

# Educational Tourism Development Based on the Visitor Typology in Djuanda Forest Park Bandung

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## Article Info

Volume 83

Page Number: 8035 - 8042

Publication Issue:

March - April 2020

## Article History

Article Received: 24 July 2019

Revised: 12 September 2019

Accepted: 15 February 2020

Publication: 09 April 2020

## Abstract

A tourist destination should always develop its product so that the consumers (visitors) are not bored so it can continue to attract more visitors. Likewise, the tourist area of Djuanda Forest Park Bandung needs to perform tourism development, which, in this study, was studied through the concept of educational tourism. Data was collected through a questionnaire survey distributed to 100 visitors and interviews with several visitors. The data analysis shows that the concept of educational tourism has the potential to be applied or developed in Djuanda Forest Park with alternative tourism product development as follows: attractions (culinary and arts events, historical and natural tours, farm experience, and school camps), amenities (arrangement of stalls, provision of additional trash cans, and provision of additional seating), and accessibility (installation of block paving for muddy roads, repair of bicycle and stroll lanes, and the addition of road signs)..

**Keywords;** *development, tourism products, educational tourism*

## I. INTRODUCTION

Today, the demand for innovation is a necessity, especially when competition is getting tougher and the world is increasingly globalized. No exception for the world of tourism, innovation and creativity is absolutely necessary to further advance existing tourism activities. This is because, inevitably, the market (demand) will always change so that the supply must also change. Not only related to market mechanisms, changes in the tourism industry are also caused by demands for the creation of sustainable tourism by which a tourist destination should not only aim to gain economic benefits but also to preserve nature and culture and empower local communities.

Identifying visitor typologies is a useful reference for future policy formulation. Moreover, the development effort is to use the concept of educational tourism, which is a concept that ideally

pays attention to the personification of the target which, in this case, is the visitors of the tourism destination. As a result, the programs or facilities that will be implemented later can match the characteristics of visitors so ultimately the development efforts can be aligned and right on target. Coccossis and Constantoglou (2006) claim that typology is a very important tool for tourism planning because it supports recognition of spatial effects, shows the ways and intensity of growth, as well as contributes to the rational planning processes and the implementation of effective tourism policies.

Concerning the background above, a study on visitor characteristics needs to be conducted in order to support educational tourism development programs initiated by Bandung City Government. Thus, the objectives of this study include:

- 1) Identifying the characteristics of visitors in Djuanda Forest Park.

2) Offering alternative development of educational tourism based on the characteristics of visitors in Djuanda Forest Park.

The results of this study are expected to contribute to policy makers in formulating educational tourism development programs in Djuanda Forest Park. In addition, theoretically, this study can enrich the application of the concept of tourist typology on tourism development.

A number of studies on education-based tourism have proven that the tourism concept can be applied in various tourism sites [2], [3], [4]. The application of educational tourism can also bring positive impact on the community [2], [5].

The notion of educational tourism is defined as tourism activities performed by people who start a journey to get education and learning as the primary or secondary part of their journey [6], [7]. Educational tourism can take the form of ecotourism, heritage tourism, rural/agricultural tourism, community tourism, and student exchanges [8]. In addition, the tourism education can appear in various formats such as school trip, spring trip, study abroad, holiday seminar, skill upgrades, and others [9].

Concerning the tourist typology, it can be grouped into several categories, i.e. socio-economic, demographic, and psychographic [10]. The tourist characteristics can be shaped in various categories: demography (e.g. age, gender, marital status), social (e.g., social class), economy (e.g. income, shopping pattern, employment), culture (e.g. value, norm, habit), geography (e.g. origin, destination), psychographics (e.g. personality, need, attitude, lifestyle, emotion, preference, benefit), and behavior (e.g. buyer status, and price) [11]. The tourist characteristics are also divided into two, namely socio-demographic characteristics (most often used for the sake of tourism analysis, planning, and marketing) and psychographic characteristics (emphasizing motivation behind the travel) [12].

## II. METHODS

This study was conducted at Djuanda Forest Park (locally known as TahuraDjuanda) located in KampungPakar, Ciburial Village, Cimenyan, Bandung City. The variables used in this study are as follows.

**TABLE 1. OPERATIONAL VARIABLES**

Variable	Sub-Variable	Indicator
Visitor Characteristics	Socio-Demographic	1. City of origin
		2. Sex
		3. Age
		4. Education
		5. Occupation
		6. Income
		7. Marital Status
	Physiographic	1. Willing to interact with the community
		2. Travelling for fun
		3. Traveling to destination already known by public
		4. Traveling with few people
		5. Doing a lot of tourism activities
		6. Expecting complete tourist facilities
		7. Conducting proper attitude and action
		8. Having

		knowledge of the visited objects
		9. Adjusting lifestyle with tourist destination
		10. Considering safety and comfort

Source: adapted from Smith (1989)

The population in this study were all visitors who visited Djuanda Forest Park. Because the population in this study was not fixed or moving, the of the sample was calculated by using an accidental sampling technique. As a consequence, any visitor encountered in the field was sampled. The number of samples 30 to 500 people is feasible for the sample size. Therefore, the number of respondents in this study was 100 visitors [13].

This study employed questionnaire and field observation to collect data. The questionnaire was made according to indicators specified previously. The field observation was also made to document the real situations and conditions so they could be used to support data analysis.

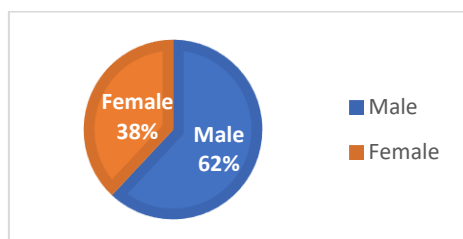
### III. RESULTS AND DISCUSSION

The development of educational tourism cannot be separated from the characteristics of the visitors themselves. From the visitor characteristics/typology, things related to visiting motivation and visitor perceptions can be known.

#### A. Visitor Characteristics

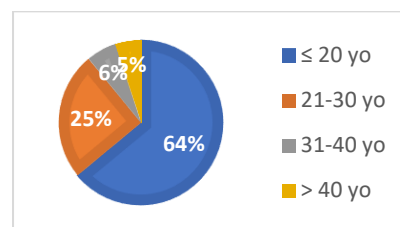
##### 1. Socio-Demographic Characteristics

###### a) Sex



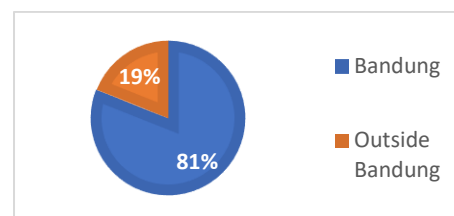
The diagram above shows that the number of male respondents is higher than the number of female respondents with a ratio of 62% to 38%. This shows that nature tourism is more favored by men than women.

###### b) Age



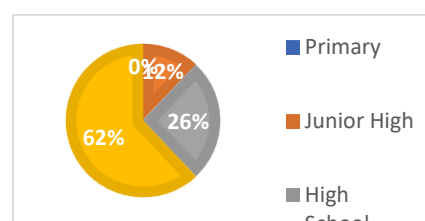
Based on the diagram above, it can be known that the majority of visitors is aged 20 years and under. This is because the tourist attraction is a nature tour that is challenging and full of adventure so it is very good for teenagers.

###### c) City of Origin



The diagram above shows that visitors who come from Bandung City are very dominant, namely 81% while the remaining 19% are visitors from outside Bandung. Therefore, promotion of Djuanda Forest Park needs to be increased to attract visitors from outside Bandung.

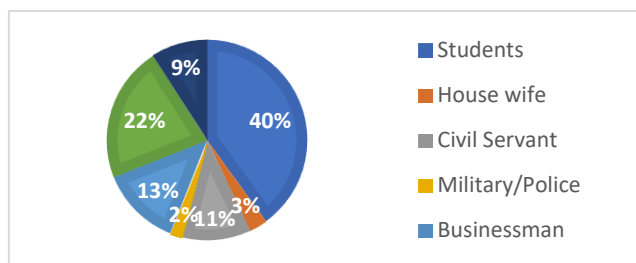
#### B. Education Level



From the diagram above, it can be seen that the Higher Education group dominates the educational background of visitors to Djuanda Forest Park, followed by high school at 26% and junior high

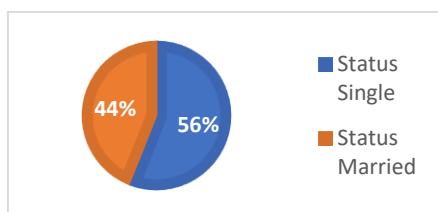
school at 12%. From the diagram, it can also be said that the higher the education, the higher the awareness of recreational activities or tourism activities. A high level of education influences a person's understanding of psychology and curiosity about attractions compared to someone with a lower level of education.

#### a) Occupation



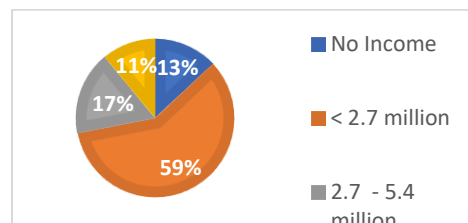
The diagram above shows that the largest number of respondents are students with 40%, followed by private employees 22%, entrepreneurs 13%, PNS 11%, others 9 percent, Housewives 3%, and TNI / Polri 2%. From these data, it can actually be said that this tourist attraction is visited by various groups considering that this tourist attraction offers a variety of attractions that can indeed be enjoyed by all people.

#### b) Marital Status



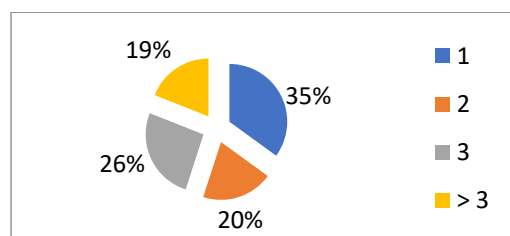
The diagram above shows that there is no significant difference between married respondents (44%) and unmarried respondents (56%). This means that marital status does not significantly affect the number of visits.

#### c) Income



From the diagram above, it can be seen that the distribution of income of respondents varies with the highest respondents earning <2.7 million, meaning that it is below the UMK Kab. Bandung. After that, followed by income of 2.7 million - 5.4 million as many as 17 respondents, income above 5.4 million as many as 11 respondents, and finally those who did not earn 13 respondents. Therefore, the existence of this tourist attraction can be enjoyed from all walks of life, both the lower, middle and upper layers.

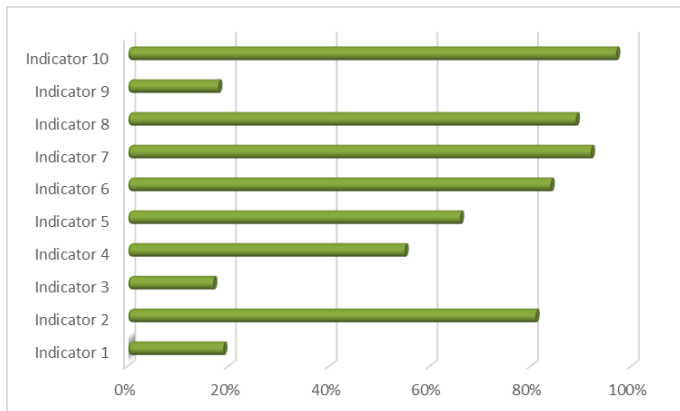
#### d) Frequency of Visits



The diagram above shows that the largest number of respondents are respondents who have a frequency of visits 1 times, namely 35%. But the difference with the frequency of other visits is not significantly different, namely 3 times as much as 26%, 2 times as much as 20%, and more than 3 times as much as 19%. Judging from the repeated visitors, Djuanda Forest Park is a tourist attraction that can give satisfaction to most visitors.

## 2. Psychographic characteristics

Based on the results of the study, it is known that the respondents' responses to the characteristics of Psychography are as follows:



**Note:**

Indicator 1: Willing to interact with the community

Indicator 2: Travelling for fun

Indicator 3: Traveling to destination already known by public

Indicator 4: Traveling with few people

Indicator 5: Doing a lot of tourism activities

Indicator 6: Expecting complete tourist facilities

Indicator 7: Conducting proper attitude and action

Indicator 8: Having knowledge of the visited objects

Indicator 9: Adjusting lifestyle with tourist destination

Indicator 10: Considering safety and comfort

Based on the table above, indicator 1 shows a percentage of 19%, which means that only a small percentage of respondents have the desire to interact with the community, indicator 2 shows a percentage of 81%, which means that almost all respondents travel for recreation, indicator 3 shows a percentage of 17% which means only partially small respondents who visited a well-known tourist attraction, indicator 4 showed a percentage of 55%, which means that most respondents did a lot of activities in tourism objects, indicator 5 showed a percentage of 66%, which meant that most respondents had fewer members when traveling, indicator 6 showed a percentage of 84 %, which means that almost all respondents want adequate

facilities in tourism objects, indicator 7 shows a percentage of 92%, which means that almost all respondents behave and behave well in tourist attractions, indicator 8 shows a percentage of 89% which means that almost all respondents know and about tourism objects before the tour, indicator 9 shows a percentage of 18%, which means that a small proportion of respondents have the desire to adjust the lifestyle in tourism objects, and indicator 10 shows a percentage of 97%, which means that almost all respondents consider safety and comfort in traveling.

### C. Educational Tourism Development Alternatives

The development of educational tourism in this research emphasizes tourism products in Djuanda Forest Park. The tourism products are divided into three, namely attractions, amenities / facilities, and accessibility [14].

#### 1. Attraction

The attractions in Djuanda Forest Park include: Museum Ir. H. Djuanda, Lalay waterfall, Maribaya waterfall, Japanese cave, Dutch cave, Omas waterfall, Curug Dago and Batu Raja Thailand inscription, TebingKeraton. Deer breeding, in addition, Djuanda Forest Park also has a variety of flora such as Ugandan Mahogany, Carcass Flowers, Sumatran Pine, Meranti, Sausage Trees, Eucalyptus and fauna such as Forest Chicken, Long Tail Monkey, Deer, Eagle, Kutilang Bird, Kepodang Bird.

Related to the development of attractions with the concept of educational tourism, attractions should be reproduced or packaged in such a way towards educational tourism, given the demographics, most respondents were visitors under the age of 20 years. That is, they are a group of students and students. In addition, from the aspect of psychography, most of the respondents stated that they did a lot of activities in tourist attractions. On the other hand, the addition of diversity of attractions by carrying out the

concept of educational tourism also needs to be done considering that one segment of visitors to Djuanda Forest Park is a family segment (56%). Related to educational tourism, the alternatives for developing attractions that can be done are:

**a) Culinary and arts events**

This kind of culinary event can enrich the knowledge of students and the general public. Educational elements about local cuisine and arts can be taught in events like this. The management can invite traditional food vendors and Sundanese art performers to attend and enliven the event. In addition, a calendar of events must be made so that the schedule can be organized and the public can get information as early as possible so that they do not suddenly attend an event. In this event, local farmers were also encouraged to sell their crops so they could be empowered.

**b) Historical and natural package tour**

This is a package tour to explore the Forest Park area using bicycles for students and family. So, the tour package can be done by trekking or cycling, if by cycling, bicycles, tourist spots will be prepared, and consumption. In order for educational elements to emerge, the selected spots can be natural themes (waterfall, hills, etc.) or historical themes (Goa Japan, Goa Belanda, Museums, etc.). Thus, students or families can find out information about the history or natural wealth in the Forest Park through an explanation from the guide.

**c) Farm experience**

This is actually to accommodate many groups, but more specifically the family segment. In the concept of the farm experience, a garden must be made, either in the form of a flower garden or fruit garden. Local communities can participate in this management so that they can accommodate those who want to interact with the community (19%) and for the sake of developing educational tourism-based products. The visitors will later learn about

the names of fruits / flowers, how to name them, how to treat them, and how to harvest them. This is where the element of educational tourism arises.

**d) School camps**

In school camps, students will experience life in the wild. Therefore, the camp school package is very educative in terms of survival or awareness of protecting the environment. In addition to their learning activities, they can also play.

**2. Amenities**

Facilities for visitors currently available in Djuanda Forest Park include toilets, restaurants, cafes, parking areas, clinics, places of worship, souvenir shops, information centers, local guides and tourist maps.

Viewed from the characteristic aspects of psychography, almost all respondents (84%) wanted adequate facilities at tourist attractions. This means that improvements and increased amenities are very important. In addition, almost all respondents (89%) had knowledge of tourism objects before traveling so that when the quality or completeness of the amenities of a tourist attraction would affect their interest in visiting. This is what must be anticipated considering that it is now very easy to access information through gadgets.

One of the problems or complaints of visitors is the lack of regulation of food and beverage sellers along the road, so that it resembles a highway opening a tourist attraction. For this extinction, it is supposed to be structured by food and beverage vendors for the convenience and beauty of Djuanda Forest Park as a whole. In terms of educational tourism, this is also very disturbing because it will cause a negative image due to the lack of a facility. Well-placed and well-organized facilities are one of the supporting educational tours.

In addition to the problem of structuring sellers, other visitor complaints are cleanliness. Like visitors who say that there is a lot of trash in the

Omas Waterfall. Certainly, this is very unpleasant, especially the image of Forest Park is beautiful and natural, so that the garbage will weaken this image. Not only that, there were visitors who complained about the professionalism of the guide where he said there was no standard fee for them and had to bring their own flashlight if they wanted to go to Goa.

Related to facilities to support educational tourism, one alternative that can be done is by giving a writing board about the names of flora. This is important so that visitors can directly get information about the names of the flora they meet. In addition, the arrangement of food and beverage sellers and the addition of trash cans in the crowded spots to anticipate littering by visitors.

In addition, one of the necessary additional places to sit is that the distance between one object and another object is quite far apart, so that those who are tired can rest by sitting in the seats provided. This is also one of the complaints of visitors.

### **3. Accessibilities**

Viewed from the psychographic aspect, almost all respondents (97%) considered the safety and comfort in traveling. This means that they are very concerned about security and comfort, including the roads that are passed to go to one object to another object. This should receive serious attention, of course. There are two kinds of accessibility in a tourist attraction:

#### **a) Access to attractions**

To go to Djuanda Forest Park area can be done from the south and north. From the north can be reached via Dago Bandung Terminal, Cimbuleuit Street - Puncut, or Lembang - Maribaya. There are four entrances to enter Djuanda Forest Park area namely Entrance I and II in Pakar Dago taken from the direction of Dago terminal, Entrance III in the Expert Pool are taken from the direction of the Crooked Hydroelectric Power Station or from the Curug Dago Stairs, and IV Entrance in

Maribayataken from Lembang. The road from the city center to the area has smooth asphalt.

#### **b) Access in the tourist object**

One visitor said that the road to Lalay waterfall was inadequate because this waterfall could only be reached by footpaths through Desa Cihanjuang and Padaasih Road in the form of loose soil. Many people and visitors regretted this because of the lack of attention from the government to organize Lalay waterfall. Meanwhile, road signs are also very minimal. In addition, visitors also complained about some parts of the road that are good because they are paved, but other parts are still in the form of soil so that the paving blocks should be installed so that the water can still absorb but not muddy.

Related to the development of educational tourism, these things should be considered. Therefore, to support the development of educational tourism, in terms of accessibility, road repairs need to be carried out, especially roads for cycling (bicycle) and trekking (walking) and the addition of road signs. Especially for potentially muddy roads, paving blocks need to be installed.

### **IV. CONCLUSIONS AND RECOMMENDATIONS**

From the results of data analysis, it can be concluded that Djuanda Forest Park area has the potential to be developed using the concept of educational tourism. Some alternatives to develop educational tourism attractions include culinary and arts events, historical and natural tours, farm experience, and school camps. In terms of facilities, in order to support the implementation of tourism editions, things that must be done are arranging food and drink stalls or vendors, adding trash cans, and adding seats. In addition, in terms of accessibility, several things can be improved, such as installing paving blocks for potentially muddy roads, repairing roads for bicycle lanes and walking, and adding more road signs.

## V. ACKNOWLEDGMENT

The authors would like to express their sincere gratitude to Telkom University for finding this research.

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