Educational Tourism’s Product Strategy at Batur Global Geopark, Kintamani - Bali

Komang Trisna Pratiwi Arcana SST.Par, M.Par, M.Rech
Tourism Management Program
The International Bali Tourism Institute
Denpasar, Indonesia
trisnapratiwi.arcana@gmail.com

Kadek Wiweka SST.Par, M.Par, M.Rech
Tourism Management Program
The International Bali Tourism Institute
Denpasar, Indonesia
wiweka.kadek88@gmail.com

Abstract— Educational tourism is one of tourism type from the form of alternative tourism that has been developed between the conventional tourism era and modern tourism era. Generally, alternative tourism tends to develop according to sustainability principals. The packaging of tourism destination potential, Batur Global Geopark into educational tourism is a fundamental step of tourism product’s diversification in Bali. Therefore, the tourism potential in Batur-caldera Bali is supporting to be developed or packaged as an educational tourism, which is in accordance with Global Geopark Network (GGN) objectives. This study combines the quantitative and qualitative methodologies (multi-method), which are presented in the form of descriptions. The information will be analyzed to determine the strengths, weaknesses, opportunities and threats (SWOT). It formulated appropriate educational tourism product strategies by the elements; attraction, accessibilities, amenities, a supporting organization (ancillary), activity, available package and community involvement. Furthermore, this study will also identify the factors of strengths, weaknesses, opportunities, and challenges of educational tourism product development in the tourist area of Batur Global Geopark.

Keywords: Batur Global Geopark; Educational Tourism; Alternative Tourism; Destination Attributes (6A); Kintamani.

I. INTRODUCTION

Bali is one of the tourist destinations in Indonesia, which has a variety of attractions, such as beaches, waterfalls, rivers, seas, caves, forests and mountainous areas. Pitana and Diarta (2009: 59) asserted that the tourist attraction can become a major energy for the whole tourism system which is resulting demand for a sightseeing trip for tourists. According to statistics of the distribution number of tourists visiting the town or district in Bali in 2013, it is stated that Bali has various tourist potentials in the various town or regency. However, the distribution of the number of attractions are not evenly distributed in each region, where around 75% of visits are still concentrated in Tabanan, Gianyar and Badung which is a part of southern Bali. This trend has prompted other regions to undertake the development of tourism products to be more innovative and varied (diversification). This is done so that the travelers get various alternative products, so interested in visiting the certain area.

Bangli regency is one of the areas that have tourism potential of the mountains, where the area of Batur Mount is one of the objects that provide the diversity of the tourism potential, such as natural beauty, art and local culture. According statistics, it is stated that more than 80% of tourists (509 983) who came to Bangli Regency aims to visit Batur Mount. Batur Mount is in the top five after the attraction of Tanah Lot, Uluwatu, Bedugul and Bratan Lake. Based on these facts, the Bangli regency, particularly the tourist area of Batur Mount has opportunity to develop tourism products to be more attractive and varied by utilizing its potential.

Various innovations have been made by local government to develop tourism products in the area of Batur Mount. One was in 2012, where the caldera of Batur Mount area has been established as part of the Global Geopark Network (GGN) or a global network of earth garden (UNESCO, 2015). Geopark’s role is to introduce and increase public awareness about the geology, primarily associated with reduce, reused, and recycle a resource in tourism (green tourism). This is in accordance with the purpose of the Indonesian government to develop tourism in Bali as an important destination in the global or international scope, which set out on a map of Bali tourism development in 2050, known as “a green growth 2050 roadmap for Bali tourism”. This step is the development of product through marketing strategy, particularly with regard to branding. However, beside through marketing strategies, tourist areas Batur Global Geopark also need to devise tourism products strategies related to the brand.

The caldera region at Geopark Batur lies at an altitude of 2,172 to 1,000 meters above sea level at district of Kintamani, Bangli regency, Bali. This tourist area has a variety of potential resources, among others, the caldera sized 13.8 x 10 km is one of the largest in the world. There are also the Batur Lake which has an area of approximately 16 km² and is equipped with natural beauty as well as the elements of art and culture of the local community (Master Plan Geopark Batur, 2011: 3). Based on the tourism potential and the impression that want to be built in the area of Geopark Batur caldera, so the tourism products development which is packaged towards the educational tourism is needed to be
done. But before doing the development, it is necessary to
determine the appropriate strategy, particularly related to the
educational tourism product.

Educational tourism is one type of alternative tourism
that develops between conventional and modern tourism
period. Generally, alternative tourism is developed based on
the principles of sustainability. Some examples of the types of
alternative tourism is tourism indigenous, pro -poor tourism,
community-based tourism, ecotourism, (soft) adventure
tourism, and various other types of travel (Leksakundilok,
2004: 97). Educational tourism also utilizes various resources,
such as natural resources, cultural resources, and man- made.
The packaging of potential tourist areas at Geopark Batur
towards educational tourism is one step in diversification of
tourism products in Bali. So travelers have a variety of
alternative attractions to visit.

The development strategy of the promotion which is
carried at Batur Global Geopark tourist areas have not been
followed by the development of the tourism product in
accordance with the image and brand that want to be built. On
the other hand, the existing tourism potential in the area of
Geopark Batur caldera support to be developed or packaged as
an educational tourism product, which is consistent with the
objectives of Global Geopark Network (GGN). Based on this
phenomenon, in general, this study aimed to determine the
appropriate educational tourism product strategy to the
potential tourist areas at Geopark Batur. While specifically,
the study will identify the potential at Batur Global Geopark
tourist area that can be packaged as an educational tourism
product, by the elements; attraction, accessibilities, amenities,
a supporting organization (ancillary), activity, available
package and community involvement. Furthermore, this study
will also identify factors strengths, weaknesses, opportunities,
and challenges of educational tourism product development in
the tourist area of Geopark Batur.

II. LITERATURE REVIEW

A. Tourism Product
Travel destinations are important elements in the tourism
system. According to Leiper (1990), the destination is a place
where the complexity of the tourism activity occurs. To meet
the needs and desires of a person during the tour, destination
strive to offer products that become characteristic and services
which is their choice. As mentioned at the beginning that the
motivation is the traveler driving factor and pull factors are the
factors that affect when, where, and how tourist travel. The
selection of these destinations is strongly influenced by the
driving factors and the pull factor (Crompton, 1979; Kim, Lee
and Klenosky, 2003; Klenosky, 2002; and Rittichaimuwat

As tourism supply in the tourism industry, travel
destinations consisted of a combination product consisting of a
tourist attraction, accessibility, amenities, and ancillary service
(Cooper et al, 1993: 81). But in subsequent development,
some scholars began to develop components that form the
tourism product which formerly known as 4A and currently is
6A (Buhalis, 2000: 98), the attributes of tourist destinations is
Attraction, Accessibility, Aminities, Available package,
Activities, and Ancillary Service.

B. Batur Global Geopark
One of the forming components tourism products is natural
attractions that cover mountains, beaches, caves, fields, and
historical sites. Mount becomes a tourist attraction that stands
out for its natural landscapes or scenery, and the air is cool and
gives the comfortable impression. Therefore, mountain
became main travel products and relied upon by a destination.
Geopark or earth garden itself a territory or areas with specific
geoheritage and has an element of scarcity as well as
aesthetics. The term Geopark itself is referred to as a
sanctuary consisting of several elected geology, ecology,
archeology, culture and cultural heritage sites (UNESCO,
2012; Newsome, Downing and Leung, 2012; Farsani et.al,
2011) in Jaafar et.al. (2014: 43). Thus, the approach used in
the Geopark concept itself is a conservation, education, and
sustainable development. Geopark itself consists of the
beautiful landscape and its natural resources as a component
of geology is formed, also cultural heritage into strands that
complement each other and make attractions unique and
should be preserved.

C. Educational Tourism (ET)
The concept ET seen from the market segmentation
approach has been compiled by Richie (2003: 13). Although it
is difficult to classify ET market segments, the model is trying
to distinguish between the tourist motivation classed as
‘tourism first’ or ‘education first’. Basically, the difference is
the tourism first where the main motivation is tourism and the
educational first where the main motivation is the learning or
education (Ritchie, 2003: 14). He stated that ET as a system
consisting of elements of demand (customer or tourist) and
supply (product or destination that produces educational
tourist experience).

While The Canadian Tourism Commission or CTC (2001)
in Ritchie (2003: 14-15) noted two major components of ET
from the supply point of view: the main tourism products and
supporting element. The main components of ET products
including: Attractions and Events; Resource Specialist’s;
Affinity Travel Planners; and Tour as well as the Receptive
Operators. While, a support element or the support services as
required including: Transportation; Hospitality Services;
Travel Services; and Destination Marketing Organisations.

The combination of these two elements can generate the
experience about ET to educational tourist. Ritchie (2003: 17),
adding that based on concepts that have been described earlier
can be seen that the learning component of the trip can be
formally managed by the tour operator, guide or attraction, or
can also be managed by individuals informally with utilizing a
diversity of cultural, natural or social life. Kalinowski and
Wiler (1992: 17) in Ritchie (2003: 17) argues that educational
travel can serve many purposes, such as curiosity about others
such as language and culture; interest about art, architecture,
music or folklore; inspiring about caring for the environment,
nature, flora and fauna; or deepening interest in cultural heritage and historic places.

Based on the above definition of ET it can be defined as a tourist activity that is carried out by those who stay or overnight during the holidays, where education and learning is part of the main purpose or seconder. This can be either ET in general or the study tour, traveling school students, either domestic or international universities, including the language school, school visits and student exchange. ET can be managed formally or independently and can be done using natural or man-made attraction (Ritchie, 2003: 18).

III. METHODOLOGY

The research initiated by the phenomena that appear in the caldera of Mount Batur, which has been established as part of the Global Geopark Network (GGN) or a network of global earth garden, where one of the aim is to introduce values education of the region through tourism or commonly known by the term educational tourism. But the image that has been introduced to the tourist has not been followed by the development of tourism product in accordance with the potential. Therefore, this study uses the theory of education as the basis of tourism development strategy of tourism product, which is specifically in this study, examines the potential of travel (both of tourist or destination) in the caldera region of Mount Batur as an educational tourist attraction.

This study combines quantitative and qualitative methodologies or commonly known as a “multi-method” (Jonker and Pennink, 2010; Sugiyono, 2007) was presented in the form of qualitative description. Qualitative methodology was done by non-participant observation to the caldera region of Mount Batur to observe and analyze the potential of tourism, where the next data collection in the period performed by interview (Sugiyono, 2007) or informal talks guided by instrument or the interview guideline to the tourism actors, including guides and managers associated with characteristics and behaviors of travelers (purposive sampling). While quantitative methods conducted by distributing questionnaires to tourists both local, domestic and international (100 respondents) were selected randomly (simple random sampling), which aims to determine the characteristics and motivations of their visit. The information will be analyzed using descriptive statistical techniques to determine the strengths, weaknesses, opportunities and threats (SWOT), so further formulated the appropriate educational tourism product strategies with tourist potential in the area of the caldera of Mount Batur in the form description (Sugiyono, 2007).

IV. RESULTS

Profile of tourism products and tourists in the area of Batur Global Geopark

The potential as a tourist attraction
a. Attractions: As a Global Earth Garden with the pattern of sustainable regional development, the attraction in the area of Batur Global Geopark combines three diversities, namely, Geology (geodiversity) as the oldest rocks that can be found aged 5 million to 20 million years ago originating from volcanic activity Batur. The geological processes present in the form of the Caldera in the Caldera and presenting the rich heritage of Geology; Biological Diversity (Biodiversity) as the dominating flora forest plantations in the region Penelokan namely Merkusi Pine, Eucalyptus urophylla, Acacia, Mahogany, Sonokeling, Hibiscus and Dadap. There are also wildlife fauna such as the anteater, crows, beca, raccoons, squirrels, and the endemic flora and fauna that is typical of Taru Menyan tree in Trunyan and the Kintamani Dog; Cultural Diversity which presents the uniqueness of Trunyan tradition who constituted the “Bali Aga” and the tradition of not cremating the dead. Besides dance attractions Kang Ching Wie and Barong Landung, which is the true story of the Balingkang Kingdom in Bali, Ulun Danu Batur and Pura Dalem Balingkang; Education such as the Batur Volcano Museum as well as agrotourism especially citrus and coffee. 

b. Accessibility: Kintamani, Batur can be taken from the Badung Regency for approximately 1.5 hours by four-wheel vehicles. Around this location there is also a public transport bus terminal and is relatively easy to reach by physical access to the road conditions are pretty good, but for access to information, especially in electronic media and the Internet are still underdeveloped.

c. Amenities: around the area of Batur Global Geopark, there are different types of accommodation (guest house, hotel, and villa), various types of restaurants that serve local cuisine, Asia, Western and European and souvenir shops. However untuktravel agent still more dominated from outside the region Kintamani.

d. Available package: travel package also had encountered compiled by travel agents, both in Bali or outside Bali and internationally.

e. Activities: There are some activities that can be done by tourists including biking, off road (motorcycles and cars), a hot bath in Toya Bungkah Hot Spring, enjoys boating on the lake, jogging, tracking to Mount Batur, Camping, researching plants, rocks (geology), sightseeing, watch art and cultural attractions.

f. Ancillary Service: around the area of Batur Global Geopark, there are tourist information center, public healthy center, souvenir shop, and ATM Machine.

2. Tourist Profile

Tourist’s Demographic Characteristics

The demographic characteristics of tourists who visit can be seen from several aspects, when viewed from a range of age is between the ages of 17-25 are 31%, 27% is the age of 25-35, at the age of less than 17 years old and 35-50 years old were equally by 19%, while 4% age above the 50 years old. Meanwhile, if it is viewed from the level of education, as...
much as 47% were 1-3 years background in university or college: bachelor, 23% is 4-5 years university or college: master, while High school by 20 %, and respectively 8% and 2%, is more than 5 years university or college and Primary school.

Travel Behavior Characteristics

While for the Travel Behavior Characteristics can be seen from the Modes of information, Method of transport used, Times have you visited before, where for the mode of information can be seen in the following chart:

Chart 1. Mode of Information about Batur Global Geopark

From the chart below we can see that 80% of travelers determine information about Batur Global Geopark tourist areas successively through Travel brochures, Travel agency, Family or friends, Word of mouth and Books and guides which is still relatively conventional methods. While the electronic media and the internet is just less than 10% (4 % internet).

As for the mode of transport used most or by 52% using this type of private transport including car (own, friends, firms) by 23%, 15% is car (hired) and motorcycle is around 14%. Furthermore, 42% use the Organized coach tour and 6% respectively using a bus or coach 3 %, Bicycle 2 % and Taxi is around 1%. As seen from the duration of the visit, 44% of travelers have never come before, while 31 % of respondents had visited once, 11 % had been as much as 2 times, 10% had been three times, and only 4% have ever been as many as five times or more.

Tourist’s Motivation Characteristics

The third part is associated with the motive of tourists who visit which will consist of three groups of questions about the main purpose to visit tourist areas Batur Global Geopark, category and type of visitors and the main characteristics that make tourists interested in coming. There are main destination purposes of tourists visit can be seen in the following table:

Table 1. Main Characteristics Of The Area That Made Tourist Want To Visit

<table>
<thead>
<tr>
<th>No</th>
<th>Main purpose of visit</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Holidays, leisure and recreation</td>
<td>32</td>
</tr>
<tr>
<td>2</td>
<td>Visiting friends and relatives</td>
<td>3</td>
</tr>
</tbody>
</table>

Based on the table above, it can be seen that the main objective of tourists visiting more dominated for Holidays, leisure and recreation, Avoid the Hustle and Bustle of Daily Life, In Transit and Religious or pilgrimages reasons. While visitors can be categorized as a visitor Inclusive package holiday by 41%, 27% are Independent visit of more than 1 day, 13% and 12% respectively Day visit from home outside this area and Local resident of this area, while as many as 7% is Day visit whilst staying outside this area. While the main characteristic that make the tourists interest to come can be seen in the following table.

Table 2. The Main Characteristics Of The Area That Made You Want To Visit

<table>
<thead>
<tr>
<th>No</th>
<th>Description</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Architectures</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>Historic interest</td>
<td>23</td>
</tr>
<tr>
<td>3</td>
<td>Peace and quiet atmosphere</td>
<td>33</td>
</tr>
<tr>
<td>4</td>
<td>Sporting facilities</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Entertainment and recreation facilities</td>
<td>12</td>
</tr>
<tr>
<td>6</td>
<td>Cultural holiday</td>
<td>22</td>
</tr>
<tr>
<td>7</td>
<td>Religious places</td>
<td>11</td>
</tr>
<tr>
<td>8</td>
<td>Art (music/dance)</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>Friendliness and hospitality of locals</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>A Particular event (please specify)</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td>Scenery and countryside (nature)</td>
<td>37</td>
</tr>
<tr>
<td>12</td>
<td>Quality of accommodation</td>
<td>6</td>
</tr>
<tr>
<td>13</td>
<td>Eco-tourism</td>
<td>3</td>
</tr>
</tbody>
</table>

Based on the table above, it can be seen that the characteristics that attract tourists interest is the atmosphere and attraction that exist in the tourist area of Batur Global Geopark including Scenery and countryside (nature), Peace and quiet atmosphere, Historic interest, Cultural holiday, Architectures, Entertainment and recreation facilities and Religious places.
SWOT ANALYSIS

This stage will identify various internal factors (strengths and weaknesses) and external factors (opportunities and threats) in the tourist area of Batur Global Geopark (both in terms of tourists and tourism potentials) are then formulated strategies grouped into four sections, where the strategy is based on the principles and concepts of educational tourism product that is geared to produce educational tourist experience.

<table>
<thead>
<tr>
<th>Internal Factors</th>
<th>STRENGTH (S)</th>
<th>WEAKNESS (W)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Have attractiveness of Scenery and countryside (nature), Peace and quiet atmosphere, Historic interest, Educational Site, Cultural holiday, Architectures, Entertainment and recreation facilities and Religious places</td>
<td>Event, Eco-tourism, Friendliness and hospitality of locals have not became attractiveness yet.</td>
</tr>
<tr>
<td></td>
<td>Have variety of activities such as cycling, off road (motor and car), hot water bath, enjoy boat in lake, jogging, tracking to Mount Batur, Camping, Researching plants and rocks.</td>
<td>Cultural interest, Cuisine, Education and training, Sports have not became the main factor for visiting</td>
</tr>
<tr>
<td></td>
<td>Visitors still take advantages for Holidays, leisure and recreation, Avoid the Hustle &amp; Bustle of Daily Life, In Transit and Religious/pilgrimages reasons.</td>
<td>Utilize less than 10% electronic promotion media and internet</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opportunity (O)</th>
<th>STRATEGY SO</th>
<th>STRATEGY WO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Working on market - educated students to enjoy a destination with a maximum</td>
<td>Using the latest technology in promotional activities destinations</td>
</tr>
<tr>
<td></td>
<td>Provide Community Work or KKN in cooperation with public and private universities</td>
<td>Provide direction and a special location to sell to vendors</td>
</tr>
<tr>
<td></td>
<td>Manage existing tourism products and cooperate with local communities as well as academics and expert staff to compile information facilities for visitors</td>
<td>Conduct routine workshops for tourism stakeholders in the region Batur Global Geopark related engineering services, foreign language, and psychology services</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Threat (T)</th>
<th>STRATEGY ST</th>
<th>STRATEGY WT</th>
</tr>
</thead>
<tbody>
<tr>
<td>The emergence of various natural pollution</td>
<td>Conduct a clear zoning of the excavation area that can</td>
<td>The government is expected to focus on developing tourist destinations by</td>
</tr>
</tbody>
</table>

© 2016. The authors – Published by Atlantis Press
V. DISCUSSION

Based on the study above, this study found that in general, Batur Geopark tourist areas have the strong potential to be developed as an educational tourism’s product. It is seen from the availability of attraction and activity that can be utilized such as those associated with the language and culture of local area, art, architecture, music, village communities, the activities of environmental awareness and nature, as well as flora and fauna, to deepen their interest in cultural heritage and historical places. The potential range can provide educational tourist experience for tourists. In terms of markets or tourists who visit the region, has a high potential market where 50% of travelers in their productive age and more than 70% rating tourist experience for tourists. In terms of markets or tourists who visit the region, has a high potential market where 50% of travelers in their productive age and more than 70% rating tourist experience for tourists. In terms of markets or tourists who visit the region, has a high potential market where 50% of travelers in their productive age and more than 70% rating tourist experience for tourists.

The strategies that can be used in developing educational tourism in the tourist area of Batur Global Geopark is to use the image of the Global Geopark Network to introduce products through electronic media and the internet, mainly through various types of social media is growing. Capture potential market, especially among students, from elementary, junior high, high school and college, as well as tourist attractions and activities packed with elements of education. Meanwhile, to minimize weaknesses can be done by involving the local community in a variety of tourist activities as well as dissemination of the stepping (the principles of tourism) so that the image of the local community become better. Some of these strategies also need to be supported by policy makers (both village officials, local government and central) mainly related to the pollution of nature around the lake and the forest, the activity of natural stone quarries and sand, as well as the corporate governance rules for development of infrastructure supporting tourism (accommodation and restaurants). The strategy needs to be implemented and integrated in order to mutual support between tourism and education or in other words, creating educational tourism.

REFERENCES


