

Exploration of the Potential Geosite of Ijen Geopark Bondowoso Region as an Educational Tourism

Fuad Hasan^{*1}, Intan Hayun Ningrum
¹Universitas Jember

Abstract

Geosite is one of the Ijen Geopark geosites in the Bondowoso region which has an initial design as a tourist destination which in its management only implements elements of tourism. Then after the Ijen Geopark was designated as a National Geopark and proposed to become part of the UNESCO Global Geopark (UGG), the status of the Wurung Crater, which was originally a destination, changed to a Geological Heritage Site (Geosite). This status change in its adjustment in the field with the concept of educational tourism is still not maximized. Geosite management needs to implement elements of tourism, science and education. The management concept is considered in accordance with the concept of educational tourism which includes tourism and educational activities. So the purpose of this research is to find out what potential the Wurung Crater geosite has so that it can meet the educational tourism indicators which consist of tutorial learning and field exploration. This research use descriptive quantitative research design and using survey/questionnaire methods and documentation studies in collecting data. The results of data analysis using descriptive percentages obtained a tutorial learning indicator value of 67.5% which was included in the "moderate" category and the field exploration indicator obtained a value of 75.8% in the "high" category. This shows that the Wurung Crater Geosite is superior in the preparation and provision of techniques, facilities, and learning media to support field exploration activities than in the provision of guide/interpreter facilities as well as the quality and quantity of guides/interpreters. But overall it can be concluded that the Wurung Crater Geosite has the potential for educational tourism which is included in the "high" category with the acquisition of an accumulated value of two indicators of 72.3%.

Keywords: Geosites; Ijen geopark; Educational tourism; Tutorial learning; Field exploration.

A. INTRODUCTION

Tourism is the activity of traveling from one place to another (Agustiyar et al., 2021). The main motivation for visitors to travel is the attractiveness of the destination (Alvianna et al., 2020). Tourism is currently experiencing development into sustainable tourism. This development is influenced by the environment which makes today's tourism more responsible for the economic, social and environmental aspects of the local community (Paramita et al., 2022). In Presidential Regulation No. 9 of 2019 concerning the development of geoparks states that geoparks are part of the development of sustainable natural tourism (Pardede, 2021). Geopark is an abbreviation of geological park which means earth park or geological park which is a type of tourist destination (Hapsari & Ardiansyah, 2020). Until 2021 in Indonesia there are already 43 geoparks with details of 24 with aspiring geopark status 13 geoparks with National Geopark status and 6 geoparks that have been recognized by the world with Unesco Global Geopark status (Pardede, 2021). One of the existing geopark areas in Indonesia is Ijen Geopark which administratively covers two districts, namely Bondowoso and Banyuwangi (Khoiron, 2022).

In September 2022 the UGG board accepted Ijen Geopark 's proposal to become part of the world geopark network and then in December an evaluation and re-validation will be carried out and the determination to become part of UGG will be carried out in early 2023 (Banyuwangikab.go.id, 2022). Within this time period Ijen Geopark needs to fix things that are

still lacking, UGG assessment indicators include the management of the geopark area management body must be professional and managers are required to be able to synergize programs from UNESCO including elements of education, interpretation and understanding of the environment (Banyuwangikab.go.id, 2022). One of the Ijen Geopark geosites in the Bondowoso area is the Wurung Crater geosite, which is located in Ijen District, to be precise, on the border of Jampit Village and Kalianyar Village. Based on the Bondowoso PHIG data archive regarding the accumulated visits to the Ijen Geopark site in the Bondowoso area from June to August 2022, the Wurung Crater geosite is in second place with the most visits (Pengurus Harian Ijen Geopark Bondowoso, 2022).

Wurung Crater has an initial design only as a tourist destination or it can be said that it only implements elements of tourism. Then in November 2018 when Ijen Aspiring Unesco Global Geopark (aUGGp) was designated as a National Geopark and then in 2020 it was proposed to become part of the Unesco Global Geopark (UGG) in which there is Wurung Crater as one of its geological sites. So since then the status of the Wurung Crater is no longer a tourist destination but a geological heritage site (geosite). According to Brocx (2007) in Amalia and Indrayati (2021) a geological heritage site in its management carries elements of tourism, science which includes research activities, and education and there are several other additional elements, namely regarding the development of local culture, management of natural resources, as well as land management (Oktariadi & Andiani, 2020). If reviewed further, this concept is in accordance with the concept of educational tourism which includes tourism and learning activities.

The use of geosites as an educational tour is a very good use to do. It is considered very good because it can fulfill the conservation and education objectives proclaimed by UNESCO regarding the concept of area management and development. In addition, educational tourism has the goal of providing maximum satisfaction and new knowledge for visitors (Abqoriyyah & Sakinah, 2022). On the other hand, the main goal of educational tourism is that visitors get hands-on learning experiences in the tourist areas they visit (Maesari et al., 2020). So that in educational tourism, tourists do not only enjoy the landscape of tourist attractions but also gain knowledge about the tourist objects in it which is commonly referred to as contextual learning (Astina et al., 2021).

According to Sharma (2015) in Priyanto, Syarifuddin, and Martina (2018) the concept of educational tourism consists of two types of methods, namely a combination of tutorial learning with field exploration, in relation to this research field exploration can be interpreted as geosite exploration. In the educational tourism program, regarding themes and basic knowledge of tourists about geosites can be done through tutorial learning which is supported by the availability of guides/interpreters who are competent in their fields so that tourists then shift to the location of the geosite to understand and experience the knowledge previously obtained. The next stage, tourists can start exploring the geosite to gain knowledge obtained from each geosite object and adjust it to the theoretical understanding they previously had. Geosite exploration activities can be supported by the existence of interpretation boards and the availability of visitor traffic to maximize exploration activities.

Geosite has a geological advantage in the form of a morphological view of the Intra-Caldera "Teletubbies" Volcano and the diversity of rocks making up the area resulting from Intra-Caldera Volcanic volcanism and the nearest Ring Caldera (Buku Pintar Ijen Geopark Chapter 2, 2022). The Wurung Crater geosite is dominated by a grassland ecosystem (Grassland) that stretches from the hills to the lowlands. Typical vegetation that can adapt in the area is Alang-Alang, mountain cypress, and weeds. For wild animals that can be found in this area, there are several types including wild boar and several types of passerine birds such as finches and prenjak. In addition, around the Wurung Crater geosite, visitors can see a row of volcanoes that are in the Ancient Ijen Caldera (Buku Pintar Ijen Geopark Chapter 2, 2022). The Chairperson of the Ijen Geopark Daily Board for the Bondowoso area said that the status of the Wurung Crater had become a geological

heritage site and the Wurung Crater should have implemented elements of science and education combined with elements of tourism in its management.

However, this status change in its adjustments in the field to the concept of educational tourism is considered to be still not optimal. This is partly due to the unclear flow of tourists/visitors, the absence of signposts in tourist areas towards objects often makes visitors who are not accompanied by guides/interpreters go straight to the top to take selfies and just enjoy the scenic landscape, passing by and not paying attention to the contents of the boards. interpretation boards that have been provided by the manager so that educational points, especially regarding the history of the Wurung Crater geosite and the natural diversity around the geosite, are not conveyed to visitors. If we look at the geological conditions, the diversity of flora and fauna, and their status, the Wurung Crater geosite has the potential to become an educational tour. However, facilities regarding tutorial learning activities and field exploration at the Wurung Crater Geosite are still not optimal.

In a previous study conducted by (Felicia et al., 2021) entitled evaluation of geosites for educational tourism conducted at TNBTS geosites, the result was that geosites could be used as places for learning because visiting students can interact directly with all learning resources including natural landscapes. and cultural landscapes in the geosite area. In addition, the role of education is needed in the development of the area to increase conservation awareness for visitors. There is another research conducted by (Priyanto et al., 2018) namely designing an educational tourism model in the Tulip village with the educational tourism model carried out by Sharma (2015). However, research on the exploration of educational tourism conducted at the Wurung Crater geosite has never been carried out, so the potential for educational tourism at the Wurung Crater geosite has not been mapped. Therefore this study aims to analyze the potential of the Ijen Geopark geosite in the Bondowoso area to serve as an educational tour in order to contribute ideas to managers in the process of developing the geosite area.

B. RESEARCH METHOD

This research uses descriptive research with a quantitative approach. This study aims to describe the conditions observed in the field without making predictions or explaining interrelationships (Masyhud, 2021). The sampling technique used in this study was quota sampling with 30 samples consisting of managers and visitors to the Wurung Crater geosite with details of 15 managers and 15 visitors who were given a questionnaire to fill out. There are 2 data collection techniques used in this study, namely questionnaires with closed questions and documentation studies. In this study, a single variable was used, namely educational tourism. The educational tourism indicators used consist of two indicators in the form of tutorial learning and field exploration. Before the questionnaire was used, a content validity test and a construct validity test were carried out, namely by expert judgment test and then the questionnaire was given to 30 managers and visitors to the Ijen Crater geosite. Furthermore, the questionnaire data was tested for validity and reliability using the SPSS application. The basis for making a decision on the validity test is if the Pearson correlation value $>$ the R table value (0.361) and the basis for making a decision on the reliability test is if the Cronbach's alpha value is $>$ 0.60 then the questionnaire can be used to collect research data. In addition, documentation studies were also used to obtain visitor data, geosite managers, Wurung Crater geosite profiles, Ijen Geopark Profiles.

The raw data obtained by researchers is numerical (quantitative) data which will then be described qualitatively because it uses a rating scale with a Likert scale of 5 criteria (Sugiyono, 2019). The data that has been collected is analyzed descriptively in percentage and then classified in the criteria for interpretation of data scores based on the interval formula. To determine the

high and low value per item, the researcher used the interval level value formula by (Sugiyono, 2019) and the calculation results obtained an interval class value of 24. The following are the criteria for interpreting the data scores used in this study.

Table 1. Variable interval class

Intervals	Score (%)	Category
30-54	≤36%	Very low
55-79	37% - 53%	Low
80-104	54% - 69%	Medium
105-128	70% - 85%	High
129-150	≤100%	Very high

Source: (Sugiyono, 2019)

C. RESULTS AND DISCUSSIONS

Profile of Ijen Geopark Bondowoso Region

Ijen Geopark as a candidate for UNESCO Global Geopark (UGGp) is known by the name Ijen aUGGp (Aspiring UNESCO Global Geopark). UGGp is a single geographical area whose site and landscape are integrated with international geological significance and its management carries the concepts of protection, education, and sustainable development that are carried out holistically (Buku Pintar Ijen Geopark Chapter 2, 2022). UNESCO Global Geopark (aUGGp) is a place or area where buildings with various aspects of natural and cultural heritage are preserved with the aim of increasing knowledge and welfare of the community so that the ability to manage daily expenses can be effective, able to deal with the impacts of climate change, as well as the risks of natural disasters that happened in the area.

Ijen Geopark in the Bondowoso area is delineated into 14 sub-districts. The 14 sub-districts consist of Ijen, Sumberwringin, Cermee, Sukosari, Prajekan, Botolinggo, Klabang, Tapen, Wonosari, Tenggarang, Pujer, Jambesari Darus Sholah, Bondowoso, Tlogosari districts. In the Ijen Geopark Smart Book Chapter 2 (2022) it is explained that the delineation of the area is the result of a decision from the KNGI consignment which is based on elements of study, the concept of tourism development, regional planning, and analysis of potential and related regulations. Bondowoso Regent Decree Number: 188.45/941/430.4.2/2020 Concerning the Determination of the Ijen Geopark Delineation for the Bondowoso Region strengthened the results of the consultation so that it was decided that the Ijen Geopark for the Bondowoso Region has 10 Geological Sites, 2 Biological Sites, and 5 Cultural Sites.

Ijen Geopark Program

Ijen Geopark area of Bondowoso Regency seeks to manage and develop the area by creating programs according to the concept of management and development of the geopark area initiated by UNESCO, including conservation, education and sustainable development carried out through community socio-economic empowerment (Buku Pintar Ijen Geopark Chapter 2, 2022) . In the educational aspect, Ijen Geopark has a School Goes to Geopark program, namely in the form of student activities visiting the Ijen Geopark site to study directly on the site, this activity aims to introduce the site to the public, especially students starting from Elementary School to High School levels. In addition, there are also research programs conducted by academics in the site area.

A brief history of the Wurung Crater geosite

Geosite is located in Curahmacan Hamlet, Kalianyar Village, Ijen District, Bondowoso Regency. The existence of comprehensive volcanic activity is the cause of the formation of the

Wurung Crater geosite. This geosite is a child of the Ancient Ijen Volcano which was previously estimated to have an altitude of 3,500 meters above sea level. Ancient Ijen Volcano experienced volcanic activity 700,000-300,000 years ago, then around 300,000-50,000 years ago experienced a massive eruption to form a stretch of caldera with a diameter of 18 Km with an area of 210 Km² known as the Ijen Ancient Caldera (Buku Pintar Ijen Geopark Chapter 2, 2022). This activity gave rise to 22 new volcanoes which, judging from their location and radioactive dating, were divided into two groups, namely the mountains in the caldera wall area and the areas inside the caldera with each number being 6 volcanoes and 16 volcanoes. Wurung Crater is included in the group of volcanoes in the caldera (Intra Caldera) (Buku Pintar Ijen Geopark Chapter 2, 2022).

The Wurung Crater geosite is a monogenetic volcanic type, which means that it is controlled by 1 type of eruption with a relatively old age so as to produce dimensions that are not too high and are formed like a ring. Wurung Crater slopes tend to be gentle with a height of ± 60m, the diameter of the crater is wide, tuff resulting from surge deposits is dominating. This is because the Wurung Crater is one of the Intra Caldera Volcanoes so that it gets magma supplies from magma chambers which are shallower than the caldera cliff volcano group (Buku Pintar Ijen Geopark Chapter 2, 2022). Geosite is dominated by a grassland ecosystem (Grassland) that stretches from the hills to the lowlands. Typical vegetation that can adapt in the area is Alang-Alang, mountain cypress, and weeds. For wild animals that can be found in this area, there are several types including wild boar and several types of passerine birds such as finches and prenjak. Besides that, around the Wurung Crater geosite, visitors can see a row of volcanoes that are in the Ancient Ijen Caldera. Wurung Crater itself excels in its geological value, namely a morphological appearance called "Teletubbies Intra Caldera Volcano" and its constituent rocks sourced from volcanic volcanism material around it and the caldera ring close to this geosite area.

Description of Educational Tourism Variables

Table 2. Description of educational tourism variables

Question indicator	Items	The number of respondents' answers										Category		
		1	%	2	%	3	%	4	%	5	%			Total
Facility of tour guide / Interpreter	P1	8	26,7	1	3,3	10	33,3	9	30	2	6,7	86	57	Medium
	P2	1	3,3	7	23,3	13	43,3	6	20	3	10	93	62	Medium
	P3	8	26,7	3	10	6	20	10	33,3	3	10	87	58	Medium
Tutorial learning activities	P4	-	-	5	16,7	6	20	10	33,3	9	30	113	75	High
	P5	8	26,7	1	3,3	3	10	10	33,3	8	26,7	99	66	Medium
	P6	8	26,7	1	3,3	4	13,3	8	26,7	9	30	99	66	Medium
	P7	8	26,7	1	3,3	4	13,3	11	36,7	6	20	96	64	Medium
	P8	-	-	-	-	2	6,7	9	30	19	63,3	137	91	Very high
Technical and exploration facilities	P9	-	-	4	13,3	7	23,3	14	46,7	5	16,7	110	73	High
	P10	-	-	10	33,3	13	43,3	5	16,7	2	6,7	89	59	Medium
	P11	3	10	8	26,7	10	33,3	7	23,3	2	6,7	87	58	Medium
	P12	-	-	4	13,3	8	26,7	11	36,7	7	23,3	111	74	High
	P13	-	-	-	-	2	6,7	16	53,3	12	40	130	87	Very high
Media supporting exploration activities	P14	-	-	-	-	1	3,3	14	46,7	15	50	134	89	Very high
	P15	-	-	2	6,7	7	23,3	14	46,7	7	23,3	116	77	High
	P16	1	3,3	6	20	7	23,3	12	40	4	13,3	102	68	Medium
	P17	-	-	2	6,7	6	20	12	40	10	33,3	120	80	High
	P18	-	-	1	3,3	-	-	25	83,3	4	13,3	122	81	High
	P19	-	-	-	-	3	10	13	43,3	14	46,7	131	87	Very high

Source: Processed by researcher

The variable in this study is the independent variable, namely educational tourism. Researchers obtained data regarding these variables from the answers to questionnaires that had been distributed to respondents who provided information based on their experiences regarding educational tourism facilities and activities at the Wurung Crater geosite. The value of a variable in research can be seen through the frequency distribution data from the questionnaire results.

Tutorial Learning

Table 3. Tutorial learning indicator values

No.	Sub indicators	Total answer score	Maximum score	Percentage	Category
1.	Facility guide / Interpreter (3 question items)	266	450	59%	Medium
2.	Tutorial learning activities (5 question items)	544	750	73%	High
	TOTAL	810	1200	67.5%	Medium

Source: Processed by researcher

Based on the table 3, it can be seen that tutorial learning indicators in the concept of educational tourism have two sub-indicators, namely regarding guide/interpreter facilities and regarding tutorial learning activities. The guide/interpreter facility sub-indicator is known to get a total score of 266 or 59% and is included in the moderate category which was obtained from the answers of 30 respondents to 3 question items by choosing a Likert score with a range of 1 to 5. In the sub-indicator table of tutorial learning activities represented by 5 question items and answered by 30 respondents getting a total score of 544 or 73% and included in the high category. Furthermore, it is known that the tutorial learning indicator gets a score of 810 or 67.5% and is included in the medium category.

This shows that the Wurung Crater Geosite in providing competent tour guides and tour guide services to visitors in the implementation of tutorial learning activities is included in the moderate category. The reason is that if referred to data in table 2 regarding the description of educational tourism variables, it is known that there were 8 respondents who answered Very Inappropriate and 1 respondent answered Not Appropriate to the question regarding the existence of tour guide facilities because they were not aware of tour guide facilities owned by the Wurung Crater Geosite so that it also had an impact on the value of the tutorial learning activity item he did. Visitors' ignorance of the existence of tour guide facilities in Wurung Crater is due to the absence of written information in the geosite area indicating that visitors can use guide/interpreter facilities while in the area. Even though the existence of information according to Septiawan & Indrawati (2021) is included in the minimum standard for the needs of tourist attractions which can be implemented in the form of information signs so that visitors can find out the facilities available in the tourist area.

In table 2 the description of the educational tourism variable, there are items that ask about the existence of a tour guide at Wurung Crater and get the medium category. So it can be concluded that in Wurung Crater there are these facilities but they are not optimal because if you refer to the work of visitors and their answers, tutorial learning indicators are implemented for teachers who only bring groups of students because Ijen Geopark in the Bondowoso region has a program in the educational aspect namely School Goes to Geopark.

On the other hand, there are also items which show that in groups of students, the tour guides are not always tour guides that have been provided by the Wurung Crater management, but rather the school teachers themselves due to limited guides/interpreters. Then the other items that get the category are answering regarding the competence of the guides that have been provided by the manager. So that in the aspect of guide/interpreter facilities, the Wurung Crater geosite still needs to improve the management of these indicators because in the implementation of the educational tourism model design a guide/interpreter is needed who can also be called a competent interpreter in his field. Increasing the capacity of guides/interpreters can be done through training activities. Training itself is a form of education whose implementation is in the

non-formal education route and aims to improve a competency (Hasan & Imsiyah, 2018). In line with this, Hose (2006) defines an interpreter which in principle has a function as an interpreter of geological and geomorphological sites, promotes geoconservation, increases knowledge and awareness of tourists about geological diversity/geological heritage, and provides a quality travel experience (Oktariadi & Andiani, 2020).

Tutorial learning activities which involve guides/interpreters as the main key require facilities to support their activities. According to Veverka (1994) in Weullas et al. (2019) explains that the delivery of an interpretation program can be done with two communication techniques, namely verbal and non-verbal which utilize the senses for its implementation. So that the Wurung Crater geosite manager can provide space facilities in the form of an interpretation room in which there are various tools and interpretation media including geosite replicas, videos and pictures regarding the history of the site along with the diversity of flora and fauna in the Wurung Crater geosite area. This is based on non-verbal components which include sound, texture, color, symbol, and the use of space for interpretation (Weullas et al., 2019). In addition to verbal interpretation, according to its components, visitors can receive messages or information about objects. In this case related to the profile of the Wurung Crater geosite which has been explained previously, the guide/interpreter can provide an explanation of information about the history of the formation of the geosite, the ecosystem around the geosite, and the diversity of flora and fauna found in the Wurung Crater geosite area.

Based on the results of the sub-indicators of tutorial learning activities that get a high category and refer to the variable description table of educational tourism, it can be seen that the Wurung Crater geosite has encouraging jargon given when tutorial learning activities are carried out which are usually aimed at children visitors so that they are more motivated to explore the geosite area. In addition, the question items regarding invitations or appeals to visitors to jointly care for and maintain the site by not littering in the geosite area get a very high category. On the other hand, tutorial learning activities also explain a series of tour route instructions and explain the basic knowledge of the sites visited.

Field Exploration

Table 4. Field exploration indicator values

No.	Sub indicators	Total answer score	Maximum score	percentage	Category
1.	Technical and exploration facilities (5 question items)	527	750	70%	High
2.	Supporting media for exploration activities (6 question items)	725	900	81%	Very high
TOTAL		1252	1650	75.8%	High

Source: Processed by researcher

Based on the data from table 4, it can be seen that the field exploration indicators in the concept of educational tourism have two sub-indicators, namely regarding exploration techniques and facilities and regarding the availability of supporting media for exploration activities. In the table for the technical sub-indicators and exploration facilities it is known that a total score of 527 or 70% is included in the high category which was obtained from the answers of 30 respondents to 5 question items by choosing a Likert score with a range of 1 to 5. In the sub-indicator table for media supporting activities exploration which is represented by 6 question items and answered by 30 respondents to get a total score of 725 or 81% and is included in the very high category. Furthermore, it is known that the tutorial learning indicator gets a score of 1252 or 75.8% and is included in the high category.

This shows that the manager at the Wurung Crater geosite has prepared and provided the techniques, facilities, and media used to make it easier for visitors to carry out exploration activities for the Wurung Crater geosite. As for what has been provided by the manager refers to

Table 2, including the circulation of tourists, tour packages for student groups, access to research for academics, as well as learning media in the form of interpretation boards, leaflets, videos and pictures, some of which have been made in two languages namely Indonesian and English. Although if you refer to the variable description table of educational tourism, it can be seen that in the field exploration indicators there are several items that still need to be improved or repaired, namely the signpost items inside the Wurung Crater Geosite area along with the language printed on the signboard so that it is made in two language (bilingual) to make it easier for visitors or foreign tourists to understand signposts (Priyanto et al, 2018).

Educational Tourism Potential at the Wurung Crater Geosite

Table 5. The potential value of educational tourism

No.	Indicator	Total answer score	Maximum score	percentage	Category
1.	Tutorial learning (8 question items)	810	1200	67.5%	Medium
2.	Field Exploration (11 question items)	1252	1650	75.8%	High
	TOTAL	2062	2850	72.3%	High

Source: Processed by researcher

Based on the data in table 5 it can be seen that the Wurung Crater geosite has high educational tourism potential with a total answer score of 2062 or 72.3%. Of the two indicators regarding the concept of educational tourism designed by Sharma (2015) the Wurung crater geosite gets a higher score on the field exploration indicator of 75.8%, which means that the technical, facilities and visitor exploration media have been provided and well designed by the manager. In contrast to the tutorial learning indicator which only gets a score of 67.5% and is in the medium category.

Overall, based on the results of the analysis of the potential value of educational tourism , it can be interpreted that the Wurung Crater Geosite has high potential as educational tourism, but it still needs to improve and improve its management system, especially on tutorial learning indicators which include guiding or interpreter facilities, tutorial learning activities, and field exploration facilities in the form of signposts in the geosite area and an interpretation room which contains media and educational tools regarding the Wurung Crater Geosite.

D. CONCLUSION

Based on the results, data analysis, and discussion tutorial learning indicators get the "medium" category. The main tutorial learning indicator needs to improve guide/interpreter facilities because the sub-indicator gets the "medium" category. In this regard, the management of the Wurung Crater geosite can conduct training activities to increase the competence of guides/interpreters and prepare the surrounding community to become local guides with guides/interpreter training activities. Whereas the field exploration indicators get the "high" category, but managers still need to maintain and improve the management of these good indicators. So it can be concluded that the Wurung Crater geosite which is a part of the Ijen Geopark geosite in the Bondowoso region has potential as an educational tour with the "high" category.

The potential possessed by the Wurung Crater Geosite includes having a tour guide/interpreter, in carrying out tutorial learning activities giving Ijen Geopark jargon, especially for child visitors when explaining the history of the site and basic information about the site and inviting visitors to take care of it together and maintain the site by not littering. Then at the Wurung Crater geosite there are also tour packages for groups of students on field trips, providing access to research for academics who wish to conduct research in the site area, providing learning media to support site exploration activities in the form of interpretation boards made in bilingual,

leaflets, videos, and pictures that are packaged in simple language and are easy for visitors to understand.

There are several limitations in this study including the number of respondents which is only 30 people which does not reflect the real situation, the use of independent variables namely educational tourism which has indicators, including tutorial learning and field exploration only so that the research results do not explore the advantages and disadvantages of the Wurung Crater geosite outside of learning indicators tutorials and field exploration. In addition, the data collection process. The information has provided by the respondents. Sometimes, it is not reflect to the actual opinions of the respondents. This happened due to differences in thoughts, assumptions and different understandings for each respondent. The other factors such as honesty when filling out the questionnaire.

For the further study, it is recommended to take more samples. The results of research with conditions in the field can be more accurate. In addition, the future research can add a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis to the research method. The other weaknesses and strengths can be found on sites other than the educational tourism design has initiated by Anukrati Sharma. Moreover, the future research can be provide additional variables, it is can affect for the results of exploring in the potential of educational tourism in the Wurung Crater geosite.

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