BIPA-Based Educational Tourism Model Development

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Abstract. Bahasa Indonesia for Foreign Speakers (BIPA) has a function as a tool and strategy for Indonesian cultural diplomacy in the world. On the other hand, Politeknik Negeri Jember has nine Teaching Factories (TeFas). These TeFas have possibilities to be developed into an educational tourism destination based on BIPA. This study aims at describing the potency of TeFas of Politeknik Negeri Jember as an educational tourism destination. The research method used in this study is qualitative approach. The research data analysis used in this recent paper is the 5A formula, i.e., attraction, activity, accessibility, accommodation, and amenity. The result of the study shows that TeFa of Politeknik Negeri Jember has adequate potency and can be developed into an educational tourism destination. Later, the researchers are developing a BIPA-based educational tourism model by using the BIPA teaching program as a tourist attraction and TeFa as an educational tourism destination.

Keywords: Development of model, Educational tourism, BIPA

1. Introduction

Bahasa Indonesia untuk Penutur Asing or Bahasa Indonesia for Foreign Speakers (BIPA) has a function as a tool and strategy for Indonesian cultural diplomacy in the world. Teaching BIPA has a very important role because it is related to Indonesia's influence on the world which is increasingly important [1]. This can indirectly affect and increase the opportunities for foreigners to learn Bahasa Indonesia. Today, there are at least 219 educational institutions spread across 74 countries holding BIPA teaching programs [2].

There are at least three reasons why foreigners are interested in learning Bahasa Indonesia. The first reason is the richness of art and culture. The diversity of tribes, languages, and cultures makes Indonesia rich in arts and culture. The second reason is the diversity of local wisdom. As a country that has ancestral customs, Indonesia has various kinds of local wisdom. The third reason is the development of Indonesian tourism. The tourism sector is the government's flagship program to attract foreign tourists to Indonesia.

In its development, BIPA teaching cannot be separated from various obstacles. One of the obstacles faced by forthcoming BIPA students is the limited access and time to participate in the BIPA program in Indonesia. Forthcoming BIPA students need to wait for their turn to be allocated for the BIPA teaching program in Indonesia. In addition, forthcoming BIPA students also do not have enough time to participate in BIPA teaching programs held in Indonesia. On

the other hand, forthcoming BIPA students have a desire to learn Bahasa Indonesia with fast access and limited time. This condition requires the existence of an alternative BIPA teaching program as an effort to meet the needs of prospective BIPA students. Based on the explanation above, it is necessary to develop a BIPA teaching model that is able to accommodate many forthcoming BIPA learners.

1.1 BIPA and tourism

Tourism is one of the attractions for foreigners to learn Bahasa Indonesia. Therefore, tourism can be developed and integrated with BIPA teaching. One type of tourism that can be developed and integrated with BIPA teaching is educational tourism. Educational tourism is a tourism activity carried out by tourists and the main purpose is to obtain education and to learn a certain topic [3]. The main characteristic of educational tourism is that tourists can feel the learning experience on tourist rides. The integration of the BIPA teaching program in educational tourism lies in the experience of tourists in learning Bahasa Indonesia. The potency of the BIPA teaching program as a tourist attraction for foreign tourists is very huge.

Educational tourism is a type of special interest tourism that combines recreational and educational activities. Educational tourism activities provide new experiences for tourists in which learning is not necessarily to be carried indoors, but it can also occur during fun recreational activities. The main purpose of educational tourism is to provide maximum satisfaction as well as new knowledge to the participating tourists. In addition, it can also be combined with various other things and provide tourist services, such as: satisfying curiosity about language, art, local wisdom, and cultural heritage [4].

Educational tourism activities have four characteristics [5]. First, it is temporary, meaning that the period of time for tourists is not too long. Second, it involves the tourism component, which includes transportation, accommodation, consumption, tourist attractions, and others. Third, tourism objects and tourist attractions, on educational tourism objects and tourist attractions in the form of educational programs and learning activities. Fourth, it offers new experience, meaning that tourists who participate will get new experiences or pleasure.

The BIPA teaching program can be developed into an artificial tourist attraction. This development can be integrated into educational tourism. The integration of the BIPA teaching program in educational tourism must include the following three aspects. First, the BIPA teaching program is included in education and learning activities. Second, the BIPA teaching program has themes that can be applied to educational tourism activities. Third, BIPA learning consists of beginner level, intermediate level, and advanced level which can be developed into educational tour packages.

BIPA learning consists of three levels, namely beginner level, intermediate level, and advanced level. The BIPA learning curriculum refers to the Common European Framework of Reference (CEFR) [6] which divides BIPA students into three. First, BIPA students are in the basic user category, which is divided into A1 beginners and A2 beginners. Second, BIPA students in the middle/intermediate category are divided into B1 and B2 intermediates. Third, BIPA students in the advanced user category are divided into advanced C1 and advanced C2.

As a tourist attraction, BIPA needs to be developed and adapted from the needs of BIPA students. The choice of approach in BIPA learning is an important aspect in developing a

BIPA-based educational tourism model. One suitable approach that can be used is the communicative approach. The communicative approach is a language learning approach that emphasizes learning on mastery of language skills rather than mastery of language structures. Basically this approach aims to improve students' communicative skills [7].

The development of the BIPA teaching model includes the teaching curriculum, supporting environment, supporting system, and teaching experience [8]. First, the BIPA teaching curriculum that matches with educational tourism consists of the introduction, practice, and performance phases. In the introduction phase, tourists are invited to visit educational tourism destinations. In the practice phase, tourists are asked to observe and look for interesting words found in educational tourism destinations. Then, tourists are asked to find out the meaning of those words. In the performance phase, tourists are asked to explain the results of the practice phase and share experiences with other tourists. Second, the supporting environment is in the form of educational tourism destinations that have been designed according to the needs of BIPA students. Third, a supporting system is in the form of BIPA teachers who act as tour guides and BIPA-based educational tour packages that are tailored to the needs or requests of tourists. Fourth, the experience of teaching is in the form of valuable experiences of tourists doing recreational activities and teaching BIPA.

The management of the BIPA-based educational tourism model development also needs to consider the five aspects, namely planning, governance, actualization, and quality control [9]. First, the planning aspect, the BIPA-based educational tourism model needs to have (1) a vision and mission, (2) short, medium, and long-term programs, and (3) a BIPA-based educational tourism development strategy that is adapted to the times. Second, the governance aspect,the BIPA-based educational tourism model needs to have (1) good financial administration and management for the sustainability of the program, (2) an inventory of facilities and infrastructure, and (3) human resources management including administrative staff, BIPA teachers, and support employees. Those three aspects are needed to develop top tourism programs that are adapted to the recent trends, foreign tourist seasons, and schedule of tourism events in Indonesia.

1.2 BIPA, tourism, and TeFa

The purpose of this research was to produce a BIPA-based educational tourism model development. The educational tourism model developed was in the form of a BIPA-based TeFa educational tour package at Politeknik Negeri Jember. In addition, this research also had specific objectives which included mapping the potential of tourist attractions at Politeknik Negeri Jember, analyzing the BIPA program as an educational tourism attraction, and analyzing the potential of TeFa as an educational tourism attraction at Politeknik Negeri Jember.

This research is related to the BIPA-based educational tourism model development that is useful and beneficial for Politeknik Negeri Jember and TeFa's managers at Politeknik Negeri Jember. First, for Politeknik Negeri Jember, this model development is expected to be able to upgrade Politeknik Negeri Jember as an integrated educational tourism destination and to increase tourist visits, especially foreign tourists, so that they can develop TeFa Edutourism at Politeknik Negeri Jember. Second, for TeFa's managers, the BIPA-based educational tourism model development in the form of educational tour package designs is expected to be able to

develop TeFa as a tourist attraction, especially for foreign tourists who take part in the BIPA program.

2 Research Methods

The method used in this research was mixed method with concurrent transformative strategies [11]. To be more specific, this research used Case Study Research and Development and Participatory Research and Development approaches. Those approaches would produce a model to solve a problem or gap and would be conducted with a team of participants [10].

This type of development research data consistedof verbal data in the form of written and oral information descriptions.. The sources of the verbal data were obtained from observations, document reviews, focus group discussions, and product validation questionnaires.

The data collection in this development research used three techniques, namely documentation, observation, and questionnaires. The documentation data collection technique used research instruments, document review guidelines, which were used to examine theories from books, laws, government regulations, and other relevant sources. The observational data collection technique used observational guide research instruments to find out the current conditions and ideal conditions. The questionnaire data collection technique used a validation questionnaire research instrument to determine the assessment of the product developed.

The data analysis technique in this development research used a qualitative approach. Verbal data were analyzed using a qualitative approach with five stages, namely classifying data, reducing data, presenting data, drawing conclusions, and implementing the results of the analysis.

3 Results and Discussion

Based on the research methods above, the research procedure consisted of preparation and design. The research team already carried out the preparation phase and the design phase. Both phases were carried out according to the research time target. This research was expected to develop an educational tourism model for the TeFa of Politeknik Negeri Jember based on BIPA.

In the preparation phase, the research team conducted literature review, preliminary studies, and preparation of research instruments. The literature review was carried out to find sources of references related to relevant theories for the BIPA-based educational tourism model development. Preliminary study activities were carried out to see the potency of tourist destinations that would be developed into BIPA-based educational tourism destinations. The activity of compiling research instruments was carried out as a guide in the implementation of research. The outputs from the preparation phase included the development design of a BIPA-based educational tourism model and the research instruments used during data collection.

The preparation phase was carried out in June — September 2022. In June 2022, the research team conducted the first coordination to design and determine the tasks of each researcher. This activity produced a flow chart of the research stages. In July 2022, the research team

conducted a literature review. The literature review activities consisted of two stages. The first stage was preparing library research instruments. this was carried out by the research team to develop library research tools used in the literature study stage. The library research instrument compiled by the research team included the study of government documents, theoretical studies in scientific books, as well as studies on BIPA-based educational tourism research in scientific journals and research reports. The second stage was the literature study phase. This was carried out by the research team to look for government regulations on educational tourism models, BIPA-based educational tourism theories from scientific books, and research on BIPA-based educational tours with TeFa as a tourist attraction.

In August 2022, the research team carried out preliminary studies which included the preparation of preliminary study research instruments and the observation stage. The stage of preparing preliminary study research instruments produced research tools that contained ideal conditions and current conditions. In the observation stage, the research team carried out observations based on 5A aspects in the analysis of potential tourist destinations which included attraction, activity, accessibility, accommodation, and amenity. The attraction aspect was what made tourists want to visit tourist destinations. The activity aspect was in the form of activities that tourists could do when visiting tourist destinations. The accessibility aspect was in the form of access that tourists could use to visit tourist destinations. The accommodation aspect was in the form of everything provided by the manager of tourist destinations to meet the needs of tourists. And the amenity aspect was in the form of all the facilities owned by tourist destinations in the form of lodging, restaurants, and souvenir centers provided for tourists. The field observation phase was carried out by the research team based on the observation guidelines that had been prepared. Based on the observations, all TeFas at Politeknik Negeri Jember already fulfilled the five aspects in developing tourist destinations. The following table shows the results of TeFa observations at Politeknik Negeri Jember based on the 5A aspects in developing tourist destinations.

Table 1. Observation Results of TeFa Educational Tourism at Politeknik Negeri Jember

TeFa	Aspect 5A Tourism Destination Development				
	Attraction	*Activity*	*Accessibility*	*Accommodation*	*Amenity*
Smart Green House	√	√	√	√	√
Fish Canning	√	√	√	√	√
Bakery and Coffee	√	√	√	√	√
Seed Center	√	√	√	√	√
Pengolahan Kopi	√	√	√	√	√
Pakan Ternak	√	√	√	√	√
Feedlot & Sapi Perah	√	√	√	√	√
Bunga Potong & Nursery	√	√	√	√	√
Rotogravure	√	√	√	√	√

In this preparation phase, the research team produced an Educational Tourism Map of TeFa Politeknik Negeri Jember which had been registered by HKI. The educational tourism map was designed by using a Geographic Information System (GIS) application which utilized satellite imagery and Google Maps. In making this educational tourism map, the research team was assisted by professional experts. This educational tourism map could be used as an initial mapping of the TeFa location which couldbe developed into an integrated tourist destination. In addition, this tourist map could also be used by Politeknik Negeri Jember, especially TeFa Edutourism as an educational tourism development at Politeknik Negeri Jember.
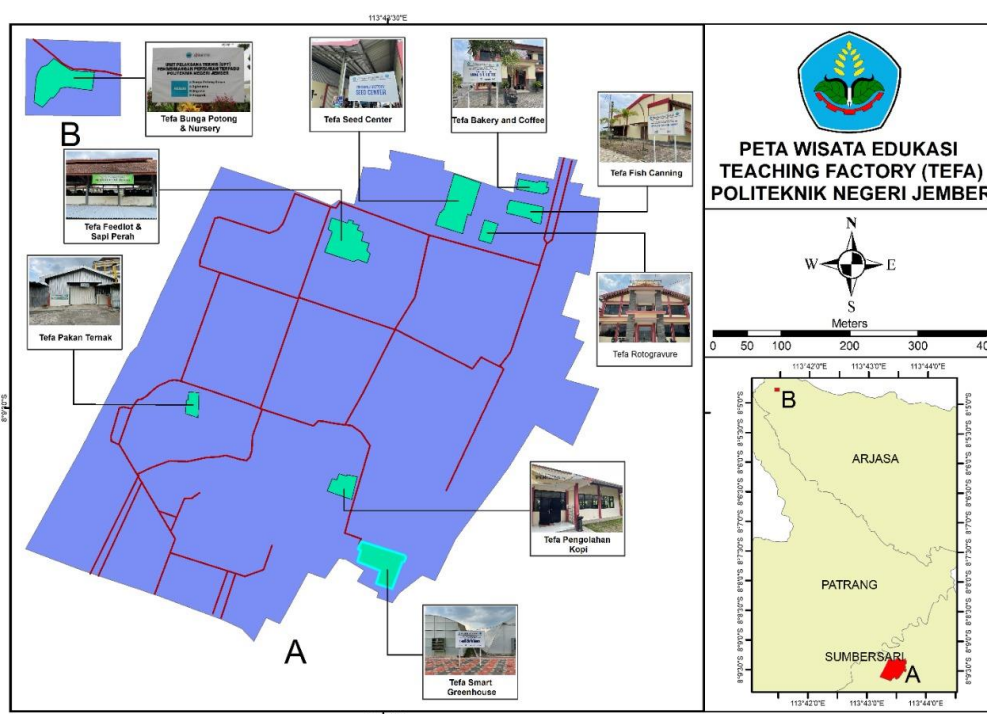

Fig. 1. Educational Tourism Map of TeFa Politeknik Negeri Jember

In the design phase, the research team compiled a BIPA-based educational tourism model development which was carried out in August — September 2022. The results of the preparation of the BIPA-based educational tourism model development were divided into (1) educational tourism models containing agricultural content, (2) educational tourism models containing livestock, and (3) an educational tourism model containing the management of agriculture and livestock. The three models of educational tourism could be integrated with each other.

In the design phase, the research team coordinated the preparation of BIPA-based educational tourism models and BIPA-based educational tour packages. The activities in the design phase originated from the output or the results of the preparation phase. This phase produced outputs in the form of a BIPA-based educational tourism model and a BIPA-based educational tour package.

The design phase carried out in August — October 2022 was the preparation of a BIPA-based educational tourism model. In August 2022, the research team carried out a second coordination to determine the BIPA-based educational tourism model and the design of the developed educational tour package. Based on the results of literature studies, field studies, and mapping of TeFa educational tours at Politeknik Negeri Jember, the research team designed a BIPA-based educational tourism model. The BIPA-based educational tourism model developed consisted of three models. First, the BIPA-based educational tourism model with agricultural content. In this model, the TeFa tourist destinations included the TeFa Smart Green House, TeFa Seed Center, TeFa Cut Flowers & Nursery, and TeFa Coffee Processing. Second, the BIPA-based educational tourism model with livestock content. In this model, TeFa, which was a tourist destination, included TeFa Animal Feed, and TeFa Feedlot & Dairy Cattle. Third, the BIPA-based educational tourism model with the content of agricultural and livestock processing. In this model, the TeFa tourist destinations included TeFa Fish Canning, TeFa Coffee and Bakery, and TeFa Rotogravure.

Based on the results of the preparation of the educational tourism model, in September - October 2022 the research team was scheduled to design an educational tour package. The educational tour packages were adjusted to the results of literature studies, field studies, mapping of educational tours of Politeknik Negeri Jember's TeFa, and the BIPA-based educational tourism model that had already been prepared. The educational tour package design was usedas a guide for making TeFa educational tour packages. In particular, the design of BIPA-based educational tour packages was designed for foreign tourists who participated in the BIPA program at Politeknik Negeri Jember.

Table 2. Educational tourism model development of TeFa Politeknik Negeri Jember

Name of Educational Tourism Model	TeFa Travel Destinations
Agriculture	- TeFa *Smart Green House* - TeFa *Seed Center* - TeFa Bunga Potong & Nursery - TeFa Pengolahan Kopi
Farm	- TeFa Pakan Ternak - TeFa *Feedlot* & Sapi Perah
Agricultural and Livestock Processing	- TeFa Fish Canning - TeFa Coffee and Bakery - TeFa Rotogravure

Based on the results of the preparation of a BIPA-based educational tourism model development using Politeknik Negeri Jember TeFa as a tourist destination, the research team planned to design an integrated educational tour package at Politeknik Negeri Jember. Yet,

due to time limitation, the researchers have not been able to design the TeFa educational tour package at Politeknik Negeri Jember.

4 Conclusion

This result of this research is an educational tourism model for the Teaching Factory of Politeknik Negeri Jember based on BIPA. It was resulted from an analysis of the feasibility of TeFa at Politeknik Negeri Jember based on the 5A analysis (attraction, activity, accessibility, accommodation, and amenity). The phases implemented were the preparation phase and the design phase. In the preparation phase, the research team conducted literature review, preliminary studies, and preparation of research instruments. The output of the design phase was in the form of document references, results of observation, and map of educational tourism at Politeknik Negeri Jember TeFa. In the design phase, the research team carried out activities to develop a BIPA-based educational tourism model. The output of this design phase was a BIPA-based educational tourism model.

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