

Artikel 1

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COLLABORATION BETWEEN INSTITUTIONS IN THE DEVELOPMENT OF VILLAGE EDUCATION TOURISM TO SUPPORT INDEPENDENT LEARNING IN KARANGAN VILLAGE AND GEMBLEB VILLAGE, TRENGGALEK REGENCY

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Abstract

Trenggalek Regency has the potential of tourism destinations that have the potential to be developed both marine tourism, nature tourism, cultural tourism, and others. Karangany Village is located in an area with a relatively developed small industry with the salak fruit canning industry as a home industry, while Gumbleb Village is an agricultural area located on the outskirts of a mountain forest belonging to Perhutani. These two villages have village tourism destinations that were quite developed in the era before the outbreak of the Covid-19 pandemic took place, however, since the development of the Covid-19 pandemic, the two tourist destinations in the area have become lonely and collaboration between institutions is needed with the application of information technology in particular so that healthy village educational tourism activities can continue to develop to support growth. economy in the two tourist villages.

The purpose of this research is to develop a model of collaboration between related institutions in the development of educational tourism villages, in order to create a tourist village that is friendly and able to serve the presence of both domestic and foreign tourists.

Methods in the research: (1) Identify and need assessment for the development of a collaborative model between related institutions in the development of educational tourism villages comparatively with other tourist villages. (2). Development of collaboration between institutions in standardizing on-line-based tourism services. (3). Development of cooperation links between institutions in village educational tourism services with various related destinations in the village with other educational tourism villages.

The results of the study indicate that the development of "Village Educational Tours" with various village potentials is very relevant for efforts to support the MERDEKA BELAJAR MERDEKA CAMPUS program because it is in line with student practice in Real Work Lecture activities to build villages both in educational tourism development of processing industry-based village tourism. agricultural products in Karangany Village as well as with the tourism agroindustry in Gumbleb Village, through collaboration between parties in the development of tourism facilities service standards that are connected to various other on-line-based tourist facilities in the New Normal Covid-19 era, which can be widely accessed by both the local community and international.

KeyWord: Collaboration, Tourism, Village, Education, Trenggalek

1. INTRODUCTION

¹ Karangany Village is a village area located on the outskirts of Trenggalek Regency which has at least 3 leading tourist destinations that are attractive to tourists from outside Trenggalek Regency. The three destinations include the Baths in the Tapan Mountains, the Chocolate House which is a place for production and shopping, cultural attractions ranging from kupatan events, jaranan turonggo Yakso, resident inns in the form of Griya Wisata and a place for batik crafts, hendycraft, apart from this, there are also regional specialties, including tempeh and almond chips and so on. Souvenir shops are located in many places in Trenggalek. Karangany Village has its own advantages, namely besides being located in the district capital, it also has complete transportation so that it is a facility for tourists who want to visit it. With the large number of tourist destinations in Trenggalek Regency, the development of Karangany village is a strategic step to attract tourists, both foreign and local tourists, because it provides the possibility for tourists from outside the city and even from abroad to be able to make this tourism village a transit area for tourists who want to visit various tourist village destinations. other education in various other areas in Trenggalek Regency.

Karangany village already has a tourist destination, but it is only crowded with tourists at certain times. When the tour was first built, it was flooded with visitors, but after that, over time, it was normal, namely the visitors were few. One example is the brown house tour, at the beginning of the opening of the brown house many visitors came to enjoy the tour. however, this situation is only in the early moments, then visitors will decrease so that in the next few months, tourist visits to the chocolate house were no longer crowded on an ongoing basis. Likewise, visits to tourist destinations for the food, beverage and local canning industry of Karangany village, some time after it was built, many visitors, but then it is not sustainable because it is not associated with educational tourism as a place for student learning and internship practices as well as a place for internships to take student lectures at the industry.

Likewise with Gumbleb Village, it has various interesting tourist destinations as links to educational tourism village destinations from the Karangany village, above so that educational village tourism visits are more varied and attractive for tourists visiting the village. The advantage possessed by this Gumbleb village is that its territory still consists of many agricultural areas so that many people live from the processing of agricultural products. The Gumbleb area which is located on the slopes of Mount Bathok, most of its territory still consists of the slopes of the mountain, which is an attractive agricultural land to be developed as agro-tourism. In addition, the local community has also developed an agricultural product processing industry which has developed into an industrial area in the form of Kampung Bakpia, this is an opportunity for the village to develop into a culinary tourism village.

1.1. Formulation of the problem

How is the collaboration between institutions in developing an educational tourism village based on the agricultural product processing industry?

1.2. Special purpose

To develop collaboration between institutions in the development of educational tourism villages based on the agricultural product processing industry.

II. LITERATURE REVIEW

2.1. Theoretical basis

Good Governance theory recommends the realization of the collaboration of the three pillars of good governance, which includes the Government, the Community and the Private, where the optimization of the three pillars can make government performance and development more effective in the government's work area. Collaborative Governance according to Ansell and Gash (2007: 6-19) consists of the following stages:

- a. Starting Condition, at this stage, several factors will be identified that lead to participation by the parties involved in the collaboration.
- b. Facilitative Leadership, namely: leadership that can manage the dynamics that occur between actors who collaborate, open and transparent leadership, and empowering leadership.
- c. Institutional Design, namely: institutional design includes: open participation, equality of power, clear rules, and transparent processes.
- d. Collaborative Process, which is a collaborative process model starting from face-to-face dialogue, building trust (trustbuilding), building commitment to the process (commitment to the process), sharing understanding (shared understanding), understanding), then the formation of intermediate results (intermediate out come).
- e. Final Results (Outcomes), namely Collaboration carried out in providing final results in order to increase the quality of life of the community.

Roberts et al. (2016) in Fairuza (2017: 7-8) stated that there are five keys to collaboration, which are as follows:

1. Common Purpose
2. Mutuality
3. Enabling Environment
4. Trust
5. Spesific Personal Characteristics

2.2. Tourist Destinations and Educational Tourism Village Offers

According to Medlik 1980 in Ariyanto 2005, there are four aspects (4A) that must be considered in the development of tourist villages as educational tourism that can be developed through collaboration between institutions to support independent learning activities, namely:

- a. Attraction, a tourist destination should have a good attraction in the form of natural and community and cultural attractions.
- b. Accessible (can be achieved), domestic and foreign tourism can easily reach the destination to tourist attractions
- c. Facilities (Amenities), Tourist Destinations (DTW) where tourists can feel at home staying longer in the area.
- d. The existence of a Tourism Institution (Ancillary). Tourists can feel safe, (Protection of Tourism) and protected regarding their existence as visitors.

Educational Tourism Village as a transit tourism object to various other tourist destinations (Pendit, I Nyoman, S. 1999), the following criteria must be considered in order to attract visitors, namely:

- a. Something to see is that the tourist attraction must have something that can be seen or made a spectacle by tourist visitors.
- b. Something to do is so that tourists who do tourism there can do something useful to give a feeling of pleasure, happiness, relax well, study, research in the field and others, in the form of recreational facilities, be it a playground or a special place to eat so that they can make tourists are more comfortable to stay there.
- c. Something to buy is a facility for shopping tourists which is generally a characteristic or icon of the area, so it can be used as souvenirs.

In tourism development, it is necessary to improve directed and integrated steps, especially regarding workforce education and physical development planning (Pitana, I Gede. 2005), as well as community empowerment "Based on they Culture" (Tri Lestari, 2014)

The development of information technology has made it possible to create an educational tourism village as a community laboratory facility, in the implementation of independent learning for higher education circles as well as for lower levels of education. Both as a means of field work practice, as well as as an object of research on community empowerment and community development, in rural areas, in general, they are still lagging behind compared to urban communities.

2.3. Freedom to Learn in On-line-based Educational Tourism Villages/Villages.

The emergence of the global village phenomenon as a new era is the impact of the massive development of information technology and greatly affects people's lifestyles. Global Village is a concept regarding the development of communication technology in which the world is analogous to a very large village. The concept of the Global Village according to Marshall McLuhan (1960)

1 in his book, *Understanding Media: Extension of A Man*, explains that the Global Village is no longer a clear time and place limit. Information can move from one place to another in a very short time, using internet technology. Mc. Luhan predicts that in the future, humans will be very dependent on technology, especially communication and information technology. Thus the Global Village occurs as a result of the very fast and massive dissemination of information based on online, in collaboration between institutions with an interest in the development of educational tourism villages to support the Merdeka Learning program both for independent campuses and for learning for students at higher education levels. different.

According to Alwi Dahlan (1997), it was said that: "Communication technology is the main driver (push factor) of globalization, which can produce various new products that can simplify, accelerate, and cheapen human relations (human relations)". Advances in communication technology are found in all stages of communication, since sending the message, for example Via Transmitter, telephone, cell phone, android, twitter, face book, whatshaps, etc., distribution and delivery/distribution and presentation or appearance of communication messages. . So it is hoped that with the development of the Global Karangn village, it can have a positive impact on the development of the Global Karangn village, as follows:

1. It is easy to obtain information and knowledge in the Karangn Village environment, including various educational tourism destinations in the Karangn Village environment in particular and tourist destinations in the Trenggalek Regency environment in general.
2. It is easy to communicate between residents of educational tourism villages in Karangn village and the links developed are Gumbleb village and various existing tourism destination management communities, as well as various other tourist facilities and infrastructure, both in the village environment in particular and in Trenggalek Regency in general.
3. Opening access to various tourist facilities in the village environment in particular and various tourist destinations in the Trenggalek Regency environment in general.
4. Cultivate a cosmopolitan and tolerant attitude, especially in the community environment of educational tourism village destinations and various other tourism communities in the Trenggalek Regency environment.
5. Cultivate an attitude of mutual self-motivation in the development of a friendly attitude towards tourism services (hospitality) towards newcomers and foreign tourists, especially those present in the tourist destinations in Karangn village and Gumbleb village in particular and in Trenggalek Regency in general.
6. Growing and developing the convenience of tourists and foreign tourists, especially in meeting their various needs.

Based on this thought, the development of the Global Karangn village and Gumbleb Village as educational tours to support Freedom of Learning, must be supported by the use of information technology (on-line based), so that the existence and various activities and various potentials that exist in the village, especially the potential for Educational tourism can be well

informed, through various uses of digital technology, which are connected in an information network system about the existence of the Global Village as a transit access for foreign tourists to enter various tourist destinations in the two villages in particular and various other tourist destinations in the Trenggalek Regency environment. generally. Educational Tourism Village as an independent means of learning on an independent campus, allows for faster development for the two villages, so that it can become an entry point for transit tourists and foreign tourists to enter various tourist destinations in Trenggalek Regency and its surroundings.

5 III. RESEARCH METHODS

3.1. Research design

This research was designed for action research, by taking 2 research sites in Karangn Village, Karangn District and Gumbleb Village, Pogalan District, Trenggalek Regency. In this action research, a need assessment was carried out to various parties involved in the collaborative development of Educational Tourism villages in the two villages studied, to then be “described” (Moleong, 2011), comparatively in order to obtain a more representative general conclusion about Educational Tourism Villages of various kinds. Agricultural Product Processing Industry in Karangn village and Educational Tourism Village based on plant cultivation agro-tourism which is widely available in Gumbleb village because of its regional character which is different from that in Karangn village.

Furthermore, through a Focus Group Discussion, various parties involved in the collaboration will explore the needs assessment of various needs needed in collaborative development of educational tourism villages based on the potential of local villages and the main objects that can be developed as pilot projects for leading educational tourism destinations in both villages. the. Then it can be explored further in depth through field surveys, excavations or documents and in-depth interviews with various parties directly involved in the collaborative development of educational tourism villages in supporting the implementation of Merdeka Learning at the Merdeka Ubhara Surabaya Campus in the target villages in particular, as well as other educational institutions. which uses the educational tourism village, as a means of Independent Learning in the Trenggalek Regency and surrounding areas.

a. Research object

The object of this research is the collaborative development of educational tourism villages, both in Karangn village which is more on the agricultural product processing industry in the village environment and its surroundings, both the chocolate house and salak fruit canning, as well as cavendis banana cultivation agrotourism in the area. Gumbleb village.

b. Research Subject

The subjects of this research include, among others, the institutions involved in the collaborative development of educational tourism villages, which are the objects of this research, among others, the Kelurahan government and related government agencies, the community, the existing tourism management private sector, and other parties. others related to the development of the educational village tourism.

c. Data Collection Technique

There are three important aspects in collecting data in this research, namely:

- 1). Through focused interviews, which were held through FGDs with parties related to the development of educational tourism in the two villages.
- 2). Through field surveys or observations of research sites in the two villages, which were examined and then compiled in a detailed data in the form of tables and narrative descriptions of research objects.
- 3). Through documentation, both documents in local government agencies and documentation that can be done by researchers from the results of observations in the field.

d. Data analysis.

In this study, as previously stated, action research uses a qualitative approach, based on an analysis based on logical thinking, in accordance with the theory used in this study. The qualitative data analysis that the researcher uses is the qualitative data analysis of the Miles and Saldana (2014) model which consists of 4 (four) analysis components, namely (i) data collection, (ii) data condensation, (iii) data presentation, and (iv) conclusion.

IV. RESEARCH RESULTS AND DISCUSSION

1. Overview of Research Objects

Trenggalek is a district in East Java Province, Indonesia. The administrative center is located in Trenggalek District, 180 km from the city of Surabaya, the capital city of East Java Province. Based on the 2020 Population Census, this district occupies an area of 1,261.40 km² inhabited by 731,125 people.

By the end of 2021, the Tourism and Culture Office (Disparbud) of Trenggalek Regency is targeting 35 Tourism Villages to be marketed. This was conveyed by Sunyoto, Head of Disparbud Trenggalek. The target for the 35 Trenggalek Tourism Villages in the future is the marketing of products from tourist villages.

2. Karanganyar Tourism Village

The government's efforts to make Karangan village a tourist destination use relatively large costs, tourism maintenance is important and must be implemented in order to increase the number of tourists who come so that economic growth occurs in the area. Existing tourism requires good management so that it becomes sustainable, and also to bring in tourists an effective and efficient marketing strategy is needed in order to achieve sustainable profits, for the travel agent and the Karangan village as a tourist village that requires visits. tourists in a sustainable manner.

Karangan village is very important because it is a tourist destination, the pristine village atmosphere makes it worth visiting by tourists from various regions. The three leading tourist destinations, namely the Tapan Mountains Public Bath, Chocolate House and Kupatan Carnival Cultural Tourism which has been visited by many foreign tourists. In addition, it also has other tourist facilities and infrastructure that are quite adequate, namely the center of the fruit market, Wage market, Subuh Market, and several food products and typical Trenggalek snacks, such as alen-alen, geti, manco, alen-alen and others. . Several other events, such as the cultural attractions of Jaranan Turonggo Yakso, Jaranan Dor, etc., can make Karangan Village known as a Tourism Village.

As one of the villages that received guidance from the Department of Tourism and Culture in Trenggalek Regency, Karangan Village has 3 very interesting leading tourist attractions, namely:

1. House of Cocolate, Industri of the Cocolate from agroindustry of chocolate plantation in Trenggalek
2. The same thing happened with the public bathing destination in Tapan, at first this area was visited by many tourists from various regions, but a few moments later the visitors decreased and even quiet, even though the tour requires maintenance costs so that the tour is always interesting, if the visitors The Tapan baths are quiet, there are no more restrictions, so they are less profitable.
3. The cultural event in the form of a carnival in Karangan village which is held at the end of the day of Kupatan in the context of Eid al-Fitr is also an interesting tourist event and always gets appreciation from the wider community. This event can increase the number of tourists coming to Karangan village, this is an effort by the local government to attract both foreign and domestic tourists.
4. In addition, in Karangan village there is also a fruit canning industry and traditional herbal medicine which can be an educational tourism destination for students who want to carry out apprenticeship studies within the framework of Merdeka Belajar Kampus Merdeka.

4.2. Gumbleb Tourist Village

The leading tourist destination of the Gumbleb tourist village is Bak Pia village, a culinary industry area that has developed into an independent area, with various MSMEs producing bak pia and other snacks that have reached markets in a wide area.

1. In the Bakpia Gumbleb village, in addition to a culinary center producing bak pia, there are also various snack products that have developed with production based on Cavendish banana agro-tourism which is widely cultivated by the community in the Gumbleb village environment and its surroundings, so that it becomes a source of raw materials for the production of various snacks made from bananas.
2. The banana plantations that are widely cultivated in the area are Cavendish bananas which are relatively fast fruiting and fast growing with high productivity, but have a delicious taste and are easy to use, both for direct consumption and for processing as raw materials for various other snacks. The Cavendish banana seed cultivation system can be used as a learning area for students to practice internships, agro-industry in an effort to provide and maintain national food security in Indonesia.

V. Closing

Based on the conditions of the two villages, it can be said that these two villages have their own uniqueness, as the second village tourism has a distinct village culture, thus enabling the combination of the two as tourist destinations that support each other and are interrelated with one another. Each has its own charm, so that the government's concern for cooperating with several parties in the development of the two villages, as a leading village tourist destination will have a significant impact on the development of the village, becoming a leading tourist village that is able to provide the welfare of the village and its citizens from an abundance of fortune. tourists from various regions who visit the two villages. For this reason, the development of links between the two villages, as a village tourism destination package, is very important to be made the main agenda by the local government.

Considering that the development of a tourist village is a comprehensive work, the involvement of various parties, including the government, the community, the private sector, the world of education (Universities), and the mass media, will be indispensable for the realization of an educational tourism village that can provide job opportunities and business development as well as empowerment. the economy of rural communities, which so far have received less attention and assistance from the government.

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