

*Research Article*

# Local Based Educational Tourism Development Strategy Management in East Java

Rachmaniar <sup>1,\*</sup>, Renata Anisa <sup>2</sup><sup>1-2</sup> Universitas Padjadjaran, Indonesia ; : [rachmaniar@unpad.ac.id](mailto:rachmaniar@unpad.ac.id)  
Corresponding author : Rachmaniar

**Abstract:** This study aims to analyze the strategic management of local-based educational tourism development in East Java Province through a literature review of three empirical studies conducted in Bojonegoro, Kediri, and Blitar. Educational tourism is defined as a form of travel that focuses not only on leisure but also on learning, cultural preservation, and the empowerment of local economies. The method used in this research is a literature review, with content analysis of three selected academic articles and a strategic mapping based on strategic management theory and national tourism development policies. The findings indicate that each region applies a different approach to developing educational tourism, yet all emphasize the importance of collaboration between local governments, communities, and the private sector. In Bojonegoro, the development strategy struggles at the implementation and evaluation stages; in Kediri, a step-by-step and comprehensive model is evident; whereas in Blitar, adaptive strategies and creative promotion serve as key drivers for post-pandemic recovery. The success of educational tourism management is strongly influenced by the utilization of local assets, targeted digital promotion, institutional strengthening (such as community-based tourism groups), and continuous evaluation and innovation. This study is expected to contribute both practically and theoretically to the development of educational tourism in Indonesia. It also emphasizes that strategic management in educational tourism must be dynamic, locally grounded, and capable of addressing socioeconomic challenges in a contextual and sustainable manner.

**Keywords:** development strategy; East Java; educational tourism; literature review; local-based tourism.

## 1. Introduction

Educational tourism is a type of travel designed to gain in-depth knowledge and experience related to a particular theme. Not everyone travels for the same purpose, because the types of tourism are very diverse and the planning is also different. In the book Basic Knowledge of Tourism Science, it is stated that tourism is a complex social phenomenon in society (Harahap, 2022).

In the world of tourism itself, there are various important elements such as hotels, tourist destinations, souvenirs, tour guides, tourist transportation, travel agencies, and places to eat. This diversity makes each individual's motivation and travel goals unique. Edu-tourism or educational tourism refers to travel activities that focus on achieving learning experiences and enriching knowledge. The book Managing Educational Tourism explains that educational tourism is a group travel activity to a place with the main goal of getting direct learning related to the location visited (Harahap, 2022).

Types of activities in educational tourism can include ecotourism, cultural heritage tourism, agricultural or rural tourism, community-based tourism, and student exchange programs between educational institutions. Educational tourism not only broadens educational horizons but also provides economic benefits through the use of knowledge gained during the trip. Furthermore, educational tourism becomes a means of cross-age learning that can gradually develop into an alternative form in the education system. According to IGI Global, tourism activities also play a role in broadening one's insight into the culture and history of other countries or cities (Harahap, 2022).

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Indonesia's cultural diversity, historical values, and natural beauty make it a unique country. All of these potentials can be processed and developed into educational-oriented tourist destinations (Prasetyo & Nararais, 2023). In Indonesia, the potential for developing educational tourism is very large because of its abundant natural and cultural resources, and East Java is one of the provinces that has local characteristics that can be developed into educational tourism attractions. East Java Province has a variety of tourist destinations that are no less interesting than other regions. Apart from being known for its natural beauty, East Java also offers a variety of educational tourism options (Yulian, 2023). For example, the geological wealth in Bojonegoro, the agricultural potential and local wisdom in Kediri, and direct experience in the process of making traditional pottery crafts in Blitar are the basis for the development of locally-based educational tourism.

Educational tourism destinations have a positive impact on local communities. Their development can open up new job opportunities and encourage regional economic growth. In addition, this type of tourism also plays a role in strengthening the identity and cultural values of the local community (Prasetyo & Nararais, 2023).

Educational tourism contributes to realizing sustainable tourism through emphasizing educational aspects and learning processes, while encouraging environmentally friendly practices and products. Therefore, the existence of educational tourism destinations is very important and must continue to be encouraged and developed optimally (Prasetyo & Nararais, 2023).

In the context of East Java, several regions have begun developing educational tourism based on local potential. One of them is the Little Texas area in Wonocolo, Bojonegoro, which utilizes an old oil mining site as a geological tourism and energy education object. This destination not only introduces the history of local oil, but also provides education about traditional and modern oil extraction technology (Prastiwi & Meirinawati, 2016).

In addition, Jambu Village in Kediri is an example of how agricultural potential can be developed into agricultural-based educational tourism. By involving local people as guides and managers, tourists can learn directly about the process of plant cultivation, processing agricultural products, and local wisdom in maintaining food security (Azis & Meirinawati, 2020). This proves that educational tourism can also be a means of preserving culture and strengthening local identity.

Likewise, Kampung Gerabah in Precet Village, Blitar, is a successful example of utilizing traditional crafts as educational tourism. Through community involvement and government support, tourists can learn directly to make pottery, from forming to firing. This strategy not only improves the local economy but also preserves culture and strengthens the identity of the local community (Rahmadina & Sumanto, 2022).

Although each region has its own approach and characteristics, all three have a common thread in terms of the importance of community-based management strategies and the use of local potential. This shows that educational tourism is not uniform, but rather highly contextual and dependent on local wisdom and the creativity of managers in designing tourism experiences.

This study aims to critically examine the strategies applied in the development of educational tourism in the three locations. The approach used is a literature study of three previous articles that discuss each region, namely: Management of educational tourism development strategies Little Texas Wonocolo in Bojonegoro, Development of educational tourism in Jambu Village, Kediri, and Strategy for developing educational tourism in Blitar. The analysis was conducted to identify patterns, challenges, and strategic recommendations that can be applied more widely in other regions in Indonesia.

By understanding the development strategies that have been carried out in the three regions, it is hoped that the results of this study can provide theoretical and practical contributions in the development of local-based educational tourism. This study also provides an overview of how synergy between local governments, communities, and tourism industry players can create innovative, sustainable, and highly competitive destinations.

## 2. Research Methods

The literature study research method consists of collecting library data, reading and taking notes, and managing research materials. Darinal and Warsiah said that literature study is a

type of research that collects many books and magazines related to the subject and purpose of the research. In general, problems are solved through literature study research. In qualitative research, literature study is also called library study. Researchers must have a broad understanding of the subject to be studied when using the literature study research method. Otherwise, the research will fail (Wiradi, 2022).

It should be noted that there are at least five objectives of literature study research. These objectives are 1) researchers seek information relevant to the problem being studied; 2) researchers review several basic theories related to the problem to be studied, and to make theoretical and empirical explanations of the factors, indicators, variables, and research parameters represented in the problem to be solved; 3) researchers deepen their knowledge of the problem and field of research; 4) they also look at previous research related to the research topic; 5) and to avoid researching the same problem, researchers learn about its aspects (Wiradi, 2022).

The type and procedure of literature study research is influenced by several characteristics, namely:

- **Form Text**  
In literature study research, researchers work with text or numerical data rather than direct sources such as people. Techniques read text very important For studies literature.
- **Characteristic Ready Use**  
Literature studies are ready-to-use in nature, meaning that researchers will do nothing more than interact directly with the materials available in the library.
- **Sourced from from Hand Second**  
Literature study data is usually secondary, meaning that researchers obtain material from sources other than original data from the field first hand.
- **No Limits of Space and Time**  
When conducting literature research, researchers are faced with fixed or static data. In other words, the data never changes because it is stored in written records, such as text, numbers, images, tape recordings, or films.  
(Wiradi, 2022).

Then the process for collection study studies literature includes :

- **Editing**  
This process requires researchers to re-examine the data they obtain, especially in terms of completeness, clarity of meaning, and harmony of meaning.
- **Organizing**  
This process requires researchers to organize the data they obtain within a predetermined framework.
- **Finding**  
This process requires researchers to analyze the results of organizing data thoroughly using predetermined principles, theories, and methods. During this process, researchers can draw conclusions as a result of determining problem solutions. (Wiradi, 2022).

### 3. Results and Discussion

The management of educational tourism development strategies in East Java certainly has its own diversity, or even some tourist attractions apply the same management of educational tourism development strategies. Several empirical studies conducted by previous researchers can describe how the management of tourist attraction development strategies occurs in several educational tours in East Java Province.

In a study conducted by Susmita Prastiwi and Meirinawati in 2016, it was stated that the development of Little Texas Wonocolo educational tourism in Bojonegoro had not been fully running optimally when viewed from the four stages of strategic management according to Hunger and Wheelen: environmental observation, strategy formulation, implementation, and evaluation and control (Hunger & Thomas, 2003).

At the environmental observation stage, the potential of the hilly location is a great opportunity to attract tourists through rides such as offroad and trail. However, challenges arise from minimal community support, poor road access, and lack of active involvement of the local government. Internal factors show strength in the form of the existence of Pokdarwis and cooperation with Pertamina. However, weaknesses such as lack of guidance from related

agencies and limited infrastructure are still real obstacles in the field (Prastiwi & Meirinawati, 2016).

The formulated strategy includes the preparation of a work program to make this area an oil and gas educational tourism and a driver of the local economy. The preparation of tourism SOP regulations is a promising initial step, but requires consistent implementation. Unfortunately, at the implementation stage, there are still many obstacles, especially low community participation and weak policy support. Evaluations so far have not shown significant changes. This indicates that the strategies implemented need to be strengthened with a collaborative approach, based on local assets, and continuous evaluation to achieve the expected results (Prastiwi & Meirinawati, 2016).

Then, in a study conducted by Moh. Abdul Azis and Meirinawati in 2020, it was shown that the development of educational tourism in Jambu Tourism Village was carried out by utilizing natural potential such as rivers, rice fields, and livestock. This strategy is in line with the tourism development strategy indicators in Permenparekraf No. PM.35/UM.001/MPEK/2012, which includes the development of tourism resources, human resources, promotion, and the environment (Azis & Meirinawati, 2020).

In terms of tourism resource development, the Village Government and BUMDes Jaya Makmur have added educational rides and built supporting facilities such as gazebos and parks. This activity also opens up employment opportunities, although it still faces obstacles such as limited funds, lack of toilets, and uneven public awareness. Meanwhile, human resource development is carried out through tourism management training and Sapta Pesona in collaboration with the Tourism Office. However, the manager recruitment system is still based on personal experience without considering formal education (Azis & Meirinawati, 2020).

Tourism promotion is carried out through social media, national television, and participation in local events and promotional cooperation up to the international level. This strategy is effective in increasing visibility and attracting tourist interest. Finally, the environmental management strategy is carried out with a cleanliness and greening campaign, preserving nature as the main tourism asset. Overall, this approach reflects the implementation of a gradual but progressive strategy in building a sustainable educational tourism village (Azis & Meirinawati, 2020).

The last is a study conducted by Anisa Bintang Rahmadina and Agus Sumanto in 2022. This study stated that the COVID-19 pandemic and the PSBB policy had a major impact on the tourism sector, including in Kampung Gerabah, Blitar Regency. For almost a year, this destination lost visits and experienced a drastic decline in income. In response, the Trade and Tourism Office stepped in to support tourism management which was initially driven by the community (Rahmadina & Sumanto, 2022).

The development strategy is carried out through a strategic management approach based on four main aspects: promotion, infrastructure, management, and economy. Among the four, promotion is a priority to attract tourists back. Concrete steps include creating tour packages, collaborating with the private sector, and educational activities such as making pottery. The local government also plays an important role through the inauguration of Kampung Gerabah as an official destination and the formation of Pokdarwis. This group is the driving force for the evaluation and development of sustainable tourism (Rahmadina & Sumanto, 2022).

Interactive promotional strategies have proven to be effective, as they provide unique experiences for visitors while opening up new economic opportunities for local artisans. With strong promotion and institutional support, other aspects of the strategy can be developed in tandem, encouraging the rise of community-based educational tourism in a sustainable manner (Rahmadina & Sumanto, 2022).

Based on the three empirical studies conducted in Bojonegoro, Kediri, and Blitar, it can be seen that the management of educational tourism development strategies in East Java has diverse but complementary characteristics. Geographical differences, forms of community participation, and local government responses influence the direction and pattern of the strategies implemented, although the common thread remains the same: educational tourism must be managed collaboratively, adaptively, and based on local potential.

When compared, the three studies offer complementary portraits of strategies. Bojonegoro highlights the importance of evaluation and the suboptimal role of government; Kediri shows a comprehensive development model but still faces resource challenges; while

Blitar emphasizes the importance of adaptive strategies in crisis situations and creative promotion as the main driver of recovery.

Of the three, it is clear that the success of educational tourism development is largely determined by the manager's ability to develop strategies that are responsive to local conditions, while also being able to bridge collaboration between the community, government, and the private sector. In the context of strategic management, the key factor for success lies not only in ideal planning, but in how the strategy is implemented consistently and evaluated periodically to respond to changes in social and economic situations.

Thus, learning from these three regions in East Java can be a relevant adaptive model for other regions in Indonesia. A local asset-based approach, institutional support, strengthening digital promotion, and active community involvement are a combination of strategies that have proven to be able to support the sustainability of educational tourism amidst various challenges.

#### 4. Conclusion

The strategy for developing educational tourism in East Java shows a diversity of approaches, influenced by geographical conditions, institutional roles, and levels of community participation. Although different in context, all three emphasize the importance of collaboration between the community, government, and the private sector.

Overall, the success of educational tourism development is highly dependent on the synergy of promotional strategies, local asset management, and continuous evaluation, making these three cases relevant models for other regions wishing to develop community-based and sustainable educational tourism. The main key to the success of educational tourism development lies in a local potential-based approach, where the uniqueness of natural resources, culture, and the creative economy are used as the main foundation in developing a tourism strategy that is authentic and relevant to the identity of the region.

Educational tourism strategy management must be dynamic and contextual, meaning that the strategies implemented must be able to respond to external challenges such as the pandemic crisis or changes in tourism trends, while maintaining continuity with the needs of the local community. The integration between digital promotion, community empowerment, and institutional strengthening are inseparable elements, which if carried out synergistically, will strengthen the competitiveness of destinations and support the long-term sustainability of educational tourism in the region.

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