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Development of Edu-Tourism based for Local Competencies

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Abstract- The development of local competency based on educational tourism is one of the central issues in entering the New Normal era in Indonesia. The problem is that there is no understanding of regional stakeholders regarding the strategic approach to developing local competency based on education tourism because the types of local potential that each region has are varied and different to be created so that added value can be a source of excellence (comparative, competitive) for each region that develops. The research method used is qualitative with a descriptive-analytical approach. The results showed that the basic value and strategic value orientation of local competency development based on education tourism through a knowledge-based strategic approach were able to elevate the image of tourism as a leading multidimensional development sector. The knowledge-based strategic approach is understood by local stakeholders and is applied through the knowledge creation process. Therefore, the process of knowledge creation through socialization, externalization, combination and internalization (SECI) at tourism destinations or tourist attraction objects (TAO) is a best practice that needs to be replicated and used as an action orientation for stakeholders in developing areas.

Keywords: Educational tourism, local competence, destinations, knowledge creation.

I. INTRODUCTION

The strategy for developing local competency based on educational tourism is interesting to discuss after the 2019 Corona Virus Disease (COVID-19) pandemic era in or entering the New Normal era of the Local Economy (NENOLE). This attraction is more meaningful because it is associated with efforts to continually position the tourism sector as the leading multidimensional development sector (Basorudin et al., 2021; Crnogaj et al., 2014; Tosun et al., 2020). The problem is that there is no public understanding regarding the local competency development model based on education tourism because the types of local potential possessed by each region are very diverse to be created so that added value is the basis for the competitive advantage of developing regions. Likewise, it is rather difficult to determine the value orientation of education tourism-based local competency development when educational tourism is understood only as a form of tourism business practice that is ultimately financial value-oriented without taking into account its multidimensional and sustainable impact on community learning (Ardani et al., 2020).

This research article presents the results of the analysis and an explanation of the local competency development strategy based on education tourism. Several researchers and writers (Ankomah & Larson, 2000; Brahmanto et al., 2018; Holdnak & Holland, 1996; Malihah & Setiyorini, 2014; Mulyana et al., 2017; Ojo & Yusof, 2019) agree that tourism education is a program that combines elements of tourism activities with educational content in it. This program is designed in such a way as a regular tourism activity or extracurricular activity of quality and learning weight. The material in the scouting is adjusted to the weight of the students and the educational curriculum. Every time students visit a tourist destination or object of tourist attraction (OTA) will always be adjusted to the interest of the object and the field of knowledge being studied.

One of the material references which are relevant as a value orientation of local competency development based on educational tourism is Jeffrey Sachs' writing entitled *International Economics: Unlocking the Mysteries of Globalization* (Sachs, 1998). Sachs questions various phenomena that essentially want to uncover and solve the mystery surrounding globalization or glocalization according to Swyngedouw (2004) – namely a localized global product such as a vaccine for immunity against COVID-19. First, whether globalization in the post-COVID-19 pandemic can boost the world economy more quickly or, is globalization will the world economy collapse as it is today? Second, is globalization able to increase or even reduce the microeconomic stability of a country or region? Third, can globalization increase the income of the world community, so that inequality between countries or between communities in can the world be reduced as a result of the outbreak of the COVID-19 pandemic? Fourth, the most relevant

question for this discussion is how can the goal of developing local competency based on education tourism be able to adapt to changes that have occurred due to the COVID-19 pandemic or in entering the New Normal Local Economy (NENOLE) era?

Based on the four main questions above, a more concrete question is how the regions in Indonesia, including the Makassar City Government, respond to the flow of globalization in the mysterious New Normal era? Of course, various responses can be given in response to this question. Hubeis(2005) responds that in entering the era of globalization and free markets in the XXI century which is full of competition, complexity, diversity, and dynamics in the context of regional autonomy, the tourism business is supported by the role of Cooperatives and Small and Medium Enterprises (CSME), the private sector and private companies. State-owned enterprises (SOEs) as a pillar of the national economy are expected to play an optimal role in the absorption of labour in creative economic activities, regional development, technology absorption and competing to develop local competencies based on educational tourism.

Hubeis' response that tends to see from the side of the urgency of strengthening the role of local institutions as economic actors involved in it is very important because, in addition to being following the orientation of government policies to promote the tourism sector as the leading sector for multidimensional development, it is also because the role of educational tourism institutions is very decisive the success of education or learning for the millennial generation. Hubeis then suggested the need to develop a more diverse and competitive strategy to maintain and increase the domestic tourism market, in addition to expanding the national and international tourism market segments as a result of the development and attractiveness of the tourism business problems which are increasingly complex and competitive. Meanwhile, Akib(2003) states that the mindset of local competency development strategies through the Knowledge Management Approach (KMA) based on knowledge creation is a strategic choice in sustainable multidimensional development. Akib stated that KMA combines and synergizes a core competency-based or local competency-based approach with a market-based approach in its application. Therefore, it is assumed that the appropriate knowledge creation model is applied in the development of local competencies based on education tourism.

II. THEORETICAL REVIEW

The concept of a tourism business based on local competencies is a strategic approach by the development of core competencies (Denicolai et al., 2010)(Prahalad and Hamel, 1994), including for the development of local competencies based on education tourism. According to some experts, this core competency-based strategic approach is effective when combined with a market-based approach (Srivastava et al., 2001). The combination and synergy of these two approaches is the basis for the knowledge management approach (KMA). In other words, KMA is a synergy between the market-based / MB and resources-based / RB approaches (Akib, 2003; Peteraf & Bergen, 2003).

The mindset of business strategy as synergy in the MB-RB approach is essentially differentiated in several ways (AM et al., 2020; Pawar et al., 2020). The viewpoint of the MB school always starts thinking by looking at the market first, by analyzing the external environment and by looking at its very dynamic institutions, so that the industrial competition analysis model from Srivastava et al., (2001) is popular as the main reference for any business design that is developed. The focus of developing a competitive strategy is placed on protecting the market by creating barriers for competitors to experience difficulties in entering the market (barrier to entry). Meanwhile, the RB approach always seeks to put competitive jargon mainly on efforts to create future innovations through the competence of local resources owned by the organization to improve its capabilities in competing based on core competencies so that obstacles can be created for competitors in the form of difficulties to be imitated/ barrier to imitation (Huseini, 1999).

Along with the Hubeis response and the strategic approach introduced above, this paper introduces a tourism business development strategy or a local competency-based innovation model that refers to the RB approach. This effort was chosen because the perspective on the context of the dynamics of competition ultimately influences the starting point of drafting a local competency development plan based on education tourism at the research locus.

One of the most important goals of implementing a strategic approach is to create superior and lasting financial performance through sustainable competitive advantage/ SCA (Hatch & Dyer, 2004; Hunt, 1999). Without ignoring the criticism of this strategy, Hunt stated that the creation of an SCA that applies

the Resource Advantage theory approach is very supportive of competition, productivity, and economic growth (Hunt, 1999). SCA uses the thinking of Austrian economists and the Schumpeterian tradition of evolutionary economics. This theory argues that economic performance is influenced by 1) innovation and organizational learning; 2) business institutions and consumers who have imperfect information - asymmetric information; and 3) core competencies and entrepreneurial excellence. The role of innovation as a determinant factor for economic performance is further explained about the development of local competencies based on education tourism.

Local competence is understood as all kinds of real potential that are owned and developed by regions, both natural potential and social, cultural, economic and institutional potential, including superior commodities and human resource potential that are worthy of being developed as a source of regional competitiveness (Akib et al., 2019). Meanwhile, a broader definition of innovation is put forward by Dabic, Cvijanovic, & González-Loureiro (2011) that innovation is a creative destructive action and is considered a source of competitive advantage based on knowledge creation. Schumpeter's definition of innovation implies a new strategic approach, namely knowledge management that synergizes market-based and resource-based approaches (Akib, 2003; Denicolai et al., 2010). Schumpeter's definition of innovation also includes (innovation) products, processes, markets and organizations.

Innovation in various forms is related to various aspects such as management, work behaviour, task implementation, various resources, including knowledge creation in the SECI Model: Socialization, Externalization, Combination, Internalization (Nonaka & Takeuchi, 1995). This is based on the understanding that competitive advantage will be achieved through continuous innovation based on knowledge creation in organizations. For example, process innovation is based on product, opportunity, money, process, personnel and group factors in the form of results (innovation capacity), as are product innovation, marketing innovation and management innovation.

The innovation produced by an organization often results in process innovation for other organizations, but it does not automatically guarantee more jobs. Overall, both at the macro (employment) and micro (organizational) level, innovation can have a positive impact, namely new products/processes that generate new value (benefits) which in turn induce positive (substitution) demand in the economic aggregate and turn increase absorption of employment. Process innovation becomes an important tool to increase the excellence that is declared as an industrial production location. On the other hand, innovation has a negative impact in the form of technological unemployment. It can happen when innovation disrupts jobs and increases unemployment.

Based on the description above, it can be seen that the thinking of business strategies that support the development of local competencies in terms of educational tourism. The intended business strategy thinking includes clarity of regional strategic vision, regional segmentation, regional positioning, regional positioning of regions, and the application of the SECI Model as the core of KMA. This business strategy will at the same time be a recommendation to the Makassar City government to realize it as a trigger for the development of local competencies based on education tourism.

III. RESEARCH METHODS

The research method used is qualitative with a descriptive-analytical approach (Hegde & Pallavi, 2015) combined with the fact approach. Data and information regarding the development of local competency based on educational tourism were obtained through observation techniques, interviews with some informants representing business institutions and public institutions or staff and leaders of Regional Apparatus Organizations as the leading sector in charge of tourism tasks, as well as informants representing agencies (Makassar City Tourism Office, Department of Industry and Trade, Office of Education, State and private universities in Makassar City) as well as community members who are directly involved in the "chain of business activities in the field of educational tourism". Data and information were also obtained from school residents (teachers with high school / high school students and vocational high school / vocational schools) purposively carrying out personal and institutional education activities at various college locus and tourist sites in Makassar City. Data is processed and analyzed using an interactive model (Miles et al., 2018) which includes the stages of data collection, data condensation, verification / concluding.

IV. RESEARCH RESULT

The existence of a reputable higher education institution in Makassar City is a valuable asset because developing higher education institutions are hunted by high school students or their equivalent to continue their education. Besides, there are also many school residents (educators/ teachers, students, education staff) from educational institutions, especially Public Middle Schools (PMS) and Vocational High Schools (VHS) who visit Makassar City to hold study tours at universities. To help newcomers who wish to continue their education in South Sulawesi, certain valuable programs are needed, one of which is the education tour program. Even though there is no business institution, for example, the Makassar Education Tour (MET), higher education tours with activities include tours to campus where providing information related to the campus visited is a good habit for some school residents, especially high school students (PMS/VHS). The market share that the educational tourism program is aiming for is tourists from outside the region or school residents who want to hold a study tour, especially high school / vocational high school students in grade three (3). The locations of MET-type businesses are state campuses and large private campuses in Makassar City, namely Universitas Hasanuddin (UNHAS), Universitas Negeri Makassar (UNM), Universitas Islam Negeri (UIN) Alauddin Makassar, Politeknik Pariwisata Makassar (Poltekpar), Politeknik Negeri Makassar (PNM), Institut Pemerintahan Dalam Negeri (IPDN) South Sulawesi, Universitas Muslim Indonesia (UMI), Universitas Muhammadiyah (UNISMUH) Makassar. Hexagonally, the development of local competencies in this MET-like program can be reviewed based on the following classifications:

Target Group. According to some informants, in the process of running an educational tourism program, investment capital is needed so that business activities can run smoothly. So far, MET has collaborated with individuals and business institutions from the local area and Makassar City, and some have even collaborated with business actors from outside the local area. The business manager is targeting to be run by residents as the host as well as local campus students. For students, this is done through the involvement of members and administrators of certain study program associations. Until now, business activities with the nuances of educational tourism are the result of benchmarking and collaboration with entrepreneurs from outside the region.

Geographical Location Factors. MET-type business activities are located in several areas around large campuses in Makassar City, especially in Tamalanrea because it is close to UNHAS; Gunungsari because it is close to UNM, UIN Alauddin Makassar and UNISMUH; Pampang because it is close to the UMI Makassar, and in several places, including on Jalan Gunung Bawakaraeng, Jalan Abdul Kadir Parantambung and in Sungguminasa, Gowa Regency which borders or is close to Makassar City.

The location distance from one campus to another is not that far away and some are in one district, for example, the UNM Campus, the UIN Alauddin Campus and the UNISMUH in the Panakkukang District area. Panakkukang is a district not far from the centre of Makassar City where the availability of road infrastructure and means or modes of transportation is good or of good quality. This condition allows opportunities for cooperation and business partnerships from outside Makassar City in the context of developing this business.

The implication of the existence of several large campuses in Makassar City, both with public and private status, is that, among other things, the settlements are becoming increasingly crowded due to the construction of rental houses (boarding houses) in Makassar City, especially in Panakkukang District, which has become fast and crowded. Another implication is that it demands the provision of job training and the development of creativity and innovation for community members so that activities in the education tourism business chain can create and *involve a professional workforce*.

Business chain. A real business-like MET is quite capable of involving a professional workforce from local community members to reduce unemployment and at the same time as a form of community empowerment in Makassar City. The results of observations show that the involvement of community members in business activities related to educational tourism is not only a "new occupation or profession" which is beneficial for some people who pursue it professionally or amateurs (part-time jobs), as well as for those who do it is a form of social learning with taking advantage of educational tourism business opportunities based on information and communication technology (ICT). Meanwhile, according to some informants, the education tourism business will be saturated along with the use of modern communication tools by prospective new students coming to Makassar, because of the university's profile,

more specifically the study programs that are interested in registering are very easily accessible via the internet.

Without denying the somewhat different opinions of the two informants above, it can be seen that no matter how easy information about university profiles is obtained via the internet, it is following the opinion of other informants that, actual educational tourism, there is still market segmentation or its enthusiasts. PMS/VHS students from various regencies and even from provinces outside South Sulawesi, still want to visit Makassar City with various goals and interests, including seeing the universities that will be registered later.

Sustainable Business Management. Management of educational tourism businesses in a sustainable manner based on information and communication technology (ICT) is an alternative to local economic business activities occupied by the perpetrators. Sustainable business management can be carried out through the development of creativity and innovation in tour programs and empowerment programs to increase the economic welfare of the community. The observations show that the "new format" of educational tourism business based on "aisle garden" in Makassar City is a new form of innovation from the Makassar City government which is carried out simultaneously and sustainably. This can be seen from the more organized number of alleys accompanied by plants and flowers that are cared for by residents who live or live in the hallway.

According to some informants from the community (Interview, 2019-2020) that, the garden hall program was relatively successful in being developed sustainably by most of the City Community residents who live or have their houses in the alleys, but the other side has a negative impact, namely if in the past, what you can see is the view of the garden aisle, which is beautiful and green because of the many flowers planted in pots, but now some of the "hallway faces" have turned into "parking passages". This phenomenon occurs due to the excessive sense of ownership of alley residents, moreover, some residents do not have a vehicle parking garage in front of their house, so their vehicles are parked in the alley or on the side of the road.

Business governance. The results of the observations show that running an educational tourism business, is very much based on the existence of a partnership with the campus or at least with student management of the association at the study program level. Campuses in Makassar City as a place for business to be carried out continue to establish cooperation and communication as a form of business partnership because they hope to both benefits or benefit from this educational tourism business. Especially for individual members of the community or business institutions who participate in educational tourism businesses such as MET, it provides new inspiration for anyone interested in developing a business in the chain of educational tourism activities based on good governance.

Management of future business development. Observing the existence of business development opportunities in the education tourism business chain, the following describes the perspective on the role of stakeholders in a type of business like MET as follows.

The sub-district within the city of Makassar or the local sub-district plays a role in helping community members in the process of data collection on Human Resources (HR) who are considered to have talents in educational tourism activities. These talented people are then empowered in the workforce recruitment process and as a liaison to the human resource system and other resources to support educational tourism activities.

Campus residents (UNHAS, UNM, UIN, Poltekpar Makassar, PTM, IPDN South Sulawesi, UMI, UNISMUH), institutionally or individually act as business partners such as MET. Furthermore, the Makassar City Education Office apparatus plays a role in the formulation of the business concept so that it fits into the existing education concept and helps increase promotion to educational institutions. The University Student Executive Board at each campus plays a role in collaborating in the recruitment of workers to assist campus tours. The Department of Trade and Industry plays a role in providing facilities for entrepreneurship training and resource management. The Tourism and Culture Office plays a role in travel management training and tourism assistance and partners to make business institutions such as MET the icon of Makassar City. Also, the role of Social Worker practices is very important, among others, as a social work facilitator. The role of the "facilitator" is often referred to as an "enabler" because it aims to help clients become able to handle situational or transitional pressures.

Without neglecting the role of actors institutionally and individually above, it can be seen that the development of local competencies based on education tourism aims to support the realization of the

vision of "Accelerating Realizing Makassar as a World City that is Serious & Smart City with Strong Immunity for all".

V. DISCUSSION

One of the tasks of the Makassar City Government is to map the relative position of its region as the basis for formulating the grand design of its regional development strategy based on its local potential and competencies (Akib et al., 2019; Denicolai et al., 2010; Srivastava et al., 2001). This step begins with preparing a vision and mission, assessing existing resources that are still feasible to develop, and determining the sequence of steps and sequences of policies that must be carried out.

The constructive steps of the Makassar City government as a centre for the development of various types of higher education institutions in Eastern Indonesia are supported by both changes in attitudes and institutional structures as well as creating economic activities to support and facilitate investors to invest in tourism, more specifically educational tourism. Some of the elements include an understanding of the role of investors in the region, the development of attitudes, organizations and systems that support attracting investors to the region, as well as an assessment of the training needs needed for the development of human resources (HR) suitable for the development of local competencies based on education tourism (Crnogaj et al., 2014; D. Daraba et al., 2018; Dahyar Daraba et al., 2021; Hatch & Dyer, 2004).

The results showed that the mapping of regional potential is an agenda that should not be overlooked in the context of developing local competencies based on education tourism in Makassar City. This step is the identification and preparation of a map of regional potential which is continuously fostered for the development of the region as a whole (Ankomah & Larson, 2000; Basorudin et al., 2021; Crnogaj et al., 2014; Hatch & Dyer, 2004). This potential map is the rationale for decision-makers both within the Makassar City Government and potential investors to consider the provision of various supporting facilities that support the development of educational tourism-based areas. The results of the mapping that has been carried out through an inventory of various development potentials, including in the field of the tourism industry, culture and human resources (intellectual capital) owned by the City of Makassar, identification and determination of strategic aspects about the vision-mission and various possibilities for developing tourism-based local competencies education.

Local segmentation or localization is related to efforts to compete with the current globalization that is hitting Makassar City. Localization grows and develops both as an expression of local diversity and creativity, as well as in anticipating the era of glocalization - a localized global product today. This reality refers to the significant local economic capacity of an area to compete. Seeing the tendency of more and more regions to compete in the same market, the Makassar City government also applies an outward-looking approach in obtaining opportunities that are considered to be beneficial for city development. This approach increases the motivation of marketers from companies in the Makassar Industrial Estate to compete in a wider geographical segment to foreign countries or internationally, including expanding research and development of their superior products, to develop their potential products.

Motivation to adapt to changing market conditions in free trade needs to be grown, by not only being satisfied with the specific products that are owned but also expanding and deepening the focus and speed in research and development. For example, Makassar City, which has long been known as one of the historical areas whose products have the potential to enter the national and global markets, then establishes trading partnerships with target regions and countries such as the Netherlands, Japan and countries in the Middle East. Makassar is familiar with Dutch and Japanese culture because the two countries had colonized Indonesia and there are historical legacies in Makassar City, for example, Fort Rotterdam, while the Middle East has almost the same culture in religious rituals because the majority of the population of Makassar City is Muslim. Therefore, according to some informants, if Makassar City wants to penetrate other foreign markets, it must conduct an in-depth study on culture.

Based on the strategic formulation applied in Makassar City, it appears that there is a potential that can be relied on to increase regional competitiveness (Basorudin et al., 2021; Crnogaj et al., 2014; Denicolai et al., 2010). This strategic choice has been packaged in such a way as to attract "consumers" to it. This item is "sold" and communicated (promoted) to related parties in a program to develop the image of Makassar City as a "City of Education and Commerce" in Eastern Indonesia. Thus, the strategic approach adopted by the Makassar City government is appropriate, which positions its area as a place of investment for the tourism industry, so that it appears that the resources developed are more directed to

support this positioning. Furthermore, mapping the real potential of Makassar City and choosing among the various potentials to be developed, directing the resources owned to support that choice and finally communicating that choice as a step to create this regional advantage.

The Makassar City Government has developed KMA in managing tourism loci or destinations, more specifically the development of its tourist attraction objects/ TAO (Crnoga et al., 2014; Tosun et al., 2020). This can be seen from the planned outreach activities carried out by stakeholders together with officials in regional apparatus organizations (RAO) that handle educational tourism in Makassar City. Dissemination is carried out internally and externally by RAO officials to synergize and support the development of superior tertiary education and TAO. While the socialization of the development program for the educational tourism component which includes tourism attraction data, access to and from TAO education, improving the quality and quality of facilities and infrastructure as a form of accommodation for student tourists, amenities that can be enjoyed and memorable for every student tourist, and ancillary additional services or services that can be obtained by school residents, abbreviated as 5A, then stakeholders in each region are also active in externalizing superior educational tourism programs to get support from related parties and have an interest in the development of appropriate educational tourism destinations or TAO, both with individuals and business actors as well as with community members and student organizations that facilitate the development of educational tourism.

Along with the socialization and externalization of programs and activities that support the development of TAO education in Makassar City, officials in the RAO (Makassar City Tourism Office) as the leading sector in the development of educational tourism combine and synergize the real efforts that are being and have been carried out with other interested individuals and institutions. with educational tourism (Ankomah & Larson, 2000; Holdnak & Holland, 1996; Malihah & Setiyorini, 2014; Ojo & Yusof, 2019) as the basis for developing local competencies in Makassar City, for example with lodging, hotel and restaurant business actors, Makassar souvenir or souvenir craftsmen, travel entrepreneurs and transportation service providers (land, sea, air), local financial institutions and banking, managing telecommunications services businesses, integrated service centres and community health centres, art studios, and so on. And so on, individual actors and institutions as stakeholders in the development of local competencies based on education tourism in Makassar City can internalize within themselves or their institutions regarding the vision, mission, goals and objectives of the development of educational tourism businesses. Thus, this reality shows that the contemporary management approach called KMA (Akib, 2003; Denicolai et al., 2010) through the application of the SECI model (Nonaka & Takeuchi, 1995) by stakeholders as actors have supported the development of local competencies based on educational tourism in Makassar City.

VI. CONCLUSIONS AND SUGGESTIONS

Educational tourism as the basis for developing local competencies applies a strategic approach that combines core competency-based strategies with market-based strategies known as the Knowledge Management Approach (KMA), where at the practical level KMA applies the SECI model - socialization, externalization, combination, internalization as a knowledge creation process. . Thus, the basic value and strategic value orientation of local competency development based on educational tourism through this knowledge-based strategic approach can elevate the image of tourism as a leading sector of multidimensional development in Makassar City. The knowledge-based strategic approach can be understood and applied by educational tourism stakeholders. Therefore, the process of knowledge creation through the SEKI model at the locus of educational tourism is a best practice that can be replicated and used as an action orientation for every stakeholder in Makassar City and in other areas that will develop local competencies based on factual and virtual educational tourism in entering the New Normal Local Economy (NENOLE) era or in this era of Society 5.0.

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