



INTRODUCTION TO ENVIRONMENTALLY FRIENDLY EDUCATIONAL TOURISM AT UNIVERSITAS NEGERI SEMARANG FOR ELEMENTARY SCHOOL

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ABSTRAK

Wisata edukasi atau eduwisata merupakan aktivitas wisata yang bertujuan memberikan pengalaman pembelajaran dan pengembangan keterampilan. Universitas Negeri Semarang (UNNES) telah mengembangkan kegiatan eduwisata dengan berbagai tema, namun eduwisata ini masih kurang dikenal masyarakat. Oleh karena itu diterapkan konsep ramah lingkungan sebagai ciri khas eduwisata UNNES. Tujuan kegiatan ini adalah untuk meningkatkan pengetahuan, pemahaman dan keterampilan dalam mengembangkan eduwisata ramah lingkungan bagi pelajar. Kegiatan pengabdian eduwisata ramah lingkungan ini dilaksanakan melalui tiga tahapan, yaitu 1) edukasi pengenalan eduwisata ramah lingkungan, 2) edukasi pengenalan energi ramah lingkungan dan 3) evaluasi kegiatan. Rangkaian kegiatan eduwisata dilaksanakan pada Rabu, 19 Juni 2024 melibatkan pelajar sekolah dasar (SD) yang mengikuti berbagai aktivitas, diantaranya mewarnai gypsum karakter hewan untuk meningkatkan kreativitas dan mengenalkan konservasi lingkungan, serta tur Rumah Inovasi untuk memahami produk energi ramah lingkungan. Selain itu peserta juga berkeliling kampus menggunakan mobil listrik yang mengenalkan aplikasi energi terbarukan. Hasil kegiatan menunjukkan bahwa seluruh peserta antusias, memahami konsep ramah lingkungan, dan tertarik mengikuti kegiatan serupa di masa mendatang.

ABSTRACT

Educational tourism or edutourism is a tourism activity that aims to provide learning experiences and skills development. Universitas Negeri Semarang (UNNES) has developed edutourism activities with various themes, but this edutourism is still less well-known to the public. Therefore, the environmentally friendly concept is applied as a characteristic of UNNES edutourism. This activity aimed to increase knowledge, understanding, and skills in developing environmentally friendly edutourism for students. This environmentally friendly edutourism service activity was carried out through three stages, 1) introducing environmentally friendly edutourism, 2) introducing environmentally friendly energy, and 3) activity evaluation. The series of edutourism activities carried out on Wednesday, June 19, 2024, involved elementary school students (SD) who participated in various activities, including colouring gypsum animal characters to increase creativity and introducing environmental conservation, as well as a tour of the Innovation House to understand environmentally friendly energy products. In addition, participants also toured the campus using electric cars that introduced renewable energy applications. The activity results showed that all participants were enthusiastic, understood the environmentally friendly concept, and were interested in participating in similar activities in the future.

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INTRODUCTION

Educational tourism or edutourism is defined as a tourism activity undertaken by tourists to gain education or learning (Novianti et al., 2021). The World Tourism Organization defines educational tourism as having the primary motivation of tourist involvement and experience in learning, self-development, and skill enhancement. Some products that describe educational tourism are related to academic learning, skill-enhancing vacations, field trips, career development courses, and so on (Organisation, 2019). Educational tourism is a part of special interest tourism where the tourists are divided based on their motivation. The groups of educational tourism actors include adults and parents who still have an interest in learning, students and college students (Wijayanti et al., 2016).

Nowadays, many schools, from kindergarten to high school, use educational tourism as a learning method. This is done so that students do not feel bored because they continue to carry out learning activities in the classroom. Through educational tourism activities, students can travel while learning so that learning feels more enjoyable. Educational tourism is one way to achieve a sustainable tourism model that focuses on education and learning aspects, as well as promoting environmentally friendly activities and products (Prasetyo & Nararais, 2023).

Through educational tourism on the campus of Universitas Negeri Semarang (UNNES), all educational potentials can be optimized, such as the availability of adequate facilities and human resources. As one of the universities that organizes educational activities, UNNES should have closeness and be useful for the community

(Wisnuadji & Fasa, 2021). closeness to the community can be brought up, one of which is through educational tourism activities where the community can directly find out about the activities and results or products of higher education. UNNES has organized educational tourism activities for students with various themes, such as Omah Keboen (conservation and nature), Sinau Batik and Kampung Budaya (art and culture), and Sport and Health (FIK) (Dwi Hermawan, 2017; Humas, 2014). The existence of various objects and supporting facilities can certainly be an attractive educational tourism destination if it fulfills the 3A components of tourism, including: (Sari et al., 2020):

1. Attraction, which includes everything that has authenticity or uniqueness that can attract tourists.
2. Accessibility, which includes facilities that make it easier for tourists to reach tourist destinations.
3. Amenities are components that complement the needs of tourist destinations, such as interpretation boards, guide services, accommodation, and so on.

The educational tourism activity has been launched and is running, but still has several obstacles. Although it has a lot of potential to support educational tourism activities, educational tourism on the UNNES campus is still not well known by the public. In addition, the educational tourism owned by UNNES also does not have a distinctive characteristic that distinguishes it from educational tourism owned by other institutions. Therefore, a distinctive characteristic is needed, namely by implementing an environmentally friendly concept in UNNES educational tourism

activities. By implementing an environmentally friendly concept, it is hoped that tourists visiting UNNES can gain experience in implementing an environmentally friendly concept in preserving the environment and culture. Based on this, it is necessary to introduce the environmentally friendly concept to prospective UNNES educational tourists, namely to students.

METHOD

Based on the existing problems, the solution offered is to introduce the concept of environmentally friendly as a characteristic of UNNES's educational tourism. The introduction of this environmentally friendly concept is packaged in experience-based learning activities so that students can more easily understand and apply the environmentally friendly concept taught (Novianti et al., 2021). An introductory activity on environmentally friendly educational tourism for elementary school students was held on June 19, 2024, at Universitas Negeri Semarang.

This activity was carried out by inviting participants from representatives of elementary school students (SD) totaling 50 people to introduce the concept of environmentally friendly educational tourism through the following 3 activities.

a. Education on Introduction to Environmentally Friendly Activities

Participants were introduced to the concept of being environmentally friendly through an activity, namely coloring gypsum statues. The type of gypsum statue used was a statue with characters of various types of animals, such as fish, elephants, and insects such as bees, dragonflies, and butterflies. The selection of this statue form aims to introduce

various types of animals that are commonly found in everyday life.

b. Education on Environmentally Friendly Energy

Environmentally friendly energy is important to know from an early age. Therefore, in the environmentally friendly education activities on the UNNES campus, elementary school students were invited to learn about various alternative energy innovations owned by UNNES at the Innovation House. In addition, participants were also invited to tour the campus with an electric shuttle car.

c. Evaluation

The level of knowledge and understanding of participants towards the concept of environmentally friendly in educational tourism activities is seen based on participant responses. A questionnaire was given containing five questions related to activities. The statements asked in the questionnaire included:

1. Do students feel happy/enthusiastic about participating in environmentally friendly educational tourism activities at Universitas Negeri Semarang?
2. Do students feel interested in environmentally friendly educational tourism activities?
3. What concepts do students learn through educational tourism activities?
4. What are some examples of environmentally friendly activities in everyday life?
5. Are you interested in visiting UNNES again to participate in other educational tourism activities??

RESULTS AND DISCUSSION

a. Edutourism on Introduction to Environmentally Friendly Activities

The first stage was to introduce the concept of environmentally friendly educational tourism activities to 50 students from representatives of five elementary schools in Semarang City. The five elementary schools were Spondol Kulon 2 Elementary School, Pekunden Elementary School, Al-Azhar 25 Elementary School Semarang, UNNES Lab School Elementary School, and Nasima Elementary School Semarang.

The environmentally friendly educational tourism activities at UNNES were packaged in a series of tour activities and gypsum statue coloring activities. As an opener, students were introduced to games to form groups. The game aimed for students from the five schools to get to know each other.



Figure 1. Participants coloring gypsum

After opening with a game, participants were then directed to follow the next series of activities, namely coloring gypsum (Figure 1). This activity was chosen because it could train and develop students' creativity and motor skills (Rahmawati & Ulama, 2018). The selection of animal-shaped statues aimed to introduce students to animals that were commonly found in the surrounding

environment. By knowing the types, students were expected to love animals and their habitat or environment more. In this activity, gypsum statues were colored with primary colors, namely red, yellow, blue, black, and white. Primary colors were chosen to introduce color mixtures and training students' creativity in mixing and applying colors to gypsum statues (Figure 2).



Figure 2. Results of Gypsum Coloring by Participants Showing Color Gradation

b. Education on Environmentally Friendly Energy

Education on environmentally friendly energy was carried out through two activities, namely a tour of the innovation house and touring the UNNES campus by electric shuttle car. In this innovation house tour activity, participants were invited to tour and were introduced to various products available at the Innovation House located in the UNNES LPPM Building. The UNNES Innovation House has various innovative products, including innovative products with the theme of energy conservation and renewable energy. Some of these innovative products include Biobriquettes, EnerGel, Zea Flame Gel,

Pancanaka Car, Solar and Wind Hybrid Power Plants, and so on.



Figure 3. Shuttle Car Tour for Introducing Renewable Energy

In addition to being introduced to various energy-themed products at the Innovation House, participants were also invited to tour or go around the UNNES campus by shuttle car (Figure 3) to introduce participants to environmentally friendly

energy. In this case, it is electrical energy that is a substitute for fossil fuels that are commonly used. Through this campus tour experience, participants who were elementary school students were expected to be able to better understand the forms of environmentally friendly energy and their applications in everyday life. Introduction to the forms and conservation of energy is very important to be taught from an early age so that it can direct students to use energy and resources more wisely (Jufri, 2023).

c. Evaluation and Participant Responses

After completing the environmentally friendly educational tourism introduction activity on the UNNES campus, participants gave their opinions about the activity through questionnaires and interviews.

Table 1. Response from Participants of Environmentally Friendly Edutourism Activities at UNNES

No	Statement	Response
1	Students are happy and enthusiastic about participating in environmentally friendly edutourism activities at Universitas Negeri Semarang.	100%
2	The introduction of environmentally friendly edutourism activities attracts students' interest in learning to love the environment.	100 %
3	Students learn about environmentally friendly concepts from the edutourism activities they participate in.	100%
4	Students understand environmentally friendly activities in everyday life.	98%
5	Students are interested in visiting Universitas Negeri Semarang again to take part in other edutourism activities.	100%

Based on Tabel 1, All participants felt happy and enthusiastic and were interested in participating in the environmentally friendly educational tourism activities held at the UNNES campus. The majority of students understood the application of environmentally friendly concepts in everyday life. Elementary school students who participated in this activity were also interested in participating in similar activities held by UNNES in the future. Based on this, educational tourism activities at the UNNES campus are worthy of being held and developed as an educational tourism package that introduces environmentally friendly concepts in everyday life.

CONCLUSION

The introduction of environmentally friendly concepts in educational tourism activities needs to be carried out to the community, especially elementary school students, to raise awareness of environmental sustainability from an early age. Environmentally friendly educational tourism activities organized by UNNES can introduce elementary school students to various environmentally friendly activities and renewable energy.

The suggestion from this activity is that environmentally friendly educational tourism has the potential to become UNNES's flagship program in introducing sustainable educational tourism practices to the community, especially school students. In addition, educational tourism activities can also increase closeness between universities and the community, and can also be a means to promote universities. Therefore, it is necessary to develop various educational tourism packages to accommodate various tourist interests and collaborate with various schools.

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