Tourism Planning Based on Educational Tourism in Agro-Tourism

Alivia Andini, Saptono Nugroho, and Ida Bagus Suryawan

ABSTRACT

The focus of this research is on educational tourism which is specifically designed to fulfill the scientific capacity of tourists, thereby being able to fill in their insights with travel activities. In this study, tourism planning based on educational tourism will be carried out by involving local communities. The potential for educational tourism is seen based on the components of tourism products, explains the form of educational tourism, and explains the planning of educational tours based on Buana Amertha Sari Agro-tourism. This type of research is descriptive with a qualitative approach. Data were collected through observation, interviews with village heads, agro-tourism owners and workers in Agro-tourism, as well as literature studies related to educational tourism. The results showed that the condition of the attractiveness of Buana Amertha Sari Agro-tourism as a tourist destination which was reviewed through the components of tourism products and was sufficient to support the implementation of this form of educational tourism. For educational activities that have the aim of providing visitors with direct learning, in terms of the principles of educational tourism that are applied, they are adequate. In educational tourism planning there is a description that describes each step of the tourism planning process and is supported by the role of actors.

Keywords: Agro-tourism, Education Tourism, Tourism planning.

I. INTRODUCTION

Tourism is a travel activity carried out by a person or group of people by visiting certain places with the aim of recreation, self-development, or learning the uniqueness of tourist attractions that they want to visit for a temporary period. This definition is contained in Law No. 10 of 2009 concerning Tourism.

There are also various types of tourism, including special interest tours. One example of special interest tourism is educational tourism. Educational tourism is a program that combines elements of tourism activities with science in it. This educational tour is expected to be a means to preserve culture and introduce the noble values of Indonesian culture. The concept of educational tourism is specifically designed to fulfill the scientific capacity of tourists, thereby being able to fill in their insights with travel activities such as getting to know the region and the potential of local resources between regions, districts, and provinces.

From these activities, it is hoped that a variety of tourist attractions will emerge that can be utilized so that they can support the creation of jobs for the community, therefore tourism planning is needed, tourism stakeholder cooperation, and the involvement of local communities in utilizing existing natural resources as special interest tourist destinations such as educational tour (Pehin Dato Musa & Chin, 2022).

The development of very complex tourism components can reduce the quality of the environment both physically and socially and the many changes in the tourism industry are currently one of the studies in tourism planning. It should be noted that planning is a process of formulating actions that are described in a goal for the short, medium, and long term based on limited physical, economic, socio-cultural, and manpower capabilities (Kumar et al., 2022).

The importance of planning is carried out in tourism so that the development of the tourism industry is by what was formulated and can successfully achieve the desired goals, both in terms of economic, social, cultural, and environmental aspects. Tourism planning aims to maintain the uniqueness of tourist destinations so that they remain a visitor destination, then make tourist sites more attractive while maintaining the existing uniqueness (Giaccio et al., 2018).

An unplanned development planning and growth will result in the degradation or decline that occurs in tourist attractions. The importance of doing tourism planning, namely, first, it can advance the tourism sector so that it experiences significant changes and is closely related to the sector and also to people's lives. Second, is the high level of tourism marketing competition, especially in the current digital era (Barbieri, 2020). Third, is the magnitude of the impact of tourism from various sectors. Fourth, undirected management causes damage to nature and culture around tourist destinations. Fifth, there are impacts from the social and environmental sectors (Ait-Yahia Ghidouche et al., 2021).

In addition to the important things in doing a tourism planning, it is necessary to know that there are several important things in forming tourism planning, namely the existence of activities and tourist attractions that can attract visitors to visit, the availability of accommodation with good hospitality values, and the availability of accessibility, supporting facilities and infrastructure in the area, around tourist destinations (Yamagishi et al., 2021).
This research will conduct tourism planning based on educational tourism in Buana Amertha Sari Agro-tourism by involving local communities, a plan, if it has been carried out in an organized and well-organized manner, will produce positive impacts around the destination such as utilizing the potential of tourist destinations as a source of livelihood for the surrounding community, add information and add new interest for visitors, get real experiences and are experienced directly by visitors, maintain the preservation of local plants produced, while maintaining a local culture that has been inherited from generation to generation in terms of social, cultural, and natural aspects, and can add selling value to products produced from tourist destinations. On the other hand, if planning is not carried out in an organized manner, it will result in negative impacts such as not preserving the local nature and culture, lack of job opportunities and decreasing local people's income, additional population pressure due to new arrivals from outside the area, commercialization, and disruption of the environment around the destination.

Buana Amertha Sari Agro-tourism is located in a mountainous area in Bangli District, Kintamani, Bali. Located at an altitude of 500–1000 above sea level, an area that provides a good atmosphere for growing coffee plants. Civet coffee cultivation owned by this place is one of the main attractions for visitors. Buana Amertha Sari has more than 10 plantations opened for agro-tourism, currently, it has an area of about 10 hectares which is an agricultural-based tourism object. The products produced here are Balinese produce, such as coffee, vanilla, cocoa, natural essential oils, cinnamon, and local spices. Buana Amertha Sari agro tourism has added value with the presence of an inside store and other segmentation attributes. Visitors can also do tracking activities in the middle of the plantation and Visitors can also find out how the coffee processing process can add value to knowledge for visitors.

Swarbrooke (2002) states that the biggest motivation for doing ecotourism is the desire to see ecosystems found in nature or the surrounding environment, in this case, wildlife, and native populations. The growing opinion of ecotourism, namely with the desire of visitors to also witness the preservation of native ecosystems and the lives of native populations in general, highland areas have sparse populations.

Buana Amertha Sari Agro-tourism is a privately owned agro-tourism managed directly by I Wayan Kusuma, in this agro-tourism there are already practices related to educational tourism where visitors who visit can add new insights and knowledge such as knowing how to process coffee from beans to coffee powder, knowing kinds of plants, local spices, and being able to see directly the civet animals as producers of civet coffee beans, but there is no planning related to educational tourism, but currently Buana Amertha Sari Agro-tourism has the potential to be related to educational tourism-based planning.

This educational tour has an important meaning in tourism activities because visitors not only enjoy the Buana Amertha Sari Agro-tourism area but can also add new knowledge to the Buana Amertha Sari Agro-tourism destination. In this educational tourism activity, three concepts can be applied, first, instruction, namely the existence of learning facilities for the identified targets, at Buana Amertha Sari Agro-tourism there are learning facilities where visitors can see how the process of making coffee produced from plants grown by themselves. Second, teaching is someone's activities designed to provide teaching, at Buana Amertha Sari Agro-tourism some teachers provide information directly to visitors such as the stages of making coffee, and various types of coffee. Third, learning is learning with special knowledge, skills, and abilities that can be applied where in Buana Amertha Sari Agro-tourism visitors can directly feel, taste, and apply how to process coffee produced by Buana Amertha Sari Agro-tourism.

The role of stakeholders in the government and local communities where the government understands better terms of tourism planning properly and correctly such as compiling a project policy and a program, while the local community plays a role in development by implementing various programs that have been planned to develop agro-tourism. The government and local communities expect that the planning and development of tourism carried out will have a positive impact on various sectors such as economic, social, and environmental. Stakeholders are the most important determinants in a decision-making activity (Handayani & Warsono, 2017).

II. METHODOLOGY

This study took place at the Buana Amertha Sari Agro-tourism attraction, which is located on the route of Tampaksiring – Kintamani, Banjar Sebatu, Penglumburan Village, Susut District, Bangli Regency, Bali. Buana Amertha Sari Agro-tourism is an agriculture-based tourism. Managed by workers and the owners are residents. This agro-tourism area is located at an altitude of 500-1000 meters above sea level with various kinds of plantations available such as coffee, cocoa, coconut, vanilla, pineapple, and various local spices. This agro-tourism has a land area of about 1.2 hectares and has a trekking path in the middle of the plantation. In this agro-tourism, visitors can also see how to manage coffee beans into coffee grounds and also be shown various kinds of coffee beans such as Arabica, and Robusta.

The scope of this research is the potential for educational tourism in terms of component 4a (Attraction, Amenity, Accessibility, Ancillary), forms of educational tourism based on educational principles (instruction, learning, teaching), and educational tourism planning in terms of principles (instruction, learning, teaching). Qualitative data in this study is data obtained from interviews with village heads to get an overview of the village and the tourism planning process, with agro-tourism owners to get an overview of the location, and local people who work in Buana Amertha Sari Agro-tourism to get an idea of what form Tourism education obtained is carried out by visitors while in tourist destinations. In this study, the primary data obtained directly from the field are the potential for educational tourism, forms of educational tourism that can be carried out in Buana Amertha Sari Agro-tourism, and educational tourism planning. To obtain the data needed in this study, the data were collected by observation, interviews, literature studies, and documentation studies. The technique of determining the informants in this study used purposive sampling. The criteria for the informants in question, namely: 1) informants must

DOI: http://dx.doi.org/10.24018/.ejbmr.2022.7.4.1544
know the depth of data on the object of research, and 2) informants have a broad knowledge of the object of research (Moleong, 2016). The people who were selected as informants in this study were the owner of Buana Amertha Sari Agro-tourism, the head of Penglumbaran Village, and the local community who worked in Buana Amertha Sari Agro-tourism. The data analysis technique used in this study is a qualitative descriptive analysis technique and there is an educational tourism model design.

III. RESULTS

A. Attraction

Buana Amertha Sari Agro-tourism offers a cool atmosphere and beautiful natural scenery because this attraction is surrounded by various types of plants such as chocolate fruit, pineapple, spice plants, and coffee plants such as Arabica and Robusta. In addition, each plant is given a plant nameplate so that visitors know the type of plant. Buana Amertha Sari agro-tourism offers various activities that can be done by visitors when visiting this agro-tourism, these activities can be carried out in groups or individually or individually. Activities that can be done in this agro-tourism include Trekking, Coffee Making Process, Drinking Coffee, Taking Pictures

Every tourist spot, in general, has a shop or shop that provides the need for drinks or food as well as the typical products produced by the place. This is also found in Buana Amertha Sari Agro-tourism, where there is one shop that sells its products to meet the needs of visitors visiting Buana Amertha Sari agro-tourism. The products sold include various types of ground coffee, coffee beans, cocoa beans, aromatherapy, fragrances, and essential oils.

There are many things that visitors can do when visiting Buana Amertha Sari Agro-tourism, one of which is learning about the surrounding natural conditions. Carrying out tourism activities accompanied by learning activities can increase curiosity about Buana Amertha Sari Agro-tourism. Things that visitors can learn when visiting Buana Amertha Sari Agro-tourism include learning the process of making coffee from picking cooking coffee to pounding it into ground coffee, knowing various kinds of local plants such as Arabica coffee, Robusta coffee, civet coffee, local spices such as gingseng, nutmeg, black pepper, etc., as well as seeing civet animals as producers of civet coffee beans.

B. Amenities

Amenities are all supporting facilities that can meet the needs and desires of visitors while in the destination. Supporting facilities at Buana Amertha Sari Agro-tourism are Coffee Machines, Restaurants, Photo Spots, Toilets, Trash Cans, Parking Areas, Places of Worship

C. Accessibility

Accessibility is one of the infrastructure facilities to get to the destination. The width of the highway to Buana Amertha Sari Agro-tourism is 5 meters wide so visitors can easily go to Buana Amertha Sari Agro-tourism by using two-wheeled or four-wheeled vehicles. The road to Buana Amertha Sari Agro-tourism using asphalt roads can be found from Tampaksiring District to Buana Amertha Sari Agro-tourism, using asphalt makes the journey faster and more comfortable to Buana Amertha Sari Agro-tourism. The road access to Agrowista is quite good and easy to find because the location of this Agro-tourism is on the side of the Tampaksiring – Kintamani highway. To get to this agro-tourism can be reached using two-wheeled vehicles or four wheels. In agro-tourism, road access is also quite good where there are quite neat footpaths. Tiga Village is a village located in the north and east of Penglumbaran Village. Tiga Village is the village that has the closest distance to Buana Amertha Sari Agro-tourism, which is 7 km, the time that can be taken to get to Buana Amertha Sari Agro-tourism is 13 minutes by car or motorbike. Pengiangan Village is a village located in the southern part of Penglumbaran Village. The time that can be taken to get to Buana Amertha Sari Agro-tourism is 20 minutes. The Gianyar Regency area is located in the western part of Penglumbaran Village which is the entrance to the west route which is the easiest route that can be accessed by visitors to visit Buana Amertha Sari Agro-tourism. The time that can be taken is 30 minutes by car or motorbike.

D. Ancillary

Buana Amertha Sari agro-tourism does not have a special organization in charge of managing this agro-tourism, this causes the management of Buana Amertha Sari agro-tourism to be managed directly by Wayan Kusuma as the owner of the agro-tourism. Buana Amertha Sari Agro-tourism also collaborates with several travel agents. Visitors who visit this agro-tourism are also not charged an entrance fee but can buy products produced by agro-tourists so that the proceeds from the purchase of products will be used to build and maintain existing facilities at Buana Amertha Sari Agro-tourism. For the distribution of the results from the retribution, nothing goes to the village treasury, but it goes directly to the owner of the agro-tourism, Wayan Kusuma as the owner of agro-tourism so that there is no reciprocal benefit between the village and the owner of the agro-tourism.

E. Forms of Educational Tourism

Instruction or instruction is a product of the teaching and learning process. According to Robert M. Gagne et al. (2016), instruction is a series of events embedded in activities with activities to facilitate learning “instruction is a set of events embedded in purposeful activities that facilitate learning”. The purpose of this instruction in the teaching and learning process according to Hays, Robert T that the purpose of instruction is to convey information about new knowledge and skills to students “purpose instruction is to transmit information on new knowledge and skills to the learner”(Dembovska et al., 2016)

In carrying out the implementation instructions contained in Buana Amertha Sari Agro-tourism, such as visiting visitors, they are given general information in advance about their superior potential, explains the types of plants available, and how to choose good coffee beans, and explains the various types of coffee available. The application in Buana Amertha Sari Agro-tourism in providing relevant models such as visitors who visit if they want to know how to make coffee are given examples first by employees as guides who are experts in their fields for each step that can be done, after that visitors can immediately apply what has been done. exemplified by employees such as doing the initial process of
making coffee. Buana Amertha Sari Agro-tourism has a very supportive environment for conducting educational tours where it has a special kitchen for visitors to apply the coffee processing that has been taught, has a bar that provides a wide selection of types of coffee and visitors can experience it firsthand.

F. Teaching

Teaching or teaching is one aspect of learning. According to Masri et al. (2007) teaching is a complex process that is influenced by various elements including the quality of teaching, intelligence, interests, and talents, as well as the influence of motivation. Teaching has a goal to improve ability, memory, knowledge, understanding, and reasoning as well as analytical skills. In teaching or teaching techniques, it is necessary to provide clear instructions, so teaching must have a goal to be achieved. In this study, the guide has a goal, namely that visitors can have new insights related to the coffee-making process. At Buana Amertha Sari Agro-tourism, employees who serve as visitor guides have good communication skills so that they can direct visitors during the coffee-making learning process, the learning process referred to here is the interaction between visitors and tour guides. The existence of skills in teaching does not come on purpose by itself but is done repeatedly, therefore, the skills possessed by guides at Buana Amertha Sari Agro-tourism are applied by workers as tour guides such as having good basic skills in English and being able to convey information accurately, clear for easy understanding by visitors.

G. Learning

Learning or tutorial learning is an effort that can be done intentionally by the teacher which can cause students to carry out learning activities (Sudjana, 2012). The application of learning concepts in Buana Amertha Sari Agro-tourism can be started by preparing any information that you want to convey to visitors. If it is associated with Agro-tourism as the main attraction offered, then the tour guide can prepare various information related to the main attractions. The steps in learning can be done through conveying basic knowledge about various kinds of plants that exist to visitors, the information content can be in the form of plant names, plant ages, seed specifications, and various other things that are characteristic of this Agro-tourism property. To create an active learning activity process, Agro-tourism owners can provide attractive and communicative tour guides, namely guides who can provoke visitors' interest to ask questions, so that the process of learning activities does not run in one direction only (Peng & Lin, 2016).

The place exploration method has a goal so that visitors can recognize and know directly the objects presented in learning. To support exploration learning activities, there are things that Buana Amertha Sari Agro-tourism managers can do, namely Create a flow of visitor movement, where managers can direct visitor movement patterns, starting from just entering the Agro-tourism area to leaving the Agro-tourism area. The purpose of this flow of movement is for an orderly and smooth movement of visitors where visitors can explore all agro-tourism and existing facilities at Buana Amertha Sari Agro-tourism. Agro-tourism managers can add supporting facilities such as information boards in various tourist destination areas to support learning activities, visitor signposts, or through other media to make it easier for visitors to understand the content of knowledge conveyed in Agro-tourism.

H. Educational Tourism Planning Based on Educational Tourism Principles

In the current field conditions, there is no tourism planning related to educational tourism that can be developed in Penglumbaran Village. Planning is the first step as initial preparation before starting an activity, planning is also related to paying attention to the improvement and improvement of a tourist destination. Each process in planning generally goes through a stage from preparation, and implementation to evaluation to form a continuous cycle (Hussein et al., 2022).

The tourism planning process is a stage intended to make changes for the better for a community, government, and the local environment around tourist destinations by utilizing existing resources and sticking to the priority basis. In carrying out a planning process, of course, one must pay attention to several aspects so that the planning can be good and can be implemented in the field. In the environmental aspect, this condition can be related to the condition of the surrounding environment for which a development planning process is intended, such as covering the fields of economy, politics, and socio-culture. Aspects of potential problems are facts that exist in the field and are very influential on the planning process that will be carried out. The institutional aspect of planning is related to the organization in the government that is directly responsible for carrying out a development plan, the institution in this planning must play a role and commit to carrying out development. The time aspect describes a need related to when a plan is started to be compiled, implemented, and when is the right time to evaluate or re-plan. The legal aspect is related to the legalization of a development plan which is carried out in the form of the issuance of a policy related to the development process carried out (Airey, 2020).

There are differences in the roles of actors that are adapted to their respective capacities. In practice, it is not intended as a clear limitation where the roles are carried out only singly, but in these roles, they are dynamic and can be plural, such as the community acting both as initiators and as implementers in tourism planning, then this contribution in tourism planning becomes a single unit.

The village government is a regulator and facilitator and the role of the village government as a regulator is to balance the implementation of planning and development through the issuance of regulations. Meanwhile, as a facilitator, the village government can participate in helping the community develop skills and also in the capital in the empowerment process. So, it can be concluded that the role of the village government as a regulator and facilitator is very important and needed in addition to balancing the implementation through existing regulations, and the need for training and education to the community. The owner of agro-tourism as an investor in this role is the owner of agro-tourism where investors are the key to increasing progress in the tourism sector which touches various fields, both for infrastructure and creative economic business in tourist destinations. The local community as a participant in this role participates in the process of identifying existing problems and potentials,
voting and decision-making to deal with problems, implementing to overcome problems, and involvement in every process to evaluate the changes that occur.

The government as the organizer and community builder who has the authority to regulate does not yet have special regulations related to planning in the tourism sector. Where at the stage of the planning process for preparation and definition of targets, the government should start forming a steering team and drafting a framework of reference, as well as forming a tourism awareness group. In addition, the government is in the planning process of collecting data as information regarding the needs of visitors to support tourism by conducting a review of the needs of visitors by adding supporting facilities and infrastructure such as restaurants, souvenirs, money changers, etc. In addition, the government can also cooperate with the Village Consultative Body and the private sector regarding procedures, techniques, and financial/capital assistance in the planning process to be carried out. This shows that the involvement of the government as a tourism operator is not optimal.

In the case of Buana Amertha, Sari Agro-tourism development planning is carried out by the owner as a local community without any involvement from the private sector or government, therefore it does not show continuity between the government and local communities in development planning in Buana Amertha Sari Agro-tourism. The agro-tourism planning process in Penglumbaran Village has not yet had direct participation from the government as the organizer and community builder who has the authority to regulate according to the needs of the community. As happened in the field, it shows that the government has not used its role optimally in planning the Penglumbaru Village area where there are several agro-tourism areas as special tourist destinations. On the other hand, the local community as an important component that is very influential in the successful development of the management of an area must be seen as a system that is related to one another. Where the relationship is influential and reciprocal between the government and local communities so that planning runs optimally.

The owner is directly involved in the implementation of community-based agro-tourism management agro-tourism management because the workers who work in Buana Amertha Sari Agro-tourism are mostly people around Penglumbaran village. The implementation and management of tourism involve the local community, but not all parties are involved, both from the government and the private sector which are expected to help and support success in tourism development. Judging from community participation, there has been community participation to advance Buana Amertha Sari Agro-tourism starting from management and services that involve the community as workers in agro-tourism.

The implementation and management of Buana Amertha Sari Agro-tourism is a matter of great concern and neatly arranged by the Agro-tourism owner as of the main manager. The comfort of visitors is also very important for a worker who can serve visitors attractively and communicatively to get the maximum service that has been previously described by the owner as the main manager starting when visitors enter the tourist area to the service of every attraction in Buana Amertha Sari Agro-tourism. This is a support for tourist destinations if the workers perform their duties and services well.

In the monitoring or periodic review stages, the success of a program can be seen from what has been planned and what has been done, so it can be seen whether it is by the results of the planning carried out. To produce an implementation plan that is by what is planned, the manager must prepare a monitoring program, monitoring is carried out to obtain facts, information, and data about the implementation of the program, whether the process of implementing the activities carried out is as planned.

The monitoring program for Buana Amertha Sari Agro-tourism is something that agro-tourism owners are very concerned about as the main manager to find out the obstacles they face and see the performance of the workers. The findings of the monitoring results are information for the evaluation process so that the results can determine whether the implemented program has obtained the appropriate results or not.

Educational tours are studied in the form of instructions, which in this form of instruction have the aim of conveying information about new knowledge and skills that can be given to visitors, such as being given general information about their superior potential, explaining the types of plants available, how to choose coffee beans. which was good and explained the various types of coffee available. While in the form of teaching employees who serve as visitor guides who have good communication skills so that they can direct and teach visitors during the coffee-making learning process, in the learning process there is the interaction between visitors and tour guides. In the form of learning to add basic knowledge about various kinds of plants that exist to visitors, this information can be in the form of plant names, plant ages, seed specifications, and various other things that are characteristic of this agro-tourism and to create an active learning process, agro-tourism owners can provide attractive and communicative tour guides, namely guides who can provoke the interest of visitors to ask questions.

IV. CONCLUSION

The potential that can be developed at this research location has unspoiled natural characteristics and the leading sector is agriculture, so it is very potential to develop educational tourism. The condition of the Buana Amertha Sari Agro-tourism destination as a Tourist Destination Area which is reviewed through the components of attractions, amenities, accessibility, and additional services is sufficient to support the implementation of educational tourism as an effort to increase regional tourism development.

The form of educational tourism in terms of the principle of instructional education tourism is quite good in its application, such as conveying information about new knowledge and skills to visitors such as explaining the types of plants available, how to choose good coffee beans, and explaining the various types of coffee available. In the application of teaching, it is quite good, such as employees who serve as visitor guides who have good communication skills so that they can direct visitors during the coffee-making learning process. In learning that can be felt by visitors, they get new knowledge related to coffee products.
Educational tourism planning at Buana Amertha Sari Agro-tourism strongly supports the existence of educational tourism supported by the superior potential in the agricultural sector and seen from its existing condition. In educational tourism planning, there is a description that describes each step of the tourism planning process and is supported by the role of actors who can support educational tourism-based tourism planning. In addition, the author also designed a product in the form of an educational tour package which is divided into individual packages, family packages, and group packages, where this tour package is designed to make it easier for visitors.

The village government, namely the village head, can make a tourism plan that can be applied in Penglumbaran Village by looking at the various potentials that exist and can make special regulations in the tourism sector where Penglumbaran Village has several agro-tourism that is still running so that it becomes a tourist destination based on tourism. The government should further support existing agro-tourism destinations by providing skills training, counseling, and providing good facilities and infrastructure for the progress and development of destinations. The government can carry out wider promotional activities for agro-tourism destinations such as organizing activities that can highlight local products produced and local culture owned by the village so that it can increase interest in visiting.

Related to the potential for educational tourism seen in the leading attractions in Buana Amertha Sari’s agro-tourism, namely the coffee processing process, the owner as a direct manager should be able to create new attractions that are still based on the agricultural sector in addition to coffee processing such as promoting the concept of farming or direct farming. That can be done by visitors, such as planting various types of spices, to fruits and the results of these plantings can be processed into culinary tours that can add interest and new knowledge for visitors. Managers can collaborate with private parties related to funding/capital assistance in the development of tourist destinations where this collaboration must be a mutual benefit or mutually beneficial relationship between managers and private parties. Managers can add additional supporting facilities such as information boards at various tourist destination areas to support learning activities, visitor signposts, or through other media to make it easier for visitors to understand the content of knowledge conveyed in Agro-tourism.

The community can form a tourism awareness group which is one of the stakeholders who come from the community which of course has a strategic role in developing and managing the potential of natural and cultural wealth owned by the village to become a tourist destination. The existence of awareness and support from the community will optimize the development of existing tourist destinations, the community can improve and strengthen harmony, and cooperation and can exchange ideas so that existing tourist destinations are growing. The community must be more creative and innovative in creating products such as producing local products that can be used as souvenirs for visiting visitors and building a high entrepreneurial spirit to be more advanced.

Further research is expected to examine more sources or references related to educational tourism-based tourism planning so that the research can be better and more complete. For future research, it is expected to find other appropriate research locations so that they can implement educational tourism-based tourism so that research will be better and interesting enough to study. This research is expected to be used as a reference in developing similar research in the future so that other researchers can conduct research related to educational tourism-based tourism planning.

REFERENCES


