

Empowerment Program Design in Edutourism Management Post Pandemic Covid 19

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Abstract

The agrotourism area not only provides attractions of natural beauty and agricultural products, but also local wisdom that can be used as an educational commodity or educational tourism, so that tourists get knowledge, experience and agricultural cultivation skills from the community or entrepreneurial groups. The Corona Virus 2019 (Covid 19) pandemic in Indonesia resulted in decreasing of tourist visit and income for entrepreneurial groups, so it was important to design an empowerment program in the management of covid 19 post-pandemic tourism development. The research process was carried out before the Covid 19 pandemic: January to mid-March 2020 therefore the researcher could use the Participatory Learning and Action (PLA) method. While data collection was taken by observation, documentation, interviews and discussions with research informants from the village government, tour operators, farmer groups, entrepreneurship groups based on horticultural products, practitioners and experts. And then through a questionnaire from business groups of 60 respondents in tourist locations, it used a survey method and the results are descriptive quantitative data. The research location was in the agro-tourism area of Serang Village, Karangreja District, Purbalingga Regency, Central Java Province. This research used community development analysis, then conducting clarification and data verification using online media due to Covid 19 pandemic. The result of the study was the design of gradual empowerment programs targeting the younger generation such as: (1) the stage of forming and enhancing the mindset, mental attitude and motivation for successful entrepreneurship, teamwork and edu-tourism management; (2) stage of increasing knowledge, awareness and skills, especially innovation in processing horticulture products, packaging, product brand labels and licensing and product standardization; (3) the stages of forming an educational tourism (edutourism) team with the support of stakeholder partnerships to provide edu-tourism management training courses, in terms of administration and financial, information and service teams, creative and entertainment teams, digital media teams, digital marketing and promotion teams.

Keywords: digital media, edutourism, empowerment management, entrepreneurship, product innovation

1. Introduction

Village development becomes the determinant and foundation for regional, urban and national development based on the strength and potential of human resources, namely farmers, workers and entrepreneurs, as well as natural and economic resources that supply and support the needs of agricultural, plantation, fisheries and livestock, including the tourism sector. The development needed participatory provides opportunities for all parties to plan, determine, implement and evaluate development activities in accordance with the potential of the community and the village environment. Villages are no longer left by their communities to make a living in urban areas (urbanization) and abroad (becoming migrant workers), but instead become strengths based on the potential of village resources that can be empowered and optimized the progress of rural development as the foundation of national development (Indrajit & Soimin, 2014); (Gitosaputro & Rangga, 2015); (Sulaiman et al., 2016); (Suswanto et al., 2019).

The potential and strategic value of Serang Village (Note 1) in 2014-2016 was given a name to the rest area for transit with the name Lembah Asri as a strategic alternative path towards Pemalang and Tegal from Banyumas

and Purbalingga or vice versa. Serang Village as an Agrotourism Village has potential and strategic value based on uniqueness, beautiful natural resource support, local wisdom, and food security in the form of distinctive horticultural products making. In addition Serang Village has an attraction as an agro-tourism area. Serang village people are economically prosper from horticultural agriculture, even if there is an economic crisis they are not affected because they can meet their daily needs of food in the yard. This shows that social conditions in Serang village have local wisdom that is always solid, united and have solidarity in growing horticultural crops in the yard and always have discussion to decide on large-scale plants in the fields so that they don't compete, including in the process of harvesting and marketing the products. Therefore if there are profits they all will gain profit and vice versa if there are losses they all will experience loses.

Agro-tourism has concept of environmental insight with the preservation of natural resources and the environment that utilize agricultural potential, and involve rural communities, and function as a community-based tourism that can provide recreational facilities and cultural and artistic potential services that have characters and uniqueness by running the agribusiness subsystem for the production process, product processing, distribution, marketing effectively and efficiently (Aji et al., 2014); Sulaiman et al. (2017); (Santoso & Wikantiyoso, 2018); (Satrio et al., 2020)

The next development of Serang Village in 2016-2019 as an agrotourism area is often used as a location for education and training, outbound, dexterity games, camp, real work lecture, agricultural practicum and research from various tertiary institutions, government and private . Some facilities at the Serang Village agrotourism location continue to grow, namely the flower garden, playground, labyrinth, camping ground, outbound, homestay activity, trekking, agrokids, ATV bikes, high rope, strawberry picking, flying fox, and horse riding.

The result of the study (2019-2020) Serang Village as an agriculture tourism (agrotourism) area needs development to educational tourism (edutourism) village. The term and concept of education as an area and program of activities designed in potential areas that have natural beauty. The environment, social characteristics and economic products produce can be facilitated as a place to add knowledge, insight, character building as forms of education, training, studies, research and practicum. Educational tours provide educational methods that can identify, analyze, direct and construct factual realities directly on objects of the natural environment, socio-cultural society, decision making processes, community institutions, local wisdom, economic activities and production processes both agriculture, plantation, fisheries, and trade, and adoption of innovations.

The embodiment of agro tourism area which is developed into an educational area can be achieved through community empowerment based on local wisdom. According to Susanti and Zulaihati (2017), Kalbarini et al. (2017), Rahmawati and Astuti (2019) community empowerment is based on the identification of potentials and abilities, determining alternative opportunities and problem solving, being able to effectively manage and utilize natural resources, promotion strategies, diverse food availability, including tackling the problem of fulfilling nutrition and creating productive economic ventures. The area of village community based on local wisdom not only gives and relies on natural beauty and local culture, but also can be used as a source of learning material with outdoor study methods. Marwanti (2015) asserted that agro tourism can create and increase the added value of products supported by agro industry so that processed products have economic value in accordance with the needs of tourists and strengthen community food security.

Therefore it is important and strategic to conduct further research on strategies for developing agro-tourism entrepreneurship and educational tourism (edutourism) based on local wisdom in Serang Village, Karangreja District, Purbalingga Regency, Central Java.

There are problems in empowering local food security, namely the implementation of policies to increase local crop product, there is still a large gap between production and the potential of local food crops. Some basic issues that need attention are the lack of involvement of the implementer at the operational level, the problem of coordinating inter-unit implementation and the problem of adequate budget for local food crop production improvement programs. Another problem is the home yard cultivation has not been seriously cultivated and market-oriented, there is insufficient specific technology available for gardening and the process of mentoring is inadequate (Nursalam, 2020); (Sulaiman et al., 2017); (Mafruhah et al., 2018)

Problems in ecotourism and agro-tourism are the absence of support from village regulations, the capital system, the utilization of resources, the infrastructure of access to roads and public facilities and the marketing system, then the lack of maximum management of social and cultural institutions in the village, land ownership disputes and the maximum non-sustainable assistance activities (Scheyvens, 1999); (Nicula & Spanu, 2014); (Kaswanto, 2015); (Getz & Page, 2016). Then the main problems found in this study are (1) Food security empowerment and post-harvest horticultural processing innovation programs such as fruits and vegetables have been implemented

from various parties both central and regional governments and universities, but still lacking in terms of assistance, cooperation between stakeholders and program sustainability. (2) Communities are more likely selling horticulture products directly to middlemen when harvesting and sell directly to consumers as tourist visitors because they generate income faster than continuing post-harvest processing, especially strawberries into jams, chilly sauce and syrup which are considered requiring processes and taking long time to make profits. (3) The lack of management capacity in managing tourism and agro-tourism, especially in providing information and services to visitors, has not been maximized in the use of digital media for the promotion and marketing of tourism and agro-tourism. (4) The education team has not been formed to be a guide, facilitator and instructor in providing horticultural tourism education to visitors and soft skill training with outbound. (5) Corona Virus Disease 2019 (Covid 19) which occurred from mid-March 2020 resulted in a drastic decline in tourists 50% to 80% of the number of visitors every day around nine hundred people to a thousand people. This also has an impact on the income of business groups, agro-tourism managers and the community.

Based on this, it is important and interesting to design a Covid 19 post-pandemic education tourism development management program as the economic power of rural communities that must continue to run as a source of income and welfare.

2. Method

The research was carried out before the Covid 19 pandemic in January to early March 2020 using the Participatory Learning and Action (PLA) method by involving undergraduate and master level students as well as community empowerment courses. It is hoped that students will have increased motivation, knowledge, hands-on experience and partnership networks to be able to carry out further research, practice and community service at the research location. So it is relevant to use the PLA qualitative method, in accordance with Pretty et al. (2002) as a form of qualitative research to identify problems and potentials of the community and gain a deep understanding of the situation of a community. Furthermore the community as a community worker analyzes and makes decisions about the problems faced. This is an assessment, learning process, optimizing aspirations and participation from conditions or problems faced from, with and for the community. The main principles of the PLA are: (1) prioritizing the less fortunate to know the reality of the real problem; (2) emphasizing the assessment process as an empowerment process (learning and strengthening) for the community and community workers; (3) living the principle of mutual learning and respect for differences; (4) the process of triangulation or check and re-check of data obtained both from interviews, documentation, observation, documentation and discussion; (5) implementation is informal, optimizing results openly and sustainably. Data collection is obtained by collecting data in empowerment by (1) Distributing questionnaires to business groups of 60 respondents have opening shops around tourism sites to obtain quantitative data (2) Brainstorming to accommodate various aspirations, ideas, and suggestions; (3) Focus Group Discussion (FGD) to discuss a problem in a focused manner; (4) Participatory Decision Making to make decisions; (5) Stakeholders Analysis as the final analysis to discuss participants, community workers and the program results from the research series. And then through a questionnaire from business groups of 60 respondents in tourist locations, It used a survey method and the results are descriptive quantitative data. Furthermore, the process of deepening and sharpening research results is strengthened by triangulation and data verification through interviews and dialogues or discussions with research subjects, peers, experts and practitioners especially using online or remote media such as Google Meetings or Zoom Meetings, WhatsApp (WA) and videos call, and telephone directly. In addition there are review of the study results and discussions on Website Seminars (Webinars) or online seminars specifically on the study of the development of tourism management, agro-tourism and entrepreneurship from March to July 2020.

The research locations were selected from villages that were potential and actual as successful and developing agro tourism and tourism sites, Serang Village, Karangreja District, Purbalingga Regency, Central Java of Indonesia. Determining the research subjects is conducted by purposive sampling, namely entrepreneurship groups from farmer groups and postharvest groups, agro-tourism managers, village governments, practitioners and tourism experts. Analysis of research data for community development is carried out by identifying and categorizing problems, potential, general and specific goals, continued by compiling a plan of action and evaluating the entire process and plan of action (Pretty et al. 2002); (Aprina & Lathifah 2016).

3. Results and Discussion

The study was conducted before the Covid 19 pandemic period in January to mid-March 2020, but continued with verification and triangulation of data in March to July 2020 using online media. Stages starting from the preliminary study process include (1) conducting a literature review of cases in the mass media, research results from scientific journals to get the formulation of the problem and research focus; (2) opening access to locations,

as well as interviews and observation and documentation by involving students as well as carrying out practical work and community service; (3) carrying out research strategies to collect data and verify and triangulate data during the Covid 19 pandemic using online methods or remotely using online media such as video calls, WhatsApp (WA), Zoom Meetings and Google Meetings; (4) conducting studies and deepening research with online seminars and discussions or known as Webinars that bring together experts, practitioners, policy makers and the general public. The findings of the research are (a) horticultural business group that cultivate in the home yard requires empowerment, ongoing assistance and institutional support as food security; (b) there is enormous potential, namely food security and post-harvest processing innovations for horticultural products, especially strawberries that can support the management of educational tourism development. (c) agro-tourism development requires programs and implementation of community empowerment such as management, membership, finance, business units, tourism management, promotion and marketing. This includes the design of an educational tourism empowerment program, in addition to not only rely on tourism with natural beauty and horticultural products, but also to provide knowledge, motivation, and skills as a tourist education process such as a horticultural plant cultivation program in both vegetables and fruits in the home yard, and product processing horticulture. Then the tour that provides facilities and soft skills training for motivation, group dynamics, building group cohesiveness (team) and organizational management with outbound methods. (d) Decreasing around 50% to 80% of the number of visitors or tourists who, on average, in normal situations each month can reach up to hundreds to a thousand people. This results in profit decreasing gained by business groups in trade and tourism worth tens of millions of rupiah. Based on the results of the questionnaire from business groups of 60 respondents in tourist locations, It used a survey method and the results are descriptive quantitative data. The characteristics of the respondents namely gender male as 18 people (30%), female as 42 person (70%), Age of 50> as 13 person (22%), Age of 25-49 as 32 person (53%), and Age of 17-24 as 15 person (25%), Level of education of primary school as 7 person (12%), Junior high school as 24 person (40%), and Senior high school as 29 person (48%), Business of food and Drink as 43 person (43%) and Bussiness of crafts and souvenirs as 17 (28%). Further to identify the need for empowerment programs, namely (1) Self-management (motivation & inspiration) as 7 person (12%), (2) Post-harvest processing management as 5 person (8%), (3) Administrative & financial management as 16 person (27%), (4) Entrepreneurial management as 8 person (13%), (5) Promotion and marketing management as 14 person (23%), (6) Partnership and investment management as 10 person (17%).

3.1 Potential and Problems in Edu-Tourism Management

Serang Village, Purbalingga Regency, Central Java Province, Indonesia is a tourism village based on food security or agro-tourism. The monograph data of Serang Village (2018-2019) has agricultural and natural resources potential in the mountainous region with the lowest altitude of about 651m above sea level and the highest of 1651m above sea level, cool air between 15C to 27C with 74% of the terrain and 26% of the total area of 2,878 , 389 Ha. Total population of 8,400 people with 2,585 heads of family, the most livelihood sources as farmers are 3,400 people (60%), private workers 1,500 people (26%), farm workers 510 people (9%), and traders 240 people (5%). The livelihoods of rural communities are generally 92% agriculture, such as the most horticultural production commodities, namely strawberries with an area of 52 Ha which produces 2,900 tons / year, types of vegetables, potatoes, tomatoes, large chilly, cayenne peppers, cabbage, carrots, mustard greens, leeks, celery, caisim, pakcoy, land lettuce, and corn. In addition there are gogo polowijo rice plants, perennials such as coffee, cloves, coconut sugar and woody plants for the region. The nature of the natural resources of the beautiful and cool mountain environment and the productivity of the people are unique, unique and attractive for tourists, so Serang Village as a tourist village is included in the agro-tourism village category.

The economic condition of Serang Village people is generally sufficient from horticultural agriculture, even if there is an economic crisis they are not affected because they can meet the daily needs from the home yard. This shows the social condition in the village of Serang have local wisdom which is united and solid in growing horticultural crops in the home yard and always discuss before deciding large-scale plants in the fields so that there is no competition, including in the process harvest and marketing of harvested products. So that if it is profitable then all people get profits and vice versa. The potential and strategic value of Serang Village in 2013-2014 is by giving a name to the rest area for transit with the name of Lembah Asri as a strategic alternative route between Banyumas and Purbalingga towards Pemalang and Tegal, this location is the forerunner to the location of agro-tourism. Subsequent developments starting in 2015-2016 agro-tourism in Serang Village are often used as locations for education and training, outbound, dexterity games, campsites, real work lectures, agricultural practicums and research from various tertiary institutions, government and private. In 2017-2018 Some facilities in the Serang Village agro-tourism location continue to grow, namely the flower garden, playground, labyrinth,

camping ground, outbound, homestay activity, trekking, agro-kids, ATV bikes, high rope, strawberry picking, flying fox, and horse riding.

Agriculture-based agro-tourism management can provide recreational facilities for visitors by collaborating and running agribusiness subsystems for the production process, yield processing, distribution, marketing effectively and efficiently. Agro-tourism is a form of business that manages the potential of the beauty and uniqueness of nature, the potential productivity and uniqueness of agriculture, the potential activities offered, and the cultural and artistic potential that characterizes. Agro-tourism as a form of activity offered to tourists by prioritizing the potential and uniqueness of the village both the environment and commodities of agriculture, animal husbandry, fisheries and plantations (Stone 2015); (Dwiridotjahjono et al. 2017); (Srithong et al. 2019). The agro-tourism program appears to be successful by involving increased income and willingness to survive in agriculture, most of the agro-tourism holdings operate on the margins of mass tourism with the same 'customers' and products, without any connection to agriculture. production, promotion of local products, or preservation of environmental and cultural landscapes assessed the opportunities for sustainable development of rural areas. (Kizos & Iosifides 2007); (Aikaterini et al 2011); (Songkhla & Somboonsuke 2012);(Kusuma et al. 2017);(Evgrafova et al 2020);

Based on research findings, there are still priority issues, namely Serang Village has received an empowerment program in the form of pest management, increased agricultural production, adoption and innovation diffusion programs such as planting with hydroponic techniques, planting engineering to anticipate extreme weather changes by building greenhouses, strawberry commodity nurseries, superior, and manufacture of organic fertilizer and storage of crops in large capacity refrigeration machines. Furthermore, post-harvest programs such as processing and packaging for strawberries into syrup drinks and strawberry leaf tea, dodol processed foods and getuk. However, there are important issues and priorities that must be addressed, namely: (1) Postharvest issues in the form of horticultural products as a result of local food security which become superior commodities and unique characteristics, have not been maximally made into products that can be sold commercially to visitors. Horticultural product facilities offered to visitors are direct picking in strawberry gardens, but other types of vegetable products have not been commercialized, such as making Agrimart, a mini market that sells fresh superior vegetables and fruits products with good packaging using a plastic vacuum sealer machines. Likewise processed food and beverage products with packaging techniques (labeling), brand products and a healthy and halal certification process as well as product marketing permits as a post-harvest product to provide added value for farmers have not been sustainable for some product such as syrup, jam, sambal and candied strawberries, coffee and strawberry leaf tea. So it does not become a special food that is available at any time to be enjoyed immediately and become souvenirs that can be enjoyed and brought by tourists. So the hope is that Serang Village does not rely on natural tourism and horticulture products only but also has the ability and strength of the post-harvest economy and is able to educate the public as tourists to participate in local food security. (2) The problem of tourism management for the development of agro-tourism and educational tourism, where the management does not yet have the knowledge and skills about the concept of tourism both agro-tourism and educational tourism, becoming a Public Relations (PR) or tour guide, the concept of tourism promotion and marketing, making and using promotional and marketing media . This is important so that the community members are more in control and play an active role in managing agro-tourism and educational tourism, not just being officers or employees who routinely guard the tourist sites. (3) Covid Pandemic 19 which took place especially from March 2020 which resulted in a drastic decline in visitors to the Agro Tourism object. That is because the government has issued a policy in the form of regulations for the existence of Large Scale Social Restrictions in the context of accelerating the handling of Covid 19.

The public is advised not to carry out activities outside the home unless it is important or even very important, even work from home, the education process at home, prohibition for Eid homecoming and holidays, restricted travel outside the city. There is a check-up points in the city, health checks in public places such as terminals, stations, airports, ports and access roads in and out of toll roads and quarantine independently for 14 days for those who feel already out of town. Then run a health protocol with no activities that gather a lot of mass or avoid crowds, keep physical and social 1 to 2 meters per individual, always wear a mask and wash hands. The level of public knowledge and awareness about the dangers of Covid 19 is still low, because people need more economic fulfillment so that the activities of farming, trading and the service sector continue.

3.2 Empowerment Program Design for Edu-Tourism Management of Post Pandemic Covid 19

Participatory research can be carried out before the Covid 19 pandemic period strike Indonesia with several government regulations before mid-March 2020. The stages of the Covid 19 pandemic period in Indonesia can be divided into three periods, namely (1) the Period of Large-Scale Social Restrictions from mid-March to May 2020 very tightly restricting individual and social activities in various fields ranging from mass mobilization at train

stations, terminals, ports, airports, modern markets and traditional markets, workplaces in government, private, education, including religious and tourism places. Even the traditions of Indonesian people who are always going home to celebrate Eid al-Fitr to gather and share happiness and treat protection with parents, relatives, are not allowed, for fear of increasing Covid pandemics 19. Enforcement of Large Social Scales Restriction with government policies that impose several government regulations such as Government Regulation Number 21 of 2020 concerning Large-Scale Social Restrictions in the Framework of Accelerating Handling of COVID-19 and Minister of Health Regulation Number 9 of 2020 concerning Guidelines for Restrictions Large-scale Social Organization in the context of acceleration of the handling of Covid 19. These two regulations are forms of elaboration and implementation of Law Number 6 of 2018 on Health Quarantine that also has the consequences of legal sanctions for violations. (2) The transition period from the Large Scale Social Restrictions to the new normal occurred from June to July 2020 with the easing of activities in public transportation such as at terminals, airports, ports and railway stations. People can start working again at workplaces. Traditional and modern markets may already be opened and active. Religious places are also opened and tourism place are operational. All activities are carried out with strict implementation and supervision of health protocols such as limiting the number of people in various activities up to 50%, always keep a distance of 1 to 2 meters, using masks, washing hands with soap or hand sanitizers, even public places in sprayed by disinfectant. (3) The new normal period is predicted to be comprehensive in the end of 2020 and early 2021. This is because the number of Covid 19 cases in Indonesia continues to increase from March to July 2020 to 80 thousand cases. The transition period is used to anticipate more cases of Covid 19 while preparing for a new normal life while continuing to carry out health protocols, becoming increasingly aware of the dangers and prevention of Covid 19 and the importance of protecting the health of individuals, families, communities and the environment. Including this research, it is expected that the results in the form of an empowerment program for the management of educational tourism development can be implemented during the new normal period after the Covid 19 pandemic.

Community empowerment is a series of activities to strengthen and optimize community power through economic development concepts and strategies in which there are social values centered on the people, participatory and sustainable (Lessy 2013); (Ahmad 2014); (Muslim 2016). Community empowerment are namely (1) the process of change and require innovation in the form of ideas, products, methods, tools and technology with the study and development of habits, values, traditions on local wisdom (indigenous technology). (2) The process to facilitate and encourage the community to become the main actors in utilizing their strategic environment to achieve long-term sustainable development. The strategic environment in question is the production, economic, social and ecological environment (Mardikanto & Soebiato 2012). Empowerment is a participatory development that must involve the local community to actively participate in identifying and analyzing problems and potential resources owned by people, natural, environmental, social, economic and cultural resources. The community is actively involved in designing and implementing programs to increase motivation, mental attitude, knowledge and skills, as to realize prosperity, independence and become a pioneer or empowerment actor who will give success to other communities (Campbell et al. 2008); (Dale & Newment 2010); (Ahmad et al. 2013); (Sugito et al. 2019).

Thus designing an empowerment program in the management of educational tourism development requires the participation of village communities, especially the younger generation as the main target to grow the generation of farmers who preserve and continue to develop the potential of horticulture and education. The younger generation has more motivation and interest and ability to adopt technology, especially social media. The stages of designing educational tourism empowerment programs are: (1) identifying and analyzing the interests, potentials and abilities of village youth in managing edu-tourism by means of questionnaires, participatory dialogue and interviews. Therefore it can be grouped into edu-tourism teams that will manage administration and finance, become tour guides or public relations, become digital media promotion and marketing, multi-media design teams, creative and entertainment teams, horticulture cultivation guide and instructor teams, and instructors and soft-skill guides with outbound teams. The educational health team will provide information and examples of protecting environmental health and Covid 19 preventive health protocols, then the post-harvest training team for the processing of healthy foods from horticultural commodities; (2) conducting training and the formation of an educational tourism team that will be a guide, facilitator, instructor and educational tourism assistant. The edu-tourism empowerment program can be designed periodically and continuously by involving stakeholder cooperation from the government, universities, activist, practitioner and private party. The edu-tourism team, if they have received training, will provide motivation, benefits, and skills briefly, as well as a special training package that takes at least 3 days, 1 week and monthly on the cultivation of vegetables and fruits (horticulture) both on a small scale using home yards, and large scale plantations; (3) providing knowledge and skills in post-harvest processing innovations both into nutritious and healthy processed foods and drinks. Next is providing soft skills training with outbound to increase motivation, cohesiveness and dynamics of work teams, organizational

management and conflict management. (4) The education tourism team is certified as a guide, assistant, instructor and facilitator issued jointly by the government and universities. This is a form of motivation and appreciation in order to continue to other young people who are interested in becoming an educational tourism team in another place or location. Then it became a center for educational tourism and training and horticulture cultivation which can be utilized by the government, private sector and educational institutions.

Empowerment for entrepreneurial development management of the younger generation is an important factor in supporting development in this case education based on technological innovation both in terms of postharvest cultivation and production, promotion and digital marketing. According to Sianipar et al. (2013), Daftary (2014), Mbah (2014), Matthews (2016), Ram et al. (2016), Merdana and Wartiniasih (2019) sustainable rural development is very important while maintaining social capital even though to support and use of technology that must be understood, relevant and can be applied by the community through the implementation of community empowerment programs, namely socialization, training and assistance. Training and formation of an edu-tourism team as a form of management of entrepreneurial and educational development that not only produces horticultural products but also postharvest creativity and productivity as well as providing tourists with the knowledge, experience and skills. Entrepreneur is someone who has the ability to be independent by carrying out business activities or self-employment. Entrepreneurship means a warrior, hard worker, unyielding, exemplary, virtuous, and brave taking risks, and superior human being business is work, effort, to do something productive. Entrepreneurship is an ability to create something new and different.

Moreover, empowerment for the management of entrepreneurial development of young people and develop more the effects of social media on the spread of edu-tourism culture within covid 19 is an important factor in supporting development in this case education based on technological innovation both in terms of postharvest cultivation and production, digital promotion and marketing. According to Sianipar et al. (2013), Huang et al (2012); Mbah (2014), Matthews (2016), Merdana and Wartiniasih (2019), and Gundersena et al. (2019) the importance of sustainable rural development while maintaining social capital despite the support and use of technology that must be understood and relevant can be conducted by society through the implementation of community empowerment programs namely socialization, training and assistance.

Tabel 1. Empowerment Program Design in Educational Tourism (Edutourism)

No	Problem Identification	Management of empowerment program
1	The declining of tourist visit and entrepreneur group and society income due to Covid 19 pandemic.	1.1 Providing counseling and training in health protocols to maintain personal, family, community, environmental and activities as well as educational tourism activities from the dangers of Covid 19 1.2 Providing training on how to make hand sanitizer, disinfectant fluid, masks and face shields to prevent Covid 19 and continue health protocols in new normal times 1.3 Forming a health protocol task force (Satgas) team at the tourist site
2	Agro-tourism only relies on natural beauty and artificial game tourism facilities	2.1 Providing motivation and self-management training to shape the characteristics of creative, innovative and productive entrepreneurship by maintaining local wisdom and preserving natural beauty 2.2 Identifying and create strategies for the formation of educational community development that provide knowledge, experience and cultural skills and agricultural cultivation
3	Food security products are still managed conventionally to meet daily needs, post-harvest entrepreneurship groups are no longer active and there is no sustainability of post-harvest processed product.	3.1 Providing inspirational training and motivating successful entrepreneurs in the field of postharvest processing innovation 3.2 Conducting entrepreneurship training for post-harvest products that can be used as souvenirs for agro-tourism as well as a post-harvest educational facilitator for visitors (tourists). 3.3 Product label design training and packaging techniques, halal labeling and product sales licensing procedures with hygienic and clear official standards for the composition of nutritional content and expiration limits. 3.4 Making a mini market of horticulture and postharvest products as souvenirs for typical visitors and tourists
4	Educational tourism has not been managed by a	4.1 Identifying, analyzing and selecting the potential, interests and abilities of the village's young generation to become an educational tourism team

	digital tourism, promotion and marketing management team	4.2 Forming educational tourism teams with various specialties, ranging from administrative and financial management teams, information management and tourism service teams, creative and entertainment management teams, horticultural cultivation teams, postharvest processing innovation teams, soft skill training teams with outbound and digital promotion and marketing teams. 4.3 Training on making and managing information media, promotion and marketing such as on social media, online shops, market places, video blogging (Vlogs), YouTube and educational sites.
5	The empowerment program has not been integrated into a partnership management program between stakeholders	5.1 The government, private sector, educational institutions, and tourism activists carry out an integrated and synergetic empowerment program as well as providing assistance to certify edu-tourism expertise. 5.2 Creating an edu-tourism curriculum which guides the educational tourism team providing information and training on the cultivation of horticultural tourism, post-harvest product processing innovations and soft skill training and outbound 5.3 Making regulations not to build artificial tourism game facilities that will damage the environment and the beauty of nature that is beautiful and natural. 5.4 All stakeholders make and formalize the pilot study area as a center for training and tourism education, agricultural cultivation and postharvest product processing innovations. 5.5 Establishing a natural school based on food security and horticultural cultivation, post-horticultural product innovation and educational tourism. Managers, instructors, facilitators, and facilitators of natural schools in the short term can work together with the government and educational institutions as well as the private sector, but in the long term they can be maximally managed by village communities, especially the younger generation

Based on this, we can design an empowerment program in the management of Covid 19 post-pandemic development tourism as in Figure 2 that can be grouped into three main programs that are implemented in stages for emphasize the benefits of the empowerment program in the management of educational tourism development at different levels especially in the fifth program in table 1 of the empowerment program has not been integrated into a partnership management program between stakeholders. Each program is targeted at young people in rural communities with a training period of two to four weeks and then mentoring, monitoring and evaluation. The empowerment program has five stages: (1) training to increase knowledge, awareness and skills in health protocols to prevent the spread of Covid 19, able to make hand sanitizers, disinfectant fluids, masks and face shield; (2) the implementation of the first program as a basis for training to build mindset, inspiration, motivation and build entrepreneurial character and cooperate in educational tourism management; (3) the second program is carried out after the first program is successfully implemented, so that training can begin to improve skills in horticulture cultivation, postharvest product processing innovations, packaging, brand labels, business and trade licensing, health standardization, nutrition and halal; (4) the third program is about training the skills of the educational tourism management team in administration, finance, information and tourism services. Next there are digital promotion and marketing innovations such as creating and managing websites and social media with online shops and market places, making videos for news coverage and promotions such as video blogging (Vlog) to be uploaded on YouTube and website; (5) forming an educational tourism tour team that will be a facilitator, assistant and instructor for horticulture cultivation, postharvest product innovation and soft skill training with outbound for visitors.

The empowerment model for developing agro-tourism and education as a solution in dealing with situations and conditions both during the Covid 19 pandemic and when it was normal with an emphasis on knowledge, understanding and skills in carrying out health protocols such as awareness of maintaining health and personal hygiene and the environment then training in making handsanitizers, fluids disinfectant and face shield. The empowerment model could be developed using quantitative research so that it will be more complete, especially regarding visitor satisfaction, evaluation in program implementation and discipline in implementing health protocols. In addition to being developed, the empowerment model can also be adopted for agro-tourism and educational sites in other places, including for countries other than Indonesia.

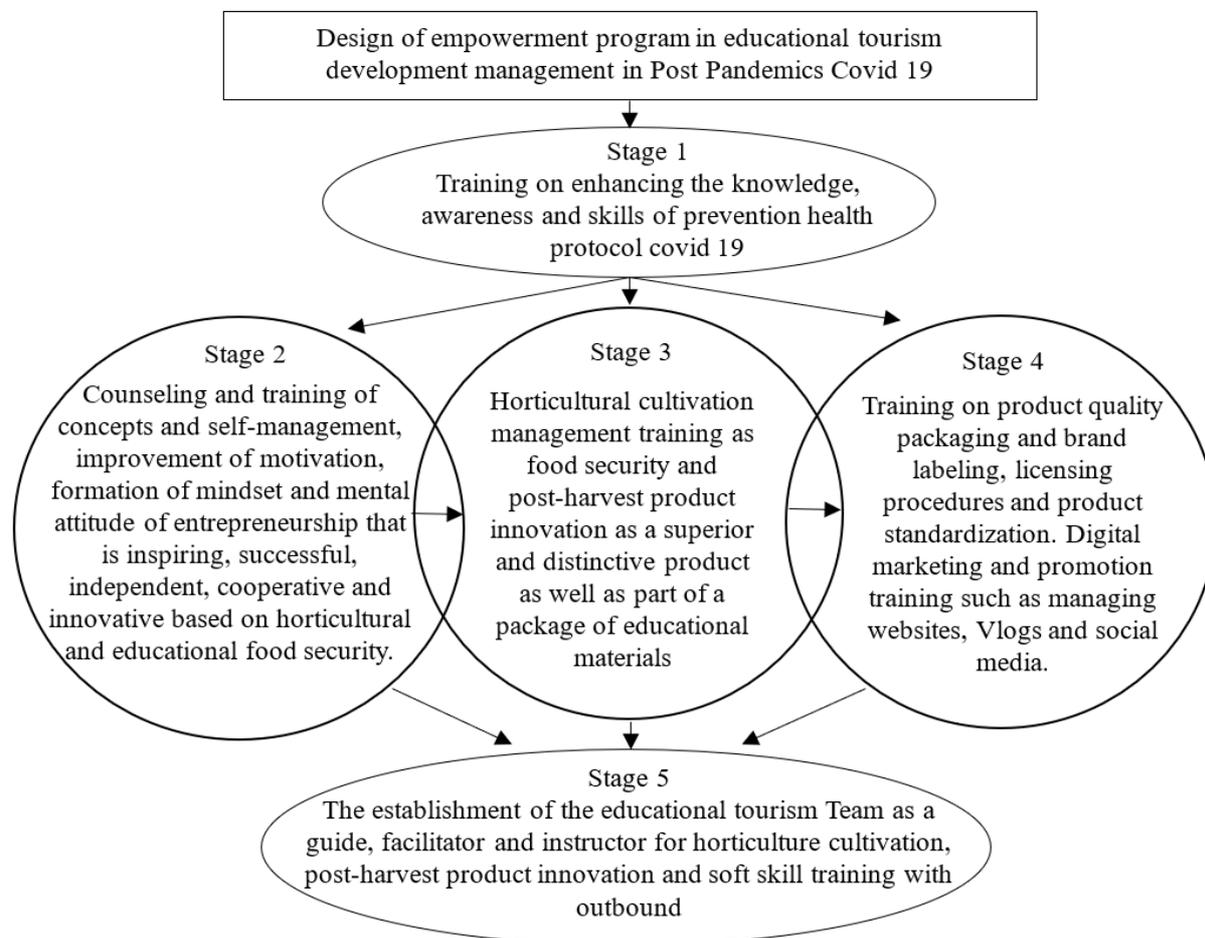


Figure 2. Management of empowerment program of educational tourism of post pandemic covid 19

4. Conclusion

The excellence of the beautiful natural potential and horticultural food security can not only be used as a support for agro-tourism entrepreneurship groups, but also can be developed into educational tourism areas and programs. Therefore visitors are not only on vacation but also have knowledge, experience and skills in horticulture cultivation and horticultural post-harvest product innovation.

Management of educational tourism development can be done by designing and implementing empowerment programs in a comprehensive and gradual manner targeting young people as the successor to village development after the Covid 19 pandemic namely (1) training to increase knowledge, awareness and skills of Covid 19 prevention health protocol as well as training in the manufacture of hand sanitizers, liquids disinfectants, masks and face shields; (2) concept training and self-management to increase motivation, shape mindset and mental attitude of entrepreneurship based on horticultural food security and education; (3) management training for enhancing horticultural cultivation production and postharvest product innovation as a superior and distinctive product that will be used as a package of educational materials to be offered to visitors; (4) training in improving the quality of packaging and product labels, licensing processes and product standardization. Next there are innovation training and digitalization of promotion and marketing tours such as through websites, blogs, social media, market places and YouTube; (4) educational tourism management training and the formation of an educational tourism team to become instructors, guides and facilitators for visitors to the tour.

Educational tourism empowerment programs need the support and synergy of various stakeholders ranging from government, private sector, educational tourism institutions and activists of agro-tourism empowerment. Stakeholders initiated and provided a space for participation for the community involved in designing and implementing an empowerment program for the management of the Post pandemic covid 19 tourism development.

The empowerment model could be developed using quantitative research so that it will be more complete, especially regarding visitor satisfaction, evaluation in program implementation and discipline in implementing health protocols, and than the empowerment model should be developed with adding the study contributions for the field of tourism generally or for tourism digital marketing.

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Note

Note 1. Serang village that were potential and actual as successful and developing agro tourism and tourism sites, in Karangreja District, Purbalingga Regency, bordering location to the natural tourist location of Baturraden in Purwokerto city and climbing Mount Selamat and natural tourist sites in Guci, Tegal Regency, Central Java of Indonesia.

Appendix A

Table A1. Characteristics of Respondent

Characteristics of Respondent	Total	Percentage
Gender: Male	18	30%
Gender: Female	42	70%
Age 50>	13	22%
Age 25-49	32	53%
Age 17 - 24	15	25%
Level of education (primary school)	7	12%
Level of education (Junior high school)	24	40%
Level of education (Senior high school)	29	48%
Business of food and Drink	43	72%
Business of crafts and souvenirs	17	28%

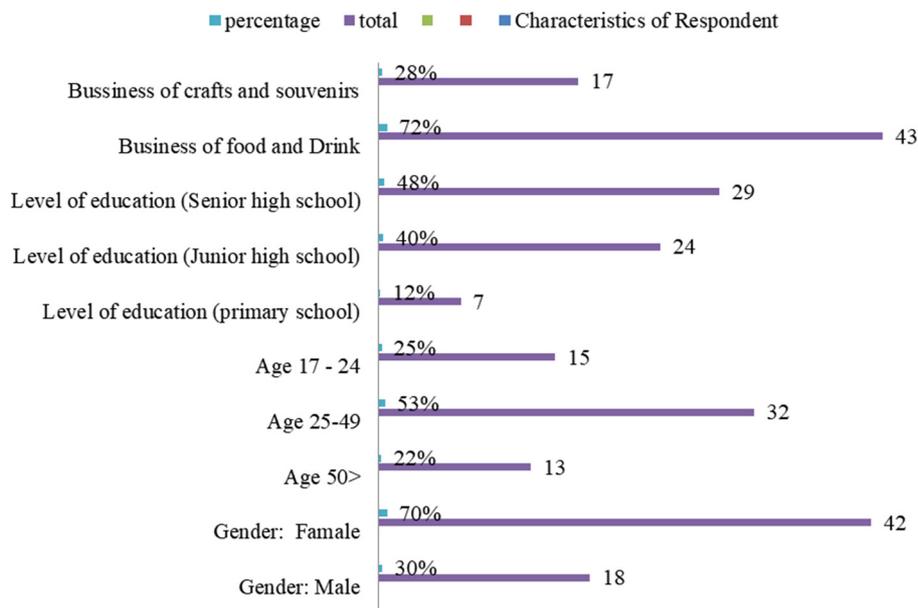


Figure A1. Characteristics of Respondent

Appendix B

Table B1. Needs identify of empowerment programs

Empowerment Program	Total	Percentage
Self-management (motivation & inspiration)	7	12%
Post-harvest processing management	5	8%
Administrative & financial management	16	27%
Entrepreneurial management	8	13%
Promotion and marketing management	14	23%
Partnership and investment management	10	17%

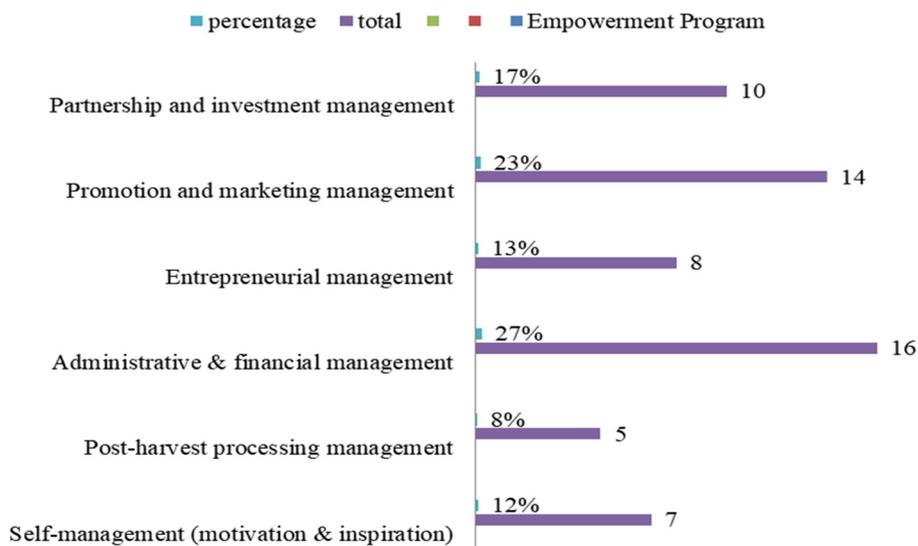


Figure B1. Needs identify of empowerment programs

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