

Research Article

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Analysis Of Tourism Area Life Cycle in Development of Educative Tourism in Buahan Village, Gianyar, Bali

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Abstract: *The rapid development of tourism has made tourism actors create and innovate in advancing rural tourism. Buahan Village is a village that has the potential to be developed as an educational tourism destination. A village that has natural beauty and extraordinary community expertise has made this village increasingly develop educational tour packages for tourists who want to experience traveling as well as gain experience and knowledge. This study focuses on the educational tourism potential of Buahan Village and TALC analysis. The method used is descriptive qualitative with participatory observation.*

Keywords: *Buahan Village, Educational Tourism, TALC Analysis*

Introduction

The rapid development of tourism has created various forms and types of tourism that can provide many options for tourists who want to travel. These options are made based on the potentials of a tourist area. From the potential that has been owned, it is necessary to develop tourism products in the form of creative tourism programs not only in the form of souvenirs to buy (something to buy) but also add something to see (something to see) and do (something to do) that can add to the experience and knowledge of tourists through tour packages that offer direct experience and interaction with the local culture of the local community. (Nyoman Sri Wisudawati & Maheswari's wife, 2018).

The essence of tourism development is integrated development that involves or requires support from other sectors or fields. Tourism development must maintain the preservation of national identity and the preservation of the function and quality of the environment (Rahayu, 2018). Suwantoro in Sarbaitinil & Pristiwasa (2018: 76) states that the motivations that encourage tourists to travel are (1) encouragement for the need for vacations and recreation, (2) encouragement for education and research needs, (3) encouragement for religious needs, (4) encouragement for health needs, (5) encouragement for interest in culture and the arts, (6) encouragement for security interests, (7) encouragement for family relations interests, (8) encouragement for political interests (Khakim, 2019).

One of the trends in the world of tourism is educational tourism (Educational Tourism) which is classified as a type of special interest tourism. Tourism is not only for entertainment but also has educational value, from traveling tourists can gain new knowledge. Educational Tourism is a type of tourism where visitors travel for study purposes or learn something in the field of science. This includes study tours or field trips (Mualifah & Roekminiati, 2018).

One of the villages that can be developed to become an educational tourism destination is Buahan Village, located in Payangan District, Gianyar Regency, Bali. Buahan Village has the potential to form a UMKM (Micro, Small and Medium Enterprise) and an organization that can be packaged in a tour package, especially for educational tourism. The MSME referred to is the management of white tofu and catfish honey. As for the organization, it is Puspa Aman (Center for Independent, Beautiful and Comfortable

Natural Food). In the development of educational tourism in Buahan Village, there are several phases which become a reference for the movement or development of a tourist attraction. In this case, the author uses a concept in tourism science, namely the Tourism Area Life Cycle (TALC). (Damanik et al., 2018).

Methods

Sources of data in this study are journals, web pages. And other references that are considered relevant to the theme in this study, namely examining the TALC phase in the development of Educational Tourism in Buahan Village. This research method uses qualitative research methods. Using a descriptive method which is divided into two sources of data, namely primary data and secondary data.

According to Azwar (2004), primary data sources are oral data or data obtained directly from research subjects using measurement tools or data retrieval tools directly on the subject as the source of information sought. While secondary data is a source of data in the form of documentation data or report data that is already available. Implementation of data analysis using Tri Angulation. Starting from data search, reduction, and drawing conclusions.

Literature Review

Until now the authors have not found a similar study that combines educational tourism based on the TALC concept. This research is important because considering the many tourism developments which are increasingly varied, especially in Bali and certainly have different problems. This research is expected to provide theoretical benefits to readers and practical benefits given to governments or people who want to solve problems in fields or problems that are similar or similar to this research. The theories used to support this research include:

1. Tourism Theory

According to Mathieson & Wall in Pitana and Gayatri (2005), tourism is an activity of temporarily moving people to destinations outside their residence and place of work and carrying out activities while at the destination as well as preparing facilities to meet their needs.

2. Educational Tourism Theory

According to Rodger (1998) in Sifa (2011), educational tourism or educational tourism is a program in which tourists visit a tourist location with the main objective of gaining direct learning experience at the tourist object.

3. Theory of Tourism Area Life Cycle (TALC)

Tourism Area Life Cycle(TALC) is a tourism life cycle theory discovered by Butler (1980), in this cycle there are seven stages in destination development including: exploration, involvement, development, consolidation, stagnation, rejuvenation, and decline stages.

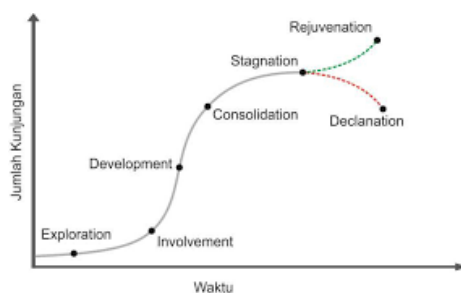


Figure 1.1 TALC Cycle by Butler Theory (1980)

Buahan Village is located in Payangan District, Gianyar Regency, Bali Province with an area of 975 Ha, consisting of 44.69 Ha of residential areas, 168.2 Ha of rice fields, 446.93 Ha of fields, 25.51 Ha of plantations, 31.39 Ha of production forest, and other uses (public facilities, temples, cemeteries, roads, fields, and so on) covering an area of 28.28 Ha. The Buah Village is divided into five service hamlets/hamlets which include the Banjar Dinas Buah, Gambih, Jaang, Satung, and Susut. To the north it is bordered by Buah Kaja Village, Payangan District, to the south by Melinggih Village, Payangan District, to the west by Petang Village and Pangsang Village, Petang District, Badung Regency and to the east by Puhu Village, Payangan District.(Country et al., 2018).

Buahan Village has the potential of natural resources and human resources that can be developed as a proper educational tourism village for tourists. There are three tourist objects in Buah Village that can be used as educational tours, including Puspa Aman, White Tofu, and Kele-Kele Honey. These three places have different functions. Puspa Aman is a food security program based on household food security in Gianyar Regency. This program is based on a Circular issued by the Regent of Gianyar number: 521/23813/Sekret/2018 concerning the implementation of the Puspa Aman Program (Independent Natural Food Center, Asri and Convenient). This program was published on 28 December 2018 which was addressed to all Village Heads in Gianyar Regency. In contrast to Puspa Aman, White Tofu and Kele-Kele Honey are privately owned businesses that have the potential to be developed as educational tours. Tourists can add insight on how white tofu is made and insight into the benefits and how to harvest honey catfish.

One of the abundant cultural and tourism diversity that can be used as an experience for tourists is through tourist villages. The tourist village presents a beautiful rural atmosphere, the daily activities of rural communities, and their local culture(Andriani et al., 2021). Like the organizations and MSMEs in Buah Village, this is a unique feature of community activities in this village. Talking about tourism, of course it can be linked to the TALC which discusses the cycle of tourism development in Buah Village. The development of a tourism destination area is a phase/stage of the evolutionary cycle of tourism development, since a new tourist destination is discovered, then develops and eventually declines.(Retno et al., 2022).

According to Butler (1980) the stages of developing a tourism area are as follows:

1. Exploration Phase (Discovery Phase)
Tourism potential is at the identification stage and shows destinations that have the potential to be developed into tourist attractions or destinations because they are supported by unspoiled natural beauty, natural tourist attractions are still very original, on the other hand there have been small numbers of tourist visits and they can freely meet and communicate and interact with local residents.
2. Involvement Phase (Engagement Stage)
At the engagement stage, the local community took the initiative by providing various services for tourists which began to show signs of improvement in several periods.
3. Development Phase (Development Stage)
At this stage, there have been large numbers of tourist visits and the government has dared to invite national or international investors to invest in tourism areas to be developed.
4. Consolidation Phase (Consolidation Phase)
At this stage, the tourism sector shows dominance in the economic structure of an area and there is a tendency for international network domination to play a stronger role in the tourist area or destination.
5. Stagnation Phase

At this stage, the highest number of visits has been reached and several periods show that the numbers tend to be stagnant. Even though the number of visits is still relatively high, the actual destination is no longer attractive to tourists.

6. Decline Phase (Decrease Stage)

After Stagnation occurs, there are two possibilities that can occur in the sustainability of a destination. Destinations abandoned by tourists and tourists choose new destinations or destinations only visited by domestic tourists.

7. Rejuvenation Phase (Rejuvenation Stage)

To continue tourism activities, it is necessary to consider changing the utilization of destinations, trying to target new markets, repositioning tourist attractions to other, more attractive forms.

Table 1. Characteristics of educational tourism attractions in Buah Village

No	Educational Tourism Attraction	Analysis Results
1	Safe Puspa	Puspa Aman has met indicators (power, facilities, accessibility, infrastructure) and variables (something to do, see, and buy) in identifying educational tourist attractions.
2	White tofu	Tahu Putih has met indicators (power, facilities, accessibility, infrastructure) and variables (something to do, see, and buy) in identifying educational tourist attractions.
3	Kele-Kele Honey	Kele-Kele honey has fulfilled indicators (power, facilities, accessibility, infrastructure) and variables (something to do, see, and buy) in identifying educational tourist attractions.

Source: Researcher Analysis Results 2023

The results of the analysis, namely the educational tourist attraction of Puspa Aman, Tahu Putih, and Madu Kele-Kele have fulfilled the indicators and variables in the identification of educational tourism sites. Based on the output of target 1, an analysis of target 2 will then be carried out, namely the identification of the development of tourist areas based on the Tourist Area Life Cycle theory which is used to determine the position of the educational tourist attraction in Buah Village.

Table 2. Identification of Development of Educational Tourism Destinations Based on TALC Theory

No	Stages	Tourist Attractions	Availability of Supporting Facilities	Tourism Promotion	Number of Visits
1	Exploration	Natural attractions are still very original and undeveloped	There are no tourist support facilities	There isn't any yet	Visits of tourists in small numbers
2	involvement	Still focusing on developing	Various supporting	There is a promotion	There is an increase in tourist visits

		its natural attractions	facilities began to be provided		
3	Development	The existence of artificial attractions as a supporter	More adequate facilities	Promotions are getting intense	The number of visits is increasing
4	Consolidation	Collaboration of natural and man-made attractions	Old abandoned facility	Promotions are getting intense	Number of visits increased (medium)
5	Stagnation	The initial image is faded	More facilities are being developed	Promotion continues	The number of visits is still relatively high
6	decline	Decreased attractiveness	The facility is not used for tourism purposes anymore	Promotion reduced	Visits decreased
7	Rejuvenation	Re-develop and innovate	Facilities have been improved again	Promotion is being intensified again	The number of visits increased

Source: Author Identification based on Butler's Theory

Analysis of the attractiveness of educational tourism in Buahhan Village is based on the Tourist Area Life Cycle theory, namely: Puspa Aman is an artificial attraction that indirectly supports the attractions of the natural beauty of Buahhan Village. There are supporting facilities such as toilets and parking lots. Promotions have been carried out but are still relatively lacking so that many tourists do not know the location and activities that can be done in this place. The Puspa Aman attraction is currently in a development position. The Tahu Putih attraction already has supporting facilities such as toilets and parking lots. The promotion has been carried out, but only for product sales, not yet at the promotion stage to become an educational tour package. The Tahu Putih attraction is currently in an involvement position. Meanwhile, the Kele-Kele Honey Attraction already has supporting facilities, namely toilets, trash cans, and good road access. The promotion has been good enough and the number of visits has started to increase. The Kele-Kele Honey Attraction is currently in a development position.

Conclusion

Based on the discussion on "Analysis of Tourism Area Life Cycle in the Development of Educative Tourism in Buahhan Village, Gianyar, Bali" it can be concluded that. The development of Educational Tourism in Buahhan Village is at different stages. This is shown by the difference in the TALC phase in Tahu Putih, where the Tahu Putih SMEs are still in the involvement phase, which has not yet been incorporated into the Buahhan Village tour package. Even though these MSMEs have potential in educational tourism. Unlike Madu Kele-Kele and Puspa Aman UMKM which are already in the development stage where they already have adequate facilities, they also make a promotion that refers to educational tourism.

In order to develop educational tourism in Buah Village, the authors provide suggestions. Where the local POKDARWIS is expected to be more sensitive and promote more that in Buah Village there is potential for educational tourism, namely UMKM White Tofu, Honey Kele-Kele, and Puspa Aman. Then work with the local government to add public facilities, and some accommodations (restaurants or inns. So that the Fruits Village will have the image of being a well-known Educative Tourism Village for visiting tourists.

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