



Educational Tourism's Product Strategy at Batur Global Geopark, Kintamani, Bali *



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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.

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1. 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 in 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

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Bali has various tourist potentials in the various town or regency. However, the distribution of the number of attractions is 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 to 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 the opportunity to develop tourism products to be more attractive and varied by utilizing its potential.

Various innovations have been made by the 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 reducing, 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 the product through marketing strategy, particularly with regard to branding. However, besides 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 the 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 is 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 are 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 the 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 has 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.

Literature Review

a) Tourism Product

Travel destinations are important elements in the tourism system. According to Leiper (1990), a destination is a place where the complexity of tourism activity occurs. To meet the needs and desires of a person during the tour, destination strives 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 Rittichainuwat 2008 in Prayag, 2010: 2).

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, Amenities, 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 a comfortable impression. Therefore, the mountain became the main travel products and relied upon by a destination. Geopark or earth garden itself a territory or areas with specific heritage 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, archaeology, culture, and cultural heritage sites (UNESCO, 2012; Newsome, Downling 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 Ritchie (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 Planner's; 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.

2. Research Methods

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 aims 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 specified 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).

3. Results and Analysis

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

a) The potential as a tourist attraction

- 1) *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 Merkusii Pine, Eucalyptus urophilia, Acacia, Mahogany, Sonokeling, Hibiscus, and *Dadap*. There are also wildlife fauna such as the anteater, crows, becia, 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.
- 2) *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.
- 3) *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 for travel agent still more dominated from outside the region Kintamani.
- 4) *Available package*: travel package also had encountered compiled by travel agents, both in Bali or outside Bali and internationally.
- 5) *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.
- 6) *Ancillary Service*: around the area of Batur Global Geopark, there are tourist information center, public health center, souvenir shop, and ATM Machine.

3.2 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.

3.3 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:

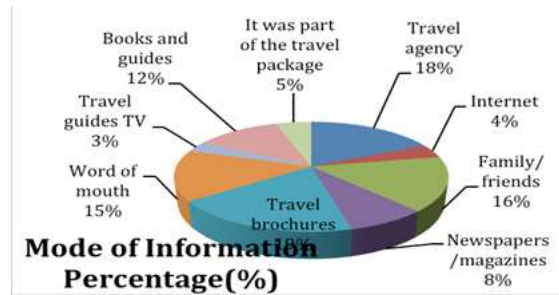


Chart 1. Mode of Information about Batur Global Geopark

From the above chart, 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 are still relatively conventional methods. While the electronic media and the internet are just less than 10% (4% internet).

As for the mode of transport used most or by 52% using this type of private transport including the car (own, friends, firms) by 23%, 15% is a car (hired) and the 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.

3.4 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
The main characteristics of the area that made tourist want to visit

No	Main purpose of visit	Percentage (%)
1	Holidays, leisure and recreation	32
2	Visiting friends and relatives	3
3	Cultural interest	8
4	Cuisine	2
5	In Transit	13
6	Education and training	8
7	Sports	2
8	Rest and relaxation	8
9	Avoid the Hustle & Bustle of Daily Life	13
10	Religious/pilgrimages reasons	11

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 makes the tourist's interest to come can be seen in the following table.

Table 2
The main characteristics of the area that made you want to visit

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

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.

3.5 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 are geared to produce educational tourist experience.

Internal Factors	STRENGTH (S)	WEAKNESS (W)
	1) 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 2) Have a variety of activities such as cycling, off road (motor and car), hot water bath, enjoy boat in the lake, jogging, tracking to Mount Batur, Camping, Researching plants and rocks. 3) Visitors still take advantages for Holidays, leisure and recreation, Avoid the Hustle & Bustle of Daily Life, In Transit and	1) The event, Eco-tourism, Friendliness and hospitality of locals have not become attractiveness yet. 2) Cultural interest, Cuisine, Education and training, Sports have not become the main factor for visiting 3) Utilize less than 10% electronic promotion media and the internet 4) The lack of public transportation available to the tourist site (3% bus and 1% tax) 5) Information and tourism attraction guidelines 6) Less ethical of the local community when welcoming the tourist arrival. 7) Many vendors around the tourism area.
External		

Factor	Religious/pilgrimages reasons.	
OPPORTUNITY (O) 1) Part of Global Geopark Network (GGN) or global earth garden network. 2) More than 50% tourist in productive age, 70% of it is well-educated, bachelor, Master, and doctoral 3) A potential market that available from all level of education in Bali 4) Progress and ease of technology. 5) Conservation area that protects ecosystem to support (flora, fauna, biodiversity)	STRATEGY SO 1) Working on market - educated students to enjoy a destination with a maximum 2) Provide Community Work or KKN in cooperation with public and private universities 3) Manage existing tourism products and cooperate with local communities as well as academics and expert staff to compile information facilities for visitors	STRATEGY WO 1) Using the latest technology in promotional activities destinations 2) Provide direction and a special location to sell to vendors 3) Conduct routine workshops for tourism stakeholders in the region Batur Global Geopark related engineering services, foreign language, and psychology services 4) Work closely with academia to conduct a study related to the development of destinations and tourism products like alternative education and ecotourism 5) Improvement of facilities and infrastructure such as accessibility and public transport and major road improvements to destinations
THREAT (T) 1) The emergence of various natural pollution around Lake 2) The existence of natural stone quarries and sand 3) Image unfavorable local communities 4) Development of tourism support infrastructure (accommodation and restaurants) that are not controlled and ordered	STRATEGY ST 1) Conduct a clear zoning of the excavation area that can and can not do 2) Perform related attraction discussion about the importance of protecting nature and the source of life for the people in Kintamani 3) Build a good image by improving the means infrastructure and the professionalism of the industry 4) Limiting construction of a restaurant or hotel that obstruct visibility of the beauty of Geopark Batur caldera	STRATEGY WT 1) The government is expected to focus on developing tourist destinations by increasing infrastructure 2) Hold a national and international scale event 3) The regional government is expected to crack down on vendors rating 4) Adding directions and means of information related to various objects tourist attraction 5) Evaluate your performance regularly aware group travel 6) Business destination in order to be able to provide professional tour guides and tour related information clearer for tourists

4. Conclusion

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 high educational background (above bachelor). Even if viewed in terms of motivation, some tourists still classified as 'tourism first' rather than 'education first'. However, it can still be improved by developing market at study tour segment or trips taken by students in the school, either domestic or international universities, including the language school, school visits, and student exchange.

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 policymakers (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.

Conflict of interest statement and funding sources

The author(s) declared that (s)he/they have no competing interest. The study was financed by the authors.

Statement of authorship

The author(s) have a responsibility for the conception and design of the study. The author(s) have approved the final article.



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Biography of Authors

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	<p>Kadek Wiweka earned his Bachelor's degree from Tourism Management, STP Nusa Dua Bali Tourism Institute in 2009. During his study at STP Nusa Dua, he had internship experience in research and development at the Ministry of Tourism. After his graduation in 2012 he was worked on several companies related tourism industry, such as a front office staff at Berry Hotel, Kuta; as Ground handling staff at International Air Port Ngurah Rai, Bali and as an assistant lecturer at IHDN Bali. Later in 2014, after presenting his thesis about Sustainable Tourism Concept in Heritage Site, he earned his Double Master's Degree in Tourism Planning and Development from Tourism Magister Program of Udayana University and Tourism Management and Development from Université D'Angers, France. Kadek Wiweka now is a lecturer at (STP) SAHID Tourism Institute of Jakarta and he can be reached through wiweka.kadek88@gmail.com. His research interests are including but not limited to sustainable tourism, destination planning and development; and also tourism in socio-cultural aspect.</p>