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Implementation of Educational Tourism at Turtle Conservation and Education Center Serangan, Bali

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ABSTRACT

Serangan is a turtle island where the existence of turtles is decreasing, so the Turtle Conservation and Education Center is here, an organization that focuses on turtle conservation. Having a vision and mission to return attacks to normal with turtle conservation actions and provide education to the public as well as through tourism activities, many visits. Annual tours to these attractions provide an opportunity for a broader educational picture about the preservation and status of turtles in Bali, especially Serangan Island. This research was conducted to determine the implementation of educational tourism conducted at the Turtle Conservation and Education Center using POAC analysis of planning, organizing, actuating, controlling, and knowing existing educational tourism products. Determination of informants using purposive sampling and qualitative descriptive data analysis techniques to collect data from this study using interviews, observation, documentation, and literature study. Based on the results of the research, educational tourism products in tourism objects consist of core products, tangible products and additional products and the application of educational tourism carried out at tourist objects in terms of POAC analysis is quite good in terms of the components supporting its implementation. educational activities, organizational structures that already have duties and responsibilities in their respective fields, as well as interpreters who master the material or education that will be given to the public and tourists.

Keywords: Implementation, Educational Tourism, Conservation

1. introduction

Bali is a destination that is famous for its marine tourism which has beautiful and diverse marine biota (Astina and Muliadisa, 2018), but this beauty is slowly fading because a lot of pollution occurs in the sea which ultimately has an impact on ecosystem damage, the pollution that occurs is the result of lack of awareness of the environment and lack of knowledge of the impacts that occur as a result of the pollution. Steps that can be taken are conservation steps, namely the protection and preservation of natural resources. Sea turtles are one of the marine biotas that have been affected by environmental pollution. Currently, turtles are endangered and are protected animals based on Government Regulation (PP) No. 7 of 1999 concerning Preservation of Plant and Animal Species. Serangan, which is known as Turtle Island, is a home for turtles to incubate their eggs, but on the other hand, there is a lot of turtle hunting for their meat for consumption, as souvenirs and for ceremonial activities, so Serangan, which is Turtle Island, is no longer a safe home for turtles (Manager Turtle Conservation and Education Center, 2022). Community development activities are activities that aim to develop a certain group in an area that wants to be developed. Community development is commonly known as community empowerment (Padabain and Nugroho, 2018). The Turtle Conservation and Education Center has a vision and mission to restore Serangan as a turtle home and has a role as an institution/organization that conducts conservation and at the same time educates the public. The concept of educational tourism is quite appropriate for this attraction, because education and tourism are two different things, but both can synergize and complement each other. The educational process carried out in tourism activities is an active and creative learning method and an effective alternative learning method (Hermawann, 2017). Based on In this elaboration, the conservation activities at the Turtle Conservation and Education Center will be better if the tourism management is carried out properly. identify tourist attractions based on tourism product components consisting of attractions, accessibility, facilities, and institutions (Cooper, 2000), which aims to find out what conditions and supporting components support tourism activities there, then find out how educational tourism activities are carried

out by managers since the opening of the *Turtle Conservation and Education Center attraction*.

Based on these problems, it is important that the research carried out is to provide input on existing tourism activities as well as be taken into consideration in developing tourism, and is expected to be useful for readers regarding the implementation of educational tourism in the *Turtle Conservation and Education Center* and can later raise awareness of the environment. as well as the preservation of marine life, especially turtles.

2. Methodology

The research was conducted at the Turtle Conservation And Education Center, Serangan. According to Moleong (2010) that data is all information and information regarding all matters relating to research objectives. The data obtained in this study are qualitative data, namely the results of interviews with informants, observations and research documentation, and the quantitative data obtained in this study are the number of tourist visits and relocation of nests and the number of turtles released during the last 6 years. The research method used is a qualitative research method with data collection techniques in the form of interviews, observation and literature studies. Interviews were conducted with the managers of the Turtle Conservation and Education Center and also *volunteers* who are intern students. Observations were made by conducting research for 2 weeks and a literature study was carried out by searching for data related to educational tourism through journals, books and sources from the internet. The data analysis techniques used in this study were data collection, data reduction, data presentation, and conclusion.

3. Results

3.1 Overview of the Turtle Conservation and Education Center

According to Wijayanti (2021), educational tourism has different characteristics from other tourism and educational tourism activities vary widely. Ritchie (2003) suggests that educational tourism activities include research conferences, national and international student exchanges, school visits, language schools, and study tours, which are organized both formally and informally, with natural and artificial tourism destinations. Cohen (2008) suggests that educational tourism activities include learning about history, geography, language, religion, and culture through visiting important sites, engaging in research, and conferences. In this study, the Turtle Conservation and Education Center in Serangan village was chosen as the research location. The discussion in this study is conservation activities carried out with tourism activities that help implement them. The description of the research location is in the form of several quarantine ponds, artificial hatcheries, souvenir places, classrooms, wantilan halls used for meetings and discussions, waiting rooms and others. .

Serangan is a place in Bali which is surrounded by beaches and used to be a place for turtles to mate and lay their eggs, so many turtles are found on this island, due to lack of awareness from the community, turtle hunting for consumption and as souvenirs is quite common in this place. The Turtle Conservation and Education Center is a non-governmental organization which was originally formed due to a village community movement that has a focus on turtle conservation in collaboration with WWF, BKSDA, and is under the auspices of the traditional village of Serangan, in carrying out its duties and responsibilities the Conservation Office and Turtle Education has an organizational structure filled by managers from traditional villages.

Tourism activities carried out at this tourist attraction obtain sources of funds from CSR funding companies, in 2021 Pertamina will become one of the sources of funds for the continuation of tourism activities at TCEC. This tourist attraction has 19 ponds and 1 large tub for turtle care, in the large tub there are 5 large green turtles, 5 kg for hatchlings, 12 kg for sick or caught turtles, 2 kg for turtles prepared for ceremonies, 1 pond filled with seaweed for turtle food reserves. In addition to the pool, this tourist attraction also has an egg hatchery, laboratory, gift shop and classrooms.

3.2 Educational Tourism Products at Turtle Conservation and Education Centers

According to Ishak (2010) Products are the result of developing a business strategy that can be offered to the market to get attention, to be purchased, used, or consumed to fulfill wants or needs. It is important to diversify tourism products to attract tourist visits Destina, Z., Narottama, N. (2020). Educational tourism products must be able to provide an active and memorable learning experience. According to Taylor (2006) Educational tourism products have characteristics that are relatively simple and inexpensive but include several important elements, namely socio-cultural coordination and building on existing resources. Educational tourism products are tangible and intangible goods resulting from educational tourism activities. According to Swarbrooke (2002) educational tourism products are divided into three parts, namely core products, tangible products and additional products. Tourism products at the Turtle Conservation and Education Center are divided into three main sections as follows.

1. Core Products

The core product in question is a product that offers an educational and learning experience which is also the main benefit for visiting tourists based on observations made at research sites and interviews conducted with tourist attraction managers, the core product of TCEC is how tourists can see and get to know more close to the turtles that are in TCEC. Tourists who visit can see firsthand endangered species, namely turtles which are an attraction with three types of hawksbill turtles, olive ridley turtles and green turtles. The introduction made at TCEC can be felt through clear delivery from the guide starting from turtle habitat in Bali, turtle populations, types of turtles, artificial egg nests which make tourists know firsthand the real picture of turtle nesting sites in the wild and if tourists are lucky they can see the process hatching turtles directly, in this core product the guide's explanation greatly influences the learning process obtained by tourists, so of course guides who provide information are highly prioritized as written in the Kampung Tulip Bandung Tourism Guidebook, there are four main topics needed by tour guides, including

- a. The ability to reveal the truth through the information they have means that all information owned by TCEC as an educational tourism object must be proven true, such as an explanation regarding the types of turtles provided can be proven directly by the guide by showing the turtles explained according to their types to tourists.
- b. Utilization of the information provided to show the relationship between objects that are informed to visitors. This linkage is different for different groups of visitors, the associations that are made can be related to something that is interpreted with the daily life of visitors, for example providing information about the sex of turtles based on the process of laying turtle eggs, if the lower the position of the turtle, the resulting temperature will be hotter and produce sex. female and vice versa.
- c. The ability to persuade visitors to be interested in the information provided is very important to do, especially for visitors to elementary and kindergarten groups because it is very easy to be distracted by other things so that the learning experience gained will be less. optimally, so communication skills and experience will be very important for guides to be able to maximize visitors' attention to the information you want to provide.
- c. Convey the interpretation as a whole and do not give the impression that the information provider, in this case the guide, only knows but really understands what is being interpreted. This is what TCEC managers must pay attention to in selecting human resources who will later become tour guides at TCEC, special training is needed, especially guides at TCEC not only from managers but from volunteers, training must be given first to volunteers who will become guides so that the information to be conveyed does not differ from one guide to another.

2. Real product

Adopting a turtle itself means tourists adopting a turtle that is about two weeks old which is the result of monitoring the hatching of turtle eggs in artificial captivity at TCEC, then tourists who adopt turtles will donate IDR 150,000.00 and will be given souvenirs. in the form of a necklace, then the officer directs him to take the turtles in the pond using the container provided. Tourists are taken from TCEC to the beach by car to the pier. Because the turtle release sites are on the beach, tourists usually use boats to release turtles for adoption. The formation of the turtle adoption process itself was packaged well by TCEC starting from the verbal education given by the officers to the process of releasing and giving souvenirs. Adoption of turtles by tourists means taking care of turtles by releasing a turtle that is adopted by tourists, so that one tourist's awareness of the sustainability of the turtle population in Bali increases.

Volunteers in this attraction are also a real product in educational tours held at TCEC. Activities carried out by volunteers include turtle care (cleaning ponds, feeding, removing hatchlings from artificial hatcheries), monitoring, searching for food. the shape of the seaweed, guides tourists. The activities carried out by the volunteers are accompanied and guided by the manager so that later it is hoped that the volunteers who have finished can gain active and creative experience along with documentation of the activities carried out by the volunteers.

3. Additional Products

Additional products at TCEC are products that exist to meet the additional needs of tourists at educational tourism spots at TCEC. Additional products in the form of information boards at several points that provide information for tourists such as types of turtles, turtle populations and their habitat, prohibitions on touching and photographing turtles using cameras with lights, etc. at TCEC with a predetermined rate, empty bales and chairs, a hall used for (giving materials, meetings, discussions), toilets, trash bins.

3.3 Educational Tourism Management

Educational tourism has tourism activities that aim to provide active learning experiences both inside the classroom and outside the classroom, which means that tourists who come will later have the experience of learning new things at the tourist objects visited by providing information obtained in class and then learning directly obtained. in the field. The learning process carried out on tour trips will increase the knowledge and skills of tourists, in order to get the expected results, the management of a tourist attraction is very important for the sustainability of an educational tourism object, so in this study an analysis was carried out on the management of educational tourism in the area. pull the Turtle Conservation and Education Center using POAC analysis, namely planning, organizing, actuating, and controlling along with their elaboration.

1. Planning at the Center for Turtle Conservation and Education

Planning in a business is needed to plan everything that will be made later, According to Chandra, Maulana, and Kariena (2022) " Planning is a process of interpreting what organizational goals are to be achieved, then from these goals the people in them must make strategies in achieving these goals and can develop an activity plan for an organizational work. The planning steps that must be carried out are as follows:

a. Situation Analysis and Problem Identification

Situation analysis and problem identification are intended to attract the Turtle Conservation and Education Center, namely knowing why this tourist attraction was formed and what problems led to the formation of educational tourism there. The condition of TCEC which used to be an island where turtles lay eggs and mate, is now starting to fade due to the many human activities that disturb turtles, ranging from reclamation, ship noise, turtle hunting for consumption and souvenirs, making turtles no longer exist. again making attack as a shelter. to lay eggs and because many turtles have been hunted, this is what has made the surrounding community make efforts to control the turtle population, especially in attacks by establishing non-governmental organizations that function as educational forums related to turtles and quarantine houses for turtles injured in nature and caught from hunting wild. The Turtle Conservation and Education Center works closely with the Serangan traditional village, natural resource conservation organizations, and PHDI (Parisada Hindu Dharma Indonesia) which are stakeholders in terms of granting permits related to the use of turtles for ceremonies.

b. Determination of Organizational Sustainability Priority Scale

The main purpose of establishing the Turtle Conservation and Education Center is as a forum for turtle conservation activities and providing education to the community regarding turtles, therefore prior to tourism activities the priority of TCEC is to save and care for turtles who are sick, injured and those caught due to poaching in this case, activities Existing tourism is only a tool for TCEC to convey information and education to the wider community.

c. Existing Program Objectives

The programs at TCEC are monitoring for turtle eggs along the coast to be placed in artificial hatcheries and looking for stranded or injured turtles, caring for sick turtles, caring for ponds and feeding them. Existing programs aim to preserve sea turtles. especially in attack.

d. Preparation of Operational Work Plan

The preparation of this operational work plan can be seen from the existence of an organizational structure at TCEC which has several units in carrying out their duties and a schedule of monitoring activities which are routinely carried out once a week, there are guides, guarding entrance tickets, keeping souvenirs, and maintaining facilities at TCEC can interpret existing work plans .

2. Organizing at the Center for Turtle Conservation and Education

The organization carried out at the Turtle Conservation and Education Center can be seen from the existence of an educational unit in its organizational structure which has responsibility for tourism activities as well as providing education and information to the public and visitors to increase counseling related to turtle conservation. .

a. Understanding Institutional Purposes in Educational Tourism

An understanding of the institutional goals of the manager related to educational tourism activities at TCEC, namely making tourism activities a tool in expanding education and providing information about turtle conservation, with the large number of tourists coming, it can be said that more and more people are receiving information related to turtle conservation that they want to convey, given the main goal of this organization is as a forum for turtle conservation and education.

b. Identify Required Activities

Managers have identified the necessary activities by making real products, namely volunteering, and also adopting turtles. The results of identification from sustainable conservation activities with tourism activities carried out become a benchmark for the sustainability of tourism activities carried out.

c. Grouping of Allied Activities

The activities carried out are grouped based on their objectives, for example the education unit field carries out activities that lead to further education and tourism activities in conservation activities making efforts to handle sea turtles in sick conditions, maximizing the number of eggs hatched by disposing of nest eggs taken from monitoring results to artificial hatcheries .

d. Determination of Functions, Duties, and Responsibilities

Management at TCEC is carried out by units with their respective duties and responsibilities. This can be seen from the organizational structure that has been made and can be seen in the list in Figure 4.2. Determination of functions, duties and responsibilities itself aims to assign responsibilities to each unit based on the field handled, in field activities all existing managers continue to carry out their duties in mutual cooperation given the large number of tourists and volunteers so that managers can help each other in carrying out their duties , all managers are required to understand all existing tasks.

e. Determination of Number and Qualification

Tourism activities carried out at TCEC are carried out in mutual cooperation by all managers, but the qualifications of each individual are selected based on their experience and knowledge, because tourists who come have different backgrounds, for example for domestic tourists and foreign tourists, managers who have expertise in several The language will be directed to guide tourists from abroad and the new managers who guide tourists can handle domestic tourists. It will also be training and experience for managers to be able to provide good services and information in the future.

f. Defining Employment Relations

Determining working relationships is very important, for example with existing stakeholders, namely PHDI (Parisada Hindu Dharma Indonesia) and BKSDA (Conservation and Natural Resources Center), TCEC as the executor of turtle conservation activities. conservation goals, PHDI as the giver of permission to carry out ceremonies using turtles and the government that provides policies and regulations all stakeholders in TCEC have their respective roles in carrying out activities to achieve the goals set.

3. Acting at the Center for Turtle Conservation and Education

The planning that was formulated before will not be realized if there is no executor, therefore the implementation or actuating is the stage that really determines the desired result or goal. According to George R. Terry and Leslie W in Sakirin (2021) The implementation carried out at TCEC in educational tourism activities has been carried out well, this can be seen from that each manager understands their roles and duties, while the implementation stages can be described as follows:

a. Counseling

It is carried out by the manager together with existing volunteers regarding the activities to be carried out at TCEC with an introduction to the manager who will accompany the activities to be carried out, explain the purpose of the activities carried out, provide information about conditions at the attractions. this is done for each volunteer with the aim of increasing enthusiasm and familiarity between volunteers and existing managers so that the process can be more enjoyable.

b. Training

The training itself is carried out internally by participating in various environmental seminars and invitations from agencies related to conservation activities and the government, but there are still very few direct trainings.

c. Guide

Volunteers and students who conduct research are directly guided by the manager to carry out activities such as monitoring activities. Volunteers were given instructions on how to handle removing nest eggs from the beach and observing turtles laying eggs while releasing their eggs. In addition, volunteers can also guide tourists who come for guidance. what is being done is explaining to the volunteers about the information that will be conveyed to tourists starting from the number and types of turtles in the pond, the time it takes for the eggs to hatch, feeding and so on, the volunteers are also invited to see how the manager conveys it to tourists so that it is hoped later can add references in conveying information to tourists.

4. Control at the Center for Turtle Conservation and Education

The control function is to avoid irregularities, increase responsibility and evaluate deficiencies made in previous activities. This function can be carried out by fellow stakeholders and managers. The turtle conservation activities carried out have the potential for irregularities and weaknesses, so that in practice the bksda as supervisor of government activities as regulator and manager must control each other in these activities in TCEC conservation activities as well as a container for handling them. problems that occur in the Hindu community who still use turtles for ceremonial activities so that the hatching turtles will be partially separated for religious activities which are carried out once a year, the regulation is made in deliberations which finally determines that the turtles can be used for ceremonial activities by attaching a letter to PHDI and BKSDA , the letter will later be received by the TCEC manager as the legality of giving turtles for ceremonial activities, the supervisory function of the TCEC manager is to ensure that the turtles used for the ceremony are not killed or consumed by witnessing the ceremony and ensure that the turtles are used for the ceremony is only as a symbol and will be released into the sea after the series of ceremonies is complete. Tourists and the public can also gain a control function because they directly witness that turtles are well cared for and not traded by directly observing the adoption of turtles that are released into the sea.

4. Conclusions and Suggestions

Based on the results of the research conducted, the authors provide conclusions as answers that are relevant to the formulation of the problem which consists of:

1. Components of tourism products at the Turtle Conservation and Education Center, based on the attraction given by attractions, namely seeing endangered species in the form of three of the six types of turtles in the world, tourists can provide food and get new lessons about animals other than turtles as well as tourists can see turtles which is a tourist attraction there, the facilities for tourists can also be said to be quite complete such as information boards, counters, toilets, parking lots, in terms of access to turtle attraction the conservation and education centers already have good road access, and good social media that owned also provides convenience in accessing tourist objects, the existing institutions in TCEC in regulating existing regulations and activities are also sufficient, starting from PHDI, BKSDA, Serangan traditional village are interrelated to realize the purpose of attractions.
2. Organizing educational tours produces real core products and additional products. The core product of existing educational tours is monitoring, receiving information related to turtle conservation and guidance from the manager to provide explanations while touring the location. The real product that exists is turtle adoption which can be done by every tourist by donating and getting souvenirs as well as a volunteer program in collaboration with Bali apprentice institutions which aims to expand the range of education that will be provided through volunteers from abroad, additional products that support activities educational tours such as halls for presenting materials related to turtle conservation, cars and boats to take tourists to release turtles, as well as existing information boards to complement the information obtained by visitors.
3. The management of the attractions analyzed using the POAC analysis found that the planning carried out for the tourism activities went as they were because the main purpose of the attractions themselves was turtle conservation and education for the community so that there were bonus educational tourism activities to expand the scope of providing existing information related with turtle conservation, then from the organization that has been carried out quite well seen from the existence of a special unit that has responsibility in the fields of education and tourism even though in practice in the field all managers are able to carry out their duties as guides who provide information about conservation activities carried out, for implementation counseling, training, and coaching have been carried out, seen from the managers who have attended training and seminars on handling turtles and become guides besides volunteers and students who carry out internships there are also given training and guidance from managers so that they are able to provide explanations and convey appropriate information, control functions are also determined by mutual coordination between managers so that activities carried out do not deviate from their goals and from stakeholders they also have interrelated control functions starting from BKSDA, PHDI, and TCEC itself in terms of management of tourists and turtles as an attraction.

The results of research conducted on the implementation of educational tours conducted at the Turtle Conservation and Education Center are already under way, but there are a number of things that need to be paid more attention to so that educational tours are carried out even better, including the following:

1. Suggestions for the management of the Turtle Conservation and Education Center to further intensify marketing carried out through social media and add programs that can attract tourists through the media they already have, in volunteer program activities can be classified based on implementation time to see what activities what can be done varies based on the month of activity.
2. Suggestions for the Bali government to provide training and funding because it is only natural for the government to provide training and funds for existing conservation programs as a rejuvenation facilitator and provide additional facilities so that conservation activities carried out by the Turtle Conservation and Education Center can run optimally.
3. Suggestions for the local community to help, such as reporting stranded turtles to the Turtle Conservation and Education Center to facilitate the tasks carried out and to help protect the surrounding environment to build the image of Serangan village.

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