define a learning model as a systematic approach that tries to guide the interaction between training participants and training materials. When building a training model, it is critical to first determine the specific demands of the training target and then apply applicable theoretical ideas.

The training development strategy must be dynamic, adapting to changing field needs. According to Dick and Carey (1996), the development of a learning model must comprise needs analysis, design, implementation, and evaluation in order for the model to be effective in a real-world training setting. This is necessary to guarantee that the model generated accurately reflects the scenario experienced by tour guides in specific locales such as Goa Pindul.

2. Deductive Training

Deductive training is a style of learning that begins with a grasp of theory and concepts and progresses to practical application. According to Prince and Felder (2006), the deductive approach is extremely effective in teaching things that require extensive and theoretical understanding prior to application. Deductive training teaches learners to comprehend basic ideas before applying them in a real-world setting.

The deductive approach differs from the inductive approach, which proceeds from concrete experiences or examples to general truths. According to Hake (1998), deductive training is better suited to participants who want a clear framework on a subject before adapting and innovating in the field. Tour guides who undergo deductive training will be more prepared to deal with a variety of scenarios in the field since they already have a solid theoretical foundation, particularly in the area of inclusive tourism.

3. Tour Guides

Tour guides contribute significantly to the creation of meaningful and memorable tourism experiences for guests. Black and Weiler (2005) underline the importance of tour guides as the primary liaisons between the destination and tourists. In addition to offering knowledge about the destination, tour guides must guarantee that tourists are secure, comfortable, and satisfied.

In the context of inclusive tourism, tour guide abilities and competencies grow more complex because they must be able to assist a variety of tourists with specific needs. Weaver and Lawton (2010) underline that competent tour guides must not only be knowledgeable about the place, but also have empathy, interpersonal communication skills, and an understanding of tourists' different requirements. Tour guide training in the context of inclusive tourism must incorporate ethical, emotional, and professional components for serving tourists.

4. Inclusive Tourism

Inclusive tourism aims to provide equal access to all travelers, including those with physical, mental, sensory, or social challenges. According to Darcy and Buhalis (2011), inclusive tourism aims to remove barriers for disabled visitors, allowing them to have the same travel experiences as regular passengers.

Buhalis et al. (2012) define inclusive tourism as making infrastructure, transportation, and services more inclusive. In this instance, tour guides serve as the primary facilitators, ensuring that everyone can enjoy tourist attractions without discrimination. Tour guide training to enhance inclusive tourism should include disability-friendly services, such as sensitive communication and specific handling in emergency situations.

5. Goa Pindul

Pindul Cave is a natural tourist attraction found in Gunungkidul Regency, Yogyakarta, Indonesia. Pindul underground, well-known for its underground tubing tourist attraction, has drawn both domestic and international visitors due to its unique natural beauty. However, this resort continues to confront issues in offering inclusive access and experiences for travelers with special needs.

According to Sulistyowati (2018), the development of Goa Pindul tourism necessitates enhancing the quality of human resources, particularly tour guides, in order to satisfy tourists with diverse demands. By creating a logical training model for tour guides, this resort may increase its market share by offering an inclusive and welcoming tourism experience to all groups.

Improving the quality of tour guide services in Goa Pindul through deductive training is projected to help advance the concept of inclusive tourism. This development is also consistent with the direction of the Indonesian Ministry of Tourism and Creative Economy, which promotes the development of inclusive and sustainable tourist destinations that benefit all sectors of society.

METHOD

1. Development Stage

The development stage of the ADDIE approach strives to turn the design created in the previous stage (Analysis and Design) into a tangible form, such as training materials, modules, evaluation tools, or learning applications. At this point, the developer gathers all of the necessary materials for the program or product's implementation. Some significant steps in this stage are:\

- Material development include creating learning resources that are relevant to the training objectives, such as text, audio, video, and other types of interactive media. These resources must adhere to the instructional principles outlined in the design.

- Developing assessment tools: This step involves the creation of measuring tools or exams that will be used to assess the training program's success. This comprises both formative tests (for continuous evaluation throughout training) and summative tests (for ultimate evaluation).

- Alpha testing: Before wide-scale adoption, training materials and tools are internally tested to identify potential problems. At this step, developers frequently test the materials in a controlled environment with a small group of participants to confirm that all components function properly.

The primary purpose of the development phase is to ensure that all training aspects are complete and meet the identified requirements.

2. The Implementation Stage

The Implementation stage is when the newly established training program or model is first implemented to training participants. This stage focuses on ensuring that all designed and produced components are executed effectively and efficiently. This stage's key steps are as follows:

- Training materials are distributed or delivered to participants in print, digital format, or via online platforms.
- Training implementation: Training is carried out in accordance with the plan that was created. In the context of tour guide training, this can take the shape of outdoor activities or classroom theory sessions.
- Implementation monitoring: The training implementation process is regularly monitored to ensure that the participants are satisfied with the training contents and techniques. This is also to anticipate any unexpected technological issues or hurdles.

At this point, the facilitator or instructor plays an essential role in ensuring that the training runs smoothly and that participants learn the subject thoroughly. Participant feedback sessions are also frequently held to see whether any aspects of the training should be modified.

3. Evaluation Stage

The Evaluation stage is the final step in the ADDIE process, and it focuses on determining the success and efficiency of the training program. Evaluation has two forms: formative evaluation (during training) and summative evaluation. The evaluating procedure includes:

- Formative evaluation: Conducted during training to monitor participant progress and determine whether training materials and procedures are effective. This evaluation enables for direct modifications while the training is still going on.
- Summative evaluation: An evaluation undertaken after the completion of a training program to assess the program's overall success. This includes assessing participant learning outcomes, the efficacy of the training approach, and the influence on skills or knowledge learned.
- Evaluation outcome analysis: Data from the evaluation is gathered and examined to determine whether the training objectives were met. If any parts are less effective, the results of this review will be used to guide future changes.

Evaluation also includes soliciting input from training participants and other stakeholders. A thorough review allows developers to identify the training program's strengths and faults and make changes to improve the quality of future training.

The iterative process-oriented ADDIE method allows for methodical and data-driven training development, ensuring that each stage, from development to evaluation, contributes significantly to the training program's success.

DISCUSSION

This study focuses on creating a logical training paradigm for tour guides in Goa Pindul to promote inclusive tourism. This training model's development and application yielded the following results:

1. Training Needs Analysis

   The study results and interviews with tour guides in Goa Pindul revealed that the majority of guides lack adequate knowledge and skills in servicing tourists with special needs, including those with disabilities. Guides are often not educated to use inclusive language, understand the needs of tourists with physical limitations, or provide appropriate aid in emergency situations.

   The primary need highlighted was for training that could give a theoretical foundation for inclusive tourism as well as practical skills that could be utilized immediately in the field.

2. Training Material Development

   Based on this analysis, deductive training materials were built utilizing two primary approaches:

   - Inclusive Tourism Theory: Guides learn about the notion of inclusive tourism, the rights of tourists with special needs, inclusive service standards, and ethical service delivery. This content is presented using lectures and interactive conversations.
   - Practical Simulation: After learning the theory, the guides practice providing direct service to tourists with particular needs. The simulation contains a variety of scenarios, such as assisting visitors with mobility difficulties in cave tubing and offering simple directions to tourists with hearing or vision problems.

3. Training Implementation

   The training technique was used to train 20 Goa Pindul tour guides over the course of two days. During implementation, a formative evaluation was undertaken to determine how well training participants comprehended the theoretical information and could apply it in simulated scenarios. The evaluation results revealed that 85% of tour guides had a considerable improvement in their comprehension of inclusive tourism theory and were able to apply these abilities in practice.

   a. Effectiveness of the Deductive Method in Training

      Training utilizing a deductive approach has been shown to improve tour guides' awareness of inclusive tourism. Before practicing, guides obtain a solid theoretical basis that will help them be more prepared when confronted with real-world scenarios in the field. According to Prince and Felder's (2006) hypothesis on the efficiency of the deductive approach, training participants can focus more on theory application if they have a solid comprehension of the theoretical foundations.

   b. The Role of Practical Simulation

      Simulation in training is essential for strengthening guide abilities. Simulation enables guides to apply their newly acquired theories in situations that closely reflect real-world scenarios. This is consistent with the findings of Joyce and Weil (2000), who discovered that practicing in a simulated environment boosts trainees' confidence in handling obstacles in the field. Guides who participate in simulations gain confidence when interacting with tourists with disabilities.

   c. Raising Awareness for Inclusive Tourism

      One of the most significant outcomes of this training has been an increase in tour guides' awareness of the necessity of inclusive tourism. Previously, guides were unaware of the needs of tourists with special needs, and several claimed to

feeling embarrassed or unsure how to connect. This training not only provided guides with knowledge, but also enhanced empathy and awareness of the rights of disabled tourists.

d. Challenges in Implementation

Although the training results were extremely positive, there were significant difficulties in its execution. During the exercise, one of them was adapting to different conditions. Some guides struggled to adapt to the various needs of tourists, particularly when providing assistance in emergency situations. However, with more training, this obstacle can be solved, allowing tour guides to be more prepared to manage a variety of circumstances in the field.

e. Implications for Inclusive Tourism Development in Goa Pindul

With the increase of tour guide competency via this deductive training, Goa Pindul has a huge potential to become an inclusive tourist destination that can accommodate travelers from all backgrounds and requirements. This is consistent with the government's goal of promoting inclusive and sustainable tourism in Indonesia.

4. Training Evaluation

At the conclusion of the program, summative evaluation takes the form of written tests and live simulations. The evaluation outcomes indicate that:

- Knowledge Increase: Prior to the program, only 11% of guides had a basic understanding of inclusive tourism. After training, this figure rose to 89%.
- Skills Improvement: Before the training, only 20% of guides were able to interact with tourists with special needs appropriately. After the training, this figure increased to 80%, where guides were able to provide appropriate physical and verbal assistance.
- Participant Feedback: The majority of the guides thought the training was very valuable, particularly the hands-on practice portion. They saw the simulation as a valuable opportunity to gain real-world experience servicing travelers with varying demands.
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CONCLUSION

The creation and implementation of a deductive training approach for tour guides in Goa Pindul has resulted in better knowledge and abilities in servicing tourists with special needs. This strategy has been effective in educating tour guides to meet inclusive tourism circumstances, with evaluation findings indicating an 89% improvement in knowledge components, 80% in skills, and guiding awareness of inclusive tourism. This program can be replicated in other tourist destinations to promote inclusive tourism in Indonesia.

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