

EDUCATIONAL TOURISM MANAGEMENT BASED ON EXPERIENTIAL LEARNING IN PULUTAN TOURISM VILLAGE

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*Yudan Hermawan^{1,6}, Entoh Tohan², Lutfi Wibawa³, Rico Septiantoko⁴, Rita Bekt
Utami⁵*

^{1,2,3,4,5} Universitas Negeri Yogyakarta

⁶yudan_hermawan@uny.ac.id

ABSTRACT

Pulutan Tourism Village develops and empowers the community, one of the innovative models developed is educational tourism based on experiential learning. The purpose of this study is to a) describe the management strategy in developing Pulutan Tourism based on experiential learning b) supporting and inhibiting factors. This study used an exploratory case study with the sample selected using a purposive sampling method. Data was collected through in-depth interviews, observation, and documentation. The Analysis Interactive Model from Miles and Huberman is used to analyze the results, namely: data collection, data reduction, data presentation, and drawing conclusions or verification. Research result; a) the strategy is carried out starting from identifying the potential and objectives of Wista Education, designing educational programs, involving local communities, training and education, infrastructure and facilities, promotion, and evaluation and improvement. b) Supporting factors; Strategic Location, Relevant Education Program and Local Community Involvement. While the inhibiting factors namely; Lack of Resources and Funds, Lack of Education and Training and Climate Change.

Keywords: development, tourism, tourist village, educational tour, experiential learning

INTRODUCTION

Building economic growth centers in rural areas is one of the efforts being focused on by the central government. This effort is carried out by optimizing the potential of the village to make it more productive and contributive to community life, one of which is the development of tourist villages. because the tourism industry is the fastest growing and most sustainable industry at the moment (William Revill Kerr, 2003). So the development of village communities through the tourism sector is very appropriate and suitable as a solution for village economic development (Ahebwa & Duim, 2013). It is hoped that rural tourism development will become a model of sustainable tourism development in accordance with government policies in the tourism sector (Arta Rusidarma Putra, Silfiana, 2019)

Many tourism developments have been carried out with the aim of acting as agents in development (Sharpley & Telfer, 2008; Sharpley, 2002; Smith & Duffy, 2003). However, the powerlessness of the community means that the contribution given by them is limited and it is more controlled by the elite (Aghazamani & Hunt, 2017: 341). There is a need to

strengthen community skills in managing the potential of their villages, apart from that, many tourist villages cannot survive because there is no innovation offered to tourists.

Educational tourism is a form of innovation that can be developed in tourist villages so that they can remain a sustainable attraction. Educational tourism is a tourism concept that uses an experiential learning approach to provide knowledge insight to visiting tourists. Tourists are invited to play while learning based on the experiences they have. Experiential learning is a learning method that is centered and focuses on experiences that will be learned and experienced by the participants themselves.

One of the tourist villages that is currently developing and busy with visitors is Pulutan Tourism Village. This village has become a viral newcomer to the world of tourism. This tourist village offers the beauty of rice fields with very cool air as a place to relax, and has been developed by the community since July 2022. The land used is on Pulutan sub-district treasury land, with a very wide stretch of rice fields reaching tens of hectares. Based on preliminary information, the management of the Pulutan Tourism Village has not supported the development of tourism with the development of adequate resources and facilities. So researchers are interested in examining how experiential learning-based educational tourism is managed in the Pulutan Tourism Village.

METHOD

The research uses an exploratory case study method and the research approach uses a qualitative case study method which is used to obtain information about experiential learning-based educational tourism management in the Pulutan Tourism Village. This research is an exploratory case study with the sample selected using the purposive sampling method. It is a method used to achieve certain research objectives. There is no limit to the number of respondents to create a purposive sample, the important thing is that the expected amount of information can be obtained, produced and concluded (Bernard, 2002), in this case study all respondents were interviewed until data saturation was reached and no more new information could be obtained. obtained (Guest et al., 2006; Krysik and Finn, 2010).

Data was collected through a process of in-depth interviews, observing and documenting. An interview is a conversation conducted by both parties. Observations are equipped with observation guidelines to examine community activities as well as tourism actors, tourism activities in the Pulutan Tourism Village, and educational activities in the community. Meanwhile, documentation is used to examine in more depth various records of activities that have been carried out related to the management of educational tourism in the form of reports, websites, archives, photos of activities, etc.

Data analysis technique for presenting data so that it is easy to understand, the analysis steps of the Analysis Interactive Model from Miles and Huberman, which divides the steps in analysis activities into sections, namely: data collection, data reduction, presentation data (data display), and drawing conclusions or verification (conclusions). (Miles and Huberman, 2007). This research uses triangulation techniques. There are four types of triangulation techniques, namely (1) data/source triangulation, (2) researcher triangulation, (3) methodological triangulation, and also (4) theoretical triangulation (Sutopo, 2006).

Basically, triangulation is a technique based on a multiperspective phenomenological mindset. So to draw good conclusions, not just from one point of view.

One way to extend the observation is to validate the data by re-observing various activities that occur in the Pulutan Tourism Village that are in accordance with the theme or focus of the research. The validity of this research data was then achieved by asking for opinions from experts and/or practitioners through FGD to discuss the research theme

The research was carried out in the Pulutan Gunungkidul Tourism Village, Yogyakarta Special Region. Determining the location is certainly not without reason, but the tourism activities that have been running in the Pulutan Tourism Village have not been properly managed regarding educational tourism based on experiential learning. So this condition becomes an important point in determining the research location

RESULTS AND DISCUSSIONS

Discussions

Management of educational tourism based on experiential learning in the Pulutan Tourism Village is an approach that involves direct and interactive experiences for visitors to learn and **understand** more deeply about the culture, history and life in the village (Hulaikah et al., 2020; Morris, 2020). The following are several aspects carried out by the manager in managing educational tourism based on experiential learning in the Pulutan Tourism Village:

Identify the Potential and Goals of Education Tourism

The process of managing educational tourism must start from identifying its potential so that it can become the basis for developing educational tourism. Managers must be able to map the potential of the village (Ciptosari et al., 2022). Identification of potential tourist attractions is carried out with the aim of understanding and describing the existence of various types of environmental potential, both natural and cultural, with all their characteristics to be used as tourist attractions (Nugroho et al., 2021). Determine clear objectives for educational tourism in Pulutan Tourism Village. Educational tourism is a type of tourism visited by tourists for learning purposes (Juju Juwita & Umami, 2021). Whether the aim is to promote local cultural heritage, raise environmental awareness, or teach visitors traditional skills. Identification of these objectives will help in planning and directing relevant educational activities. As mandated in UU RI No. 10 of 2009 concerning tourism article 4, which states that tourism aims to increase economic growth, increase the level of community welfare, eradicate poverty, overcome unemployment, preserve nature and the environment, resources and advance culture.

Educational Program Design

Design educational programs that include activities that actively engage visitors. So the program design must be prepared as well as possible by optimizing the potential it has (Irfan et al., 2022; Rahajaan et al., 2020). For example, visitors can learn how to make traditional handicrafts, learn about organic farming, or interact with the local community to understand the value of -their cultural values. Adapt the program to the potential and uniqueness of the Pulutan Tourism Village.

Local Community Participation:

Involving local communities in managing educational tourism is the key to success. Their support and participation in designing and implementing the program will ensure the sustainability and quality of the educational experience (Hermawan & Rofiq, 2020; Sidiq & Resnawaty, 2017). Apart from that, involving local communities can also increase their understanding and appreciation of their own cultural riches.

Training and Education

Provide training and education to local communities, such as tourist guides, instructors, or educational activity facilitators. This will improve the quality of the educational experience provided to visitors, as well as increase the ability of local communities to maintain their cultural heritage and environment. Efforts to develop the potential of tourist villages must involve the community and other important groups. Tourism that places the community as the main actor is called community-based tourism. (Kelana et al., 2022)

Infrastructure and Facilities:

Ensure there is adequate infrastructure and facilities to support educational tourism programs. The existence of these facilities must have adequate, comfortable and safe public facilities for visitors (Nurlisa Ginting & Syahrial Effendi, 2020; Rohmah, 2019). For example, build an information center that provides information about the Pulutan Tourism Village, educational facilities such as classrooms or demonstration areas, and other supporting facilities such as toilets, parking lots and rest areas.

Promotion

Promotion has an important role in managing educational tourism in the Pulutan Tourism Village. Because through promotional assistance, especially digital-based, it will speed up new destinations to become known to the wider community (Jiwa Permana & Wirayani, 2021). Promotion helps increase awareness about the existence of the Pulutan Tourism Village and the educational tourism programs it offers. By promoting through various communication channels, such as social media, websites, videos and print media, promotions help reach a wider audience and attract their interest in visiting the tourist destination (Sukirman & Yusuf, 2021)

Evaluation and Improvement

Conduct regular evaluations of educational tourism programs and take action to improve them. evaluation efforts to see the suitability between the initial objectives of developing the Pulutan educational tourism village and the results in the field (Habib & Mahyuddin, 2021; TOHA, 2020). This evaluation is carried out by listening to feedback from visitors and the local community, the management can improve and develop the program to make it more effective and in line with visitors' needs and expectations. So evaluations need to be carried out periodically to improve program services in tourist villages (Indriyanto et al., 2022)

Factors influencing the management of educational tourism based on experiential learning in Pulutan Tourism Village

There are several factors that can influence the management of educational tourism based on experiential learning in the Pulutan Tourism Village.

Supporting factors for educational tourism based on experiential learning

Strategic location

The location of the Pulutan tourist village, which is not far from the city, is an attraction for tourists because it is easy to access. Because location is a strength that tourist villages have in attracting tourists (Sumani et al., 2022). Apart from that, the availability of adequate infrastructure, such as good roads, transportation accessibility, and supporting facilities such as toilets, parking lots, and play areas or classrooms, will all have an impact on the smooth running of the program (Kabes et al., 2022). This will influence the experience. visitors in carrying out educational activities in tourist villages.

Relevant Education Program

Educational programs that are well prepared and relevant to visitors' needs will provide added value for tourists. So if the educational tourism program offered is in line with tourists' needs, it will be attractive to me (Prawira et al., 2022). The management of Pulutan Tourism Village always identifies local potential and uniqueness which can be used as a basis for developing interesting and valuable educational programs.

Local Community Involvement

Active involvement and participation of local communities in managing tourist villages is very important. Involving local residents in the development of educational programs and providing them with opportunities to participate in tourism activities will improve the quality of tourist experiences and support local economic development. The success of developing the community economy through educational tourism certainly cannot be separated from the involvement of all parties (Mulyana et al., 2017). It is important to note that these factors may vary depending on the conditions and uniqueness of each tourist destination. Therefore, it is important for managers of the Pulutan Tourism Village to consider local conditions and the special characteristics of their area in managing

Inhibiting factors for educational tourism based on experiential learning

Lack of Resources and Funds

Limited human, financial and infrastructure resources can become obstacles in the development of educational tourism. Limited funding can hinder the development of innovative educational programs and adequate quality facilities. In addition, the shortage of skilled and trained workers in the field of educational tourism can also affect the quality of visitor experiences. Because less skilled human resources will have an impact on the sustainability of the programs offered (Prabowo et al., 2016)

Lack of Education and Training

Limited access to education and special training in the field of educational tourism can be an obstacle. A poorly trained workforce and a lack of understanding of best practices in managing educational tourism can impact the quality of programs and visitor experiences.

The community's helplessness is caused by the fact that they have never received knowledge and skills before, so that in tourism development, related training is needed so that human resources can master managing tourist villages (Herawati et al., 2020; Wisnumurti et al., 2022)

Climate Change:

Climate change can be an obstacle in the development of educational tourism. Threats such as rain, heat or others can disrupt educational tourism programs and affect tourist attractions. This can hinder the development of educational tourism in the short and long term.

Tourism managers and governments need to identify these inhibiting factors and take steps to overcome them. Collaborative efforts, education and training, sustainable management, and better awareness and understanding of the potential of educational tourism can help overcome these inhibiting factors and encourage the development of successful educational tourism..

CONCLUSION

Management of educational tourism based on experiential learning in the Pulutan Tourism Village is an approach that involves direct and interactive experiences for visitors to learn and understand more deeply about the culture, history and life in the village. The following are several aspects carried out by the manager in managing educational tourism based on experiential learning in Pulutan Tourism Village: Identification of Potential and Objectives of Educational Tourism, Educational Program Design, Local Community Involvement, Training and Education, Infrastructure and Facilities, Promotion, and Evaluation and Improvement.

Factors that can influence the management of educational tourism based on experiential learning in the Pulutan Tourism Village. Supporting factors include; Strategic Location, Relevant Education Program and Local Community Involvement. While the inhibiting factors are; Lack of Resources and Funds, Lack of Education and Training and Climate Change. Tourism managers and governments need to identify these supporting and inhibiting factors and take steps to overcome them. Collaborative efforts, education and training, sustainable management, and better awareness and understanding of the potential of educational tourism can help overcome these inhibiting factors and encourage the development of successful educational tourism

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