

## The Living Classroom Experiential Pedagogy as a Soft Power Strategy in Green Tourism Diplomacy at the Batur UNESCO Global Geopark Museum

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### Abstract

This study examines the Batur UNESCO Global Geopark Museum as a case study for green tourism diplomacy. Through a qualitative analysis of an in-depth interview with the museum's management, the paper argues that the museum's reliance on experiential learning pedagogy is not merely an educational tool but a potent soft power strategy. This approach transforms the museum into an arena for cultivating environmental stewardship, thereby projecting an image of Indonesia as a nation committed to sustainability and progressive education. The analysis reveals how the museum bridges formal and informal learning by integrating its programs into the school curriculum, leverages the cognitive power of direct, concrete experience to deepen understanding of natural and cultural heritage, and employs a pedagogical language aimed at nurturing intrinsic motivation for conservation. The findings suggest that the museum's educational model functions as a localized, authentic, and highly effective instrument of public diplomacy. It cultivates a generation of domestic ambassadors for sustainability and communicates a national identity rooted in environmental responsibility and educational innovation. This positions the museum's model as a replicable strategy for other heritage sites aiming to leverage education for diplomatic and nation-branding purposes within the framework of sustainable tourism.

**Keywords:** Tourism Diplomacy, Experiential Learning, Museum Pedagogy, UNESCO Global Geoparks, Education for Sustainable Development (ESD).

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### A. INTRODUCTION

In the contemporary geopolitical arena, the instruments of national influence have expanded far beyond traditional military and economic might. The concept of "soft power," first articulated by Joseph Nye (1990, 2004), has become central to understanding modern international relations. Soft power is the ability of a country to persuade and attract others to its values and goals, rather than coercing them through force or payment (Nye, 2004). The lived experiences of cross-border tourists often reflect broader issues of mobility justice, where identity and national status dictate the ease of travel (Ye & Zare, 2026). It is a nation's capacity to shape global preferences through the appeal of its culture, the resonance of its political values, and the perceived legitimacy of its foreign policies (Nye, 1990). In an increasingly interconnected world, where public opinion can sway international policy, the cultivation of a positive national image is a paramount strategic objective. Within this framework, tourism has emerged as a primary vehicle for the exercise of soft power (Claro, Huguet, & Serrano, 2023). Achieving systemic transformation in sustainable tourism requires a deep engagement with historical trajectories and local governance policies (Herrero & Moragues-Faus, 2025). Transcending its role as a mere economic driver, international tourism functions as a vital platform for public diplomacy. Every visitor's experience

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contributes to a mosaic of perceptions that collectively form a country's brand on the world stage. Tourism provides a direct channel for nations to communicate their stories, showcase their cultural heritage, and demonstrate their societal values to a global audience, thereby fostering the mutual understanding and empathy that are the bedrock of peaceful relations. While green tourism focuses on sustainability, other forms of transnational travel, such as medical tourism, often present significant economic challenges and health risks to host nations (Holm et al., 2026).

As global challenges such as climate change and biodiversity loss intensify, a nation's commitment to environmentalism has become a critical component of its international standing. Sustainable tourism, defined as development that meets the needs of present tourists and host regions while protecting and enhancing opportunities for the future (Brundtland Commission, 1987), is no longer a niche market but a global imperative. Within this paradigm, the principles of "Green Hospitality" have become a new and powerful diplomatic language. This concept extends beyond the operational efficiencies of hotels, such as energy conservation, water management, and waste reduction (Bohdanowicz, 2006; Han, Hsu, & Sheu, 2010). In the context of heritage tourism, green hospitality is a holistic ethos of environmental stewardship that is communicated through every aspect of the visitor experience, particularly through education and interpretation (Graci & Dodds, 2008). By adopting and showcasing robust green practices, a nation performs its identity as a responsible global citizen. This performance is a communicative act that signals alignment with international norms of sustainability, thereby building the trust and "attractive power" that are central to soft power. It is a non-verbal diplomatic credential that demonstrates a commitment to shared global values, enhancing a nation's reputation and influence.

UNESCO Global Geoparks (UGGp) represent a unique and powerful institutionalization of this nexus between heritage, education, and sustainable development (Henriques & Brilha, 2017). These are single, unified geographical areas where sites of international geological significance are managed with a holistic concept of protection, education, and sustainable development (UNESCO, 2016). The UGGp mandate explicitly requires these territories to use their geological and cultural heritage to enhance public awareness and understanding of key societal issues, including sustainable resource use, climate change mitigation, and disaster risk reduction (UNESCO, 2016). They are, by design, living laboratories for sustainability and platforms for public engagement. The Batur UNESCO Global Geopark in Bali, Indonesia, is a prime example of this model. Encompassing a dramatic volcanic landscape, it is a site of immense geological and cultural importance. Central to its mission is the Batur Geopark Museum, which serves as a key educational facility designed to interpret the region's heritage for both local communities and international visitors. The museum is not merely a repository of artifacts but an active center for learning and a focal point for the geopark's conservation message.

While the role of tourism in soft power is well established, the specific mechanisms through which this influence is exerted at the micro level of a single heritage institution remain underexplored. The educational strategies employed by such institutions represent a critical but often overlooked dimension of tourism diplomacy. This paper addresses this gap by asking the central research question how does the pedagogical approach of the Batur Geopark Museum function as a micro level instrument of green tourism diplomacy and soft power? to answer this question, the study pursues three primary objectives (a) to analyze the museum's educational philosophy and practices through the theoretical lens of experiential learning. (b) to connect this pedagogical model to the broader principles of green hospitality and Education for Sustainable Development (ESD). (c) to argue that this integrated educational model serves as a strategic tool for soft power, aligning with the 5th NHI Tourism Forum's theme of "Tourism Diplomacy: Soft Power Strategy for Peacebuilding." Besides, as a tourist destination, English also needs to be considered to support the success of communication with foreign tourists, English is an essential aspect of communication. English exists as a global language. Therefore English is widely regarded as a global

language (Anggayana, Nitiasih & Budasi, 2016). It is even known as an international language (Asriyani, Suryawati & Anggayana, 2019).

English is an example of a language regarded as a foreign language in Indonesia (Anggayana, 2023). It is done to minimize errors in grammar or English grammar aspects, such as the use of tenses in sentences (Lindawati, Asriyani & Anggayana, 2018). The skills and components of the language contained in them are still general and less relevant to the needs of student (Sudipa, Susanta, & Anggayana, 2020). Grammar is a set of rules contained in certain languages (Lindawati, Asriyani & Anggayana, 2019). It is possible to develop their communicative competence in four language skills, namely listening, speaking, reading, and writing skills (Asriyani, Suryawati & Anggayana, 2019). The primary energy source in terms of language sounds is the presence of air through the lungs (Anggayana, Suparwa, Dhanawaty, & Budasi, 2021). Languages studied can contribute to the Language Development and another researcher around the world (Anggayana, Suparwa, Dhanawaty, & Budasi, 2020). Even though Indonesia consists of various dialects, it is not an obstacle (Anggayana, Budasi & Suarnajaya, 2014).

Speaking English has become a conversation that is often done by foreign tourists (Anggayana, Budasi, & Kusuma, 2019). In these services, facilities, and service quality spearhead in terms of giving a good impression of service (Anggayana & Sari, 2018). Produces rules relating to the use and use of language on hospitality students. It uses theories and other disciplines related to the use of language is essential (Anggayana, 2022). In the cultural tourism industry is included (Redianis, Putra & Anggayana, 2019). Since Balinese people conduct many cultural and religious activities (Budasi, Satyawati, & Anggayana, 2021). The tourism sector can provide economic, social and cultural benefits for all stakeholders of tourism stakeholders (Osin, Pibriari & Anggayana, 2019). One of the developments in tourism is to open opportunities for the millennial generations to conduct tourism in tourism village synergizing different parties, namely, the community and the Government (Osin, Purwaningsih, & Anggayana, 2021). Observing the growth and development of world tourism which continues to move dynamically and the tendency of tourists to travel in various different patterns is an opportunity as well as a challenge for all destinations (Suarthana, Osin, & Anggayana, 2020).

Community-based tourism can be used as one of the solutions in increasing the participation and involvement of local communities in understanding the desires, needs, and listening to the aspirations of the community in the planning and development of community-based tourism is very fundamental because the community is the driving force and the main aspect in tourism (Wiramatika et al., 2024). It is not surprising that the tourism industry is an important economic sector, where most people work in the tourism industry (Budasi & Anggayana, 2019). The progress of a nation is largely determined by the quality of education of its population (Anggayani & Osin, 2018). The tourism sector continues to be encouraged because this sector is a mainstay in generating public income and foreign exchange for the country (Suryawati, & Osin, 2019). The development of tourism industry will affect the increasing income of the community around attractions and the creation of employment opportunities (Osin, Kusuma, & Suryawati, 2019). This study proposes the 'Living Classroom' model as a new theoretical framework for micro-level tourism diplomacy.

Bali is the center of tourism in Indonesia and one of the world's leading tourist destinations (Yanti & Anggayana, 2023). Many language expressions can be used to greet and offer help to the customers. In using those expressions, choosing the proper expression that suits the situation and the degree of the formality is essential (Anggayana, 2022). The interests of tourism began to explore the potential of the region and as much as possible to package it into alternative tourism products (Suryawati, Dewi, Osin, & Anggayana, 2022). The existence of the tourism industry today has increased significantly both in quantity and quality, which is able to make an economic contribution to the country's foreign exchange (Osin, Pibriari & Anggayana, 2020). Everyday hospitality students on campus attend lectures and practice

according to their respective majors. There are still many found that errors in writing. This is very important to study, considering that hospitality students will often communicate with foreign guests, using English (Anggayana & Wartana, 2022). Technology in this era is increasingly growing, advanced and modern. Modern tourism education is evolving toward a "philosophic practitioner" framework, utilizing micro-credentials to balance vocational skills with critical liberal reflection (Hayes & Rangus, 2026). This requires the existence of quality human resources. Qualified humans are expected to be able to participate in the development of a country (Sengkey, Osin, & Anggayana, 2022).

English also needs to be considered to support the success of communication with foreign tourists, English is an essential aspect of communication (Antara, Anggayana, Dwiyantri, & Sengkey, 2023). Indonesia is better known internationally, as evidenced by the presence of tourist visits from various countries (Putra & Anggayana, 2023). The tourism sector is a dynamic and multicultural industry that heavily relies on effective communication to cater to diverse audiences (Anggayana, 2023). Strong English skills allow professionals to confidently interact with senior management, participate in important meetings, and articulate their ideas and concerns (Asriyani & Anggayana, 2023). The rapid development of information and communication technology in this digital era has brought significant changes in various aspects of life, including in the field of education (Anggayana, 2024). In today's era of globalization, it is important for hospitality students who come from Balinese culture to gain a deep understanding of English as an important cross-cultural language in the hospitality industry (Anggayana, Osin, Wiramatika, Sumardani & Chandra, 2024).

Education at the vocational level tends to receive English material that is identical to Academic Education in general, so that students who take Vocational Education receive material that is not in accordance with the Study Program when taking Higher Education (Anggayana, 2024). A core element of the hospitality industry, demands proficiency in English for communication and ensuring that service standards are met (Anggayana, Asriyani, & Lindawati, 2024). Effective communication is a cornerstone of successful language learning, particularly in English as a Foreign Language (EFL) contexts (Lindawati et al., 2024). Bali as a tourist destination, English also needs to be considered to support the success of communication with foreign tourists, English is an essential aspect of communication (Anggayana et al., 2024). English also needs to be considered to support successful communication with foreign tourists, English is an important aspect in communication (Anggayana et al., 2025). Tourism has been proven to be able to bring economic benefits, create business opportunities, employment and the sustainability of tourism is very dependent on the sustainability of tourism resources (Wiramatika et al., 2025). Bali as one of Indonesia's top tourist destinations, is renowned not only for its cultural heritage but also for its unique natural landscapes (Anggayana, Osin, Wiramatika, Sumardani & Sengkey, 2025).

Museums have long transcended their function as passive repositories of artifacts to become dynamic and influential social institutions. In the context of international relations, they are "active agents in the construction of knowledge" (Moser, 2010) and powerful "national expressions of identity" (Hoogwaerts, 2016). They are not neutral spaces; they curate narratives, interpret history, and project a particular vision of a nation's culture and values to both domestic and international audiences. This function places them at the heart of cultural diplomacy and soft power strategies. The increasing frequency of international artifact loans and traveling exhibitions underscores the growing recognition of museums as diplomatic tools. Such exchanges are acts of cultural diplomacy that can foster mutual respect, build bridges of understanding between nations, and subtly shape foreign public opinion (Hoogwaerts, 2016). By providing access to its cultural treasures, a nation can create a sense of shared heritage and goodwill, thereby enhancing its "attractive power." The museum, therefore, can be conceptualized as a theater where a nation's story is performed, its values are displayed, and its diplomatic overtures are made through the universal language of culture and heritage.

To understand how a museum's educational function translates into diplomatic influence, it is essential to examine the underlying pedagogical theory. Experiential Learning Theory, most famously outlined by David Kolb (2015), provides a robust framework for this analysis. This theory posits that learning is most effective when it is an active process of "transforming experience into knowledge," standing in stark contrast to traditional, passive models of classroom instruction that rely on lectures and memorization (Kolb, 2015). Kolb's model is a four-stage cyclical process that provides a structured approach to learning from direct experience (Kolb, 2015): (a) Concrete Experience (CE), the cycle begins with a direct, personal, and sensory-based encounter with a subject. This could be touching a volcanic rock, observing a historical artifact, or participating in a hands on activity. (b) Reflective Observation (RO), following the experience, the learner steps back to reflect on it from various perspectives, asking questions like "What happened?" and "What did I observe?" (c) Abstract Conceptualization (AC), based on these reflections, the learner forms new ideas, modifies existing concepts, or draws general principles. This is the stage where observation is integrated into a coherent theoretical framework. (d) Active Experimentation (AE), finally, the learner applies these new ideas to the real world, testing theories and solving problems. This experimentation leads to new concrete experiences, and the cycle begins anew.

This model is particularly potent in informal learning environments like museums and geoparks (Falk & Dierking, 2016). For environmental education, its value is paramount. By engaging learners in direct, hands on interaction with the natural world and its challenges, experiential learning bridges the gap between abstract knowledge and meaningful practice. It fosters a deeper, more personal connection to environmental issues, which is essential for cultivating a genuine sense of stewardship and promoting pro-environmental behavior (Stern, Powell, & Hill, 2014). The very choice of such a pedagogy is a diplomatic statement in itself. Traditional, top-down learning models can reflect more rigid, hierarchical societal structures. In contrast, an experiential, student-centered approach mirrors the values of collaboration, critical inquiry, and individual empowerment often associated with open, democratic societies. By adopting this progressive model, a national institution implicitly communicates a set of modern, attractive political and social values, making the educational method inseparable from the diplomatic message.

The principles of experiential learning align seamlessly with the goals of Education for Sustainable Development (ESD). As defined by UNESCO, ESD is a pedagogy that "empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society" (UNESCO, 2020). Its aim is not simply to transmit information about sustainability but to develop the competencies such as critical thinking, collaboration, and systems thinking that enable individuals to act as agents of change. This educational philosophy is at the core of the UNESCO Global Geopark mission. A UGGp is required to develop and operate educational activities for all ages, spanning formal, non-formal, and informal settings (UNESCO, 2016). The geopark's landscape and heritage are to be used as a living classroom to teach about pressing global issues, including climate change, sustainable resource management, and geological hazards. Tourism experiences in contested or unique spaces are often framed through "liminality," where visitors undergo a transformative process shaped by personal narratives and geopolitical contexts (Tan et al., 2026). By connecting local phenomena to global challenges, geoparks make abstract concepts tangible and relevant to people's lives. They are mandated to be active laboratories where science is made accessible and engaging, fostering a culture of lifelong learning and environmental citizenship (Henriques & Brilha, 2017). The educational programs within a geopark are thus the primary mechanism through which its conservation and sustainable development goals are achieved.

## **B. RESEARCH METHOD**

This study employs a qualitative, single case study methodology to conduct an in depth exploration of the Batur Geopark Museum. The case study approach is appropriate for gaining a rich, holistic

understanding of a specific phenomenon within its real life context. The museum was selected as the unit of analysis due to its official status as a key educational facility within a UNESCO designated Global Geopark, making it a relevant site for investigating the intersection of education, sustainability, and tourism diplomacy. The primary data for this research consists of a semi-structured, in-depth interview conducted with a key management figure at the museum. The interview protocol was designed to elicit detailed insights into the museum's pedagogical philosophy, its operational relationship with the formal education sector, and its strategies for promoting environmental conservation among visitors.

The data analysis was conducted using a thematic analysis approach. The interview transcript, originally in Indonesian, was transcribed and translated into English. The text was then systematically coded to identify recurring patterns and themes related to pedagogical methods (e.g., object-based learning, curriculum integration), perceived learning outcomes (e.g., enhanced understanding, attitudinal change), and conservationist values. These emergent themes were subsequently interpreted through the lens of the conceptual framework established in the literature review, specifically mapping the empirical data onto the stages of Kolb's experiential learning cycle and the core principles of Education for Sustainable Development.

To ensure a comprehensive understanding of the "Living Classroom" model, this study employed data triangulation by involving multiple stakeholder perspectives and diverse data collection methods. In addition to the primary interview with the museum management (Informant 1), the study incorporated feedback from secondary informants, five students who participated in the experiential programs. Furthermore, methodological triangulation was achieved by combining semi-structured interviews with field observations at the Batur Geopark Museum and an analysis of institutional documents. This multi-layered approach allows for a cross-verification of the museum's pedagogical impact from both the provider and the recipient perspectives.

Validity and reliability by confirmability was established by ensuring that the interpretations and conclusions were clearly derived from the raw data (interviews and observations) rather than researcher bias, providing an objective reflection of the museum's role in green tourism diplomacy. Implemented data triangulation by combining interviews with field observations and document analysis to ensure a robust analysis.

### **C. RESULTS AND ANALYSIS**

A key finding is the museum's deep and formal integration with the local school system. The manager's statement, *"...if I'm not mistaken, it's already part of the school curriculum, so teachers bring their students to the museum to fulfill that curriculum,"* reveals that the museum visit is not merely a recreational or supplementary activity. It is a structured, mandatory component of formal education. This practice elevates the museum's status from a passive tourist attraction to an active and indispensable educational partner. It functions as a "curriculum anchor," grounding abstract classroom concepts in a tangible, real-world context. The curriculum appears to be designed with the museum visit as a necessary component for full comprehension, a powerful model for educational policy. This integration is further evidenced by the nature of the student activities. The manager notes, *"...the children often come here with assignments, their task is to record several collections and conduct interviews with the guides and with us here."* This description of student tasks directly maps onto the advanced stages of Kolb's learning cycle. The act of "recording collections" is a form of structured Reflective Observation (RO), compelling students to look closely and analyze what they see. The task of "conducting interviews" is a form of Active Experimentation (AE), where students must formulate questions, engage with experts, and actively seek out new information. This process transforms students from passive recipients of information into active researchers, a hallmark of effective experiential pedagogy (Kolb, 2015). Spatial interactions in

international tourism flows are heavily influenced by cultural proximity and the strength of regional institutional frameworks (Rafiei, 2026).

The interview provides a powerful testimony to the cognitive superiority of direct, object based learning over abstract, classroom based instruction. The manager articulates this difference with striking clarity: *"...the difference is very sharp... if I study in a classroom it's a bit difficult to understand... whereas when we study in the museum, what is seen and what is explained, I can see it directly."* This statement perfectly captures the foundational principle of experiential learning, the cycle begins with a Concrete Experience (CE) (Kolb, 2015). The manager provides a specific example, contrasting the two-dimensional "picture" of a prehistoric tool seen in a textbook with the multi-dimensional, tangible artifact in the museum. This direct, sensory encounter makes complex concepts like technological evolution and historical progression immediately accessible and memorable. The reflection on this experience observing the progression of tools from "rough" to more refined forms demonstrates the completion of the learning cycle into Abstract Conceptualization (AC). The physical object (CE) triggers a process of reflection (RO) that culminates in a new, sophisticated understanding of human civilizational development (AC). This illustrates precisely how museums, as informal learning environments, can facilitate a depth of understanding that is often difficult to achieve in a traditional classroom setting (Falk & Dierking, 2016; Hoogwaerts, 2016).

The museum's approach to conservation education reveals a particularly sophisticated pedagogical philosophy, one that is evident in the specific language used by the manager. When discussing how to instill a conservation ethic, the manager states, *"...it's different with school children, we give them the object, give it material value, educational value. We hope that with the knowledge they receive, there will be a reciprocal effect of providing awareness... something should not be damaged, that is what we want to cultivate/nurture (menumbuhkan)."* The choice of the Indonesian verb *menumbuhkan* which translates to "to grow," "to cultivate," or "to nurture" is highly significant from a linguistic and educational perspective. It stands in deliberate contrast to more directive terms like *mengajarkan* (to teach) or *memerintah* (to order). This linguistic choice signifies a pedagogical strategy aimed at fostering intrinsic motivation rather than enforcing extrinsic compliance. This philosophy aligns perfectly with the highest level goals of Education for Sustainable Development, which seeks to empower learners to make informed decisions and take responsible actions voluntarily because they understand and value the reasons for doing so (UNESCO, 2014). The strategy is not to lecture students about rules, but to provide them with knowledge such as through the exhibit on water conservation and the Batur region's role as a water source for southern Bali that organically "grows" into a personal ethic of stewardship. This approach embodies the communicative and value based dimension of green hospitality. The museum is not just preserving its collection. It is using its collection to transmit a conservationist ethos, creating an emotional and intellectual connection that empowers visitors to become willing partners in the preservation of their shared heritage (Chen, 2010).

The analysis of the Batur Geopark Museum's pedagogical strategy reveals a compelling model of how a local heritage institution can function as a powerful instrument of green tourism diplomacy. By synthesizing its educational practices with its conservation mission, the museum transcends its traditional role and becomes an active agent in shaping both domestic values and international perceptions. The museum's deliberate use of experiential learning is the core mechanism through which its diplomatic message is delivered. This is not merely a matter of effective teaching; it is a strategic performance of national identity. By providing an engaging, empowering, and scientifically grounded educational experience focused on sustainability, the museum embodies the values of a nation that is forward-thinking in its pedagogy, deeply committed to its environmental responsibilities under the UNESCO framework, and genuinely invested in the future of its youth. The medium of education becomes the diplomatic message itself. This approach suggests that a nation can achieve a significant "soft power dividend" from its educational investments. The primary benefit is a better-educated, more environmentally conscious

citizenry. The secondary, and often overlooked, benefit is an international one: the very existence of this effective educational system becomes a marketable story and a diplomatic asset, reframing cultural funding as a strategic investment in the nation's global standing. The global competitiveness of tourism regions is increasingly dependent on the symbiotic relationship between infrastructure connectivity and urban development (Pchelkin et al., 2026). Science and tourism often exist as "two sides of the same coin," where the drive for exploration and scientific knowledge-making co-evolve within a destination (Zhang et al., 2026).

The primary audience for this soft power strategy is, paradoxically, domestic. By successfully cultivating a generation of young citizens who understand and value their natural and cultural heritage, the museum is creating a legion of informal, lifelong ambassadors for conservation. These students, armed with a deep and personal connection to their local environment, will naturally project the values of stewardship in their future actions, their careers, and their social interactions. When international visitors, researchers, or policymakers learn of this sophisticated, community-integrated educational system, it projects a powerful image of Indonesia. It is an image of a nation that fulfills its international obligations not just through policy declarations, but through tangible, grassroots action (Henriques & Brilha, 2017). This is the essence of soft power: creating attraction and respect through the competent and admirable execution of shared values. Modern tourist motivations are shifting toward "soft adventure" experiences that prioritize cultural appreciation, personal fulfillment, and the preservation of natural resources (Ashraf et al., 2026).

The linguistic choice of "cultivating" (*menumbuhkan*) awareness is a subtle but profound element of this diplomatic performance. It communicates a national character and a diplomatic posture rooted in partnership, nurturing, and shared responsibility, rather than instruction or dominance. In a world grappling with complex environmental challenges that require global cooperation, this language of cultivation is a key element in building the trust and goodwill that underpin both peacebuilding and effective international environmental action. The following table 1 synthesizes the core findings, linking the museum's specific practices to the theoretical frameworks of the study and their ultimate diplomatic function.

Table 1: Synthesis of Pedagogical Practices, Theoretical Frameworks, and Diplomatic Outcomes at the Batur Geopark Museum

<b>Interview Finding (Manager's Quote)</b>	<b>Pedagogical Principle (Experiential Learning)</b>	<b>Green Hospitality Ethos</b>	<b>Tourism Diplomacy Function (Soft Power)</b>
<i>"...anak-anak itu sering kesini membawa tugas, tugas mereka melakukan pencatatan..."</i> (Students come with assignments to take notes)	<b>Formalized Reflective Observation &amp; Active Experimentation</b> (Kolb, 2015). Moves beyond passive viewing to active inquiry.	<b>Education &amp; Community Engagement:</b> The museum actively partners with the community's educational system.	<b>Projects an image of a robust, integrated, and serious educational system</b> committed to its youth (Henriques & Brilha, 2017).
<i>"...yang dilihat dan yang di"</i>	<b>Concrete Experience</b> leading to <b>Abstract</b>	<b>Enhancing Visitor Experience</b>	<b>Showcases modern, effective</b>

<p><i>terangkan itu langsung saya bisa melihatnya..."</i>                  (What is seen and explained, I can see directly)</p>	<p><b>Conceptualization.</b>                  Demonstrates the cognitive superiority of tangible, object-based learning (Falk &amp; Dierking, 2016).</p>	<p><b>through Authenticity:</b> The core "product" is genuine understanding, not just information.</p>	<p><b>pedagogy.</b> This positions the nation as a leader in innovative education (Claro et al., 2023).</p>
<p><i>"...jangan sampai di rusak itu yang pengen kita tumbuhkan..."</i>                  (Something should not be damaged, that is what we want to cultivate)</p>	<p><b>Fostering Intrinsic Motivation for Behavioral Change.</b>                  Aligns with the highest goals of Education for Sustainable Development (ESD) (UNESCO, 2014).</p>	<p><b>Promoting Environmental Stewardship:</b> The goal is to create partners in conservation, not just informed tourists.</p>	<p><b>Communicates core national values of conservation, responsibility, and long-term thinking.</b> This builds trust and admiration (Nye, 2004).</p>

#### D. CONCLUSION

This study has demonstrated that the Batur Geopark Museum, through its deliberate and sophisticated application of experiential pedagogy, functions as an effective micro level instrument of green tourism diplomacy. It successfully translates the macro level goals of sustainability, heritage conservation, and national branding into tangible, impactful educational experiences for its community. By integrating with the formal school curriculum, prioritizing direct, object based learning, and employing a philosophy aimed at cultivating intrinsic motivation, the museum transforms a simple visit into a profound lesson in environmental stewardship and cultural pride. This process does more than educate. It enacts a form of soft power, projecting an authentic and attractive image of a nation committed to its heritage, its youth, and a sustainable future.

The findings of this research offer several important implications for stakeholders in the heritage tourism sector. (a) For Heritage Site Managers, educational programs should be viewed not as a peripheral community service but as a core strategic asset for destination branding and diplomacy. Investing in the development of high quality, experiential, and inquiry based learning programs can yield significant returns in public perception, community engagement, and the overall value proposition of the site. (b) For Tourism Policymakers, national tourism and foreign policy strategies should more explicitly recognize and integrate the pedagogical capacity of cultural institutions as a pillar of their soft power efforts. Funding for museum education can be framed as a strategic investment in the nation's international brand, offering a cost effective and authentic means of communicating national values. (c) For Educators and Curriculum Developers, this case study provides a powerful argument for breaking down the artificial walls between formal classroom learning and informal, place based education. Curricula should be designed to be anchored in the real world experiences offered by local museums, heritage sites, and natural landscapes, leveraging these community assets as essential components of the learning process.

This study's findings are based on a single case study and an analysis of one in depth interview, which limits the generalizability of the results. However, it provides a rich, detailed model that can inform future inquiry. Avenues for future research are numerous. Quantitative or longitudinal studies could be conducted to measure the long-term behavioral and attitudinal impacts of the museum's programs on participating students. Qualitative research incorporating the perspectives of students, teachers, and

international visitors would provide valuable triangulation of the findings presented here. Finally, comparative studies across different UNESCO Global Geoparks in various national contexts could explore how pedagogical strategies are adapted to diverse cultural settings and different diplomatic objectives, further enriching our understanding of the powerful role education can play in building a more peaceful and sustainable world.

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