

ASERS

Journal of Environmental Management and Tourism

Quarterly

Volume XV

Issue 2(74)

Summer 2024

ISSN 2068 – 7729

Journal DOI

<https://doi.org/10.14505/jemt>

 **ASERS**
Publishing



Editor in Chief:
Ramona Pirvu,
University of Craiova, Romania

Co-Editor:
Cristina Mihaela Barbu,
Spiru Haret University, Romania

Editorial Advisory Board:

Omran Abdelnaser, University Sains
Malaysia, Malaysia

Huong Ha, Singapore University of Social
Sciences, Singapore

Harjeet Kaur, HELP University College,
Malaysia

Janusz Grabara, Czestochowa University of
Technology, Poland

Vicky Katsoni, Technological Educational
Institute of Athens, Greece

Sebastian Kot, Czestochowa University of
Technology, The Institute of Logistics and
International Management, Poland

Andreea Marin-Pantelescu, Academy of
Economic Studies Bucharest, Romania

Piotr Misztal, The Jan Kochanowski
University in Kielce, Faculty of Management
and Administration, Poland

Agnieszka Mroziak, Faculty of Biology and
Environmental Protection, University of
Silesia, Katowice, Poland

Chuen-Chee Pek, Nottingham University
Business School, Malaysia

Roberta De Santis, LUISS University, Italy

Fabio Gaetano Santeramo, University of
Foggia, Italy

Dan Selișteanu, University of Craiova,
Romania

Lesia Kucher, Lviv Polytechnic National
University, Ukraine

Lóránt Dénes Dávid, Eötvös Loránd
University, Hungary

Laura Ungureanu, Spiru Haret University,
Romania

Sergey Evgenievich Barykin, Peter the
Great St. Petersburg Polytechnic University,
Russian Federation

Omar Abedalla Alananzeh, Faculty of
Tourism and Hotel Management, Yarmouk
University, Jordan

Marco Martins, Polytechnic Institute of
Tomar, Portugal

Konstantinos Antoniadis, University of
Macedonia Thessaloniki, Greece

ASERS Publishing

<http://www.asers.eu/asers-publishing>

ISSN 2068 – 7729

Journal DOI: <https://doi.org/10.14505/jemt>

Table of Contents:

1	An Approach to Assessing Farm-scale Adaptation to Climate Change: The Case Study of Prespa Park Dorina GRAZHDANI	231
2	Analysis of Sea and River Water Quality Standards Due to Operations and Domestic Activities in the Sanur Port Area, Bali I Gede Cipta Sudewa ATMAJA, Made Sudiana MAHENDRA, I Wayan NUARSA, I Gusti Bagus Sila DARMA, Nyoman SUDIPA	248
3	Managing Urban Environment: Assessing the Role of Planning and Governance in Controlling Urbanization in the City of Amman, Jordan Abdullah Radwan ARABEYYAT, Jamal Ahmad ALNSOUR, Sakher A. I. AL-BAZIAH, Mahmoud A. AL-HABEES	263
4	How Scholars Think about Greenwashing Over the Last Two Decades. An Overview through a Bibliometric Analysis Katalin NAGY-KERCŐSÓ, Enikő KONTOR	272
5	Spatial and Non-linear Dynamics of Environmental Tax, Technology, and Economic Growth on Carbon Dioxide Emissions in OECD Countries Assaf MALAK, Hanady TAHER	293
6	Entrepreneurs' Innovative Behaviour Response in Rural Tourism Development. A Case Study of Local Services Providers in Dong Van Karst Plateau Geopark, Northern Vietnam Thi Hang TRUONG	303
7	Social Responsibility and Airbnb Hosts: Voices from Northern Cyprus Fetne BAYRAKTAR, Hamed REZAPOURAGHDAM	315
8	Cultural Guardianship in Tourism: Indigenous Communities' Quest for Economic Stability and Identity Preservation Kiran REDDY, Bhaskar SAILESH	328
9	Strategic Objectives and Control: Optimizing Strategic Success in the Hospitality Setting through Transformational Leadership Ibrahim Bader A. ALHARBI	338
10	Dark Triad Personality Traits and Workplace Outcomes: Evidence from the Hospitality Industry Osama Mohammad AL-RAWASHDEH, Mohammad Fadel AL MAHASNEH, Bashar M. AL NAJDAWI	357
11	Assessing City Marketing in Jordan: The Case of Petra Jamal Ahmad ALNSOUR, Ghazi A. AL-WESHAH, Dana F. KAKEESH, Khalil AL-HYARI, Abdullah Radwan ARABEYYAT	373
12	A Systematic Literature Review on Slow Tourism and its Implications to the Uttarakhand State of India Jitender BHANDARI, Vinay RANA, Shalini SINGH	385
13	Factors Influencing the Development of Domestic Tourism in the Erongo Region, Namibia Ebson NGONDO, Uwe P. HERMANN, Dewald H. VENTER	400
14	Inclusive-Based Deductive Training Model for Tour Guide in Goa Pindul Iis PRASETYO, Adin Ariyanti DEWI, Akhmad ROFIQ	416

Call for Papers Fall Issue 2024

Journal of Environmental Management and Tourism

Journal of Environmental Management and Tourism is an open access, peer-reviewed interdisciplinary research journal, aimed to publish articles and original research papers that contribute to the development of both experimental and theoretical nature in the field of Environmental Management and Tourism Sciences. The Journal publishes original research and seeks to cover a wide range of topics regarding environmental management and engineering, environmental management and health, environmental chemistry, environmental protection technologies (water, air, soil), pollution reduction at source and waste minimization, energy and environment, modelling, simulation and optimization for environmental protection; environmental biotechnology, environmental education and sustainable development, environmental strategies and policies.

Authors are encouraged to submit high quality, original works that discuss the latest developments in environmental management research and application with the certain scope to share experiences and research findings and to stimulate more ideas and useful insights regarding current best-practices and future directions in Environmental Management.

Also, this journal is committed to a broad range of topics regarding Tourism and Travel Management, leisure and recreation studies and the emerging field of event management. It contains both theoretical and applied research papers and encourages obtaining results through collaboration between researchers and those working in the tourism industry.

The journal takes an interdisciplinary approach and includes planning and policy aspects of international, national and regional tourism as well as specific management studies. Case studies are welcomed when the authors indicate the wider applications of their insights or techniques, emphasizing the global perspective of the problem they address.

Journal of Environmental Management and Tourism is indexed in RePEc, CEEOL, ProQuest, EBSCO, DOAJ and Cabell Directory databases.

Details regarding the publication in this journal are here: <https://journals.aserspublishing.eu/jemt/about>

Deadline for submission:	15 st July 2024
Expected publication date:	August 2024
Website:	https://journals.aserspublishing.eu/jemt
E-mail:	jemt@aserspublishing.eu



DOI: [https://doi.org/10.14505/jemt.v15.2\(74\).14](https://doi.org/10.14505/jemt.v15.2(74).14)

Inclusive-Based Deductive Training Model for Tour Guide in Goa Pindul

Iis PRASETYO

Nonformal Education, Faculty of Education and Psychology
Universitas Negeri Yogyakarta, Indonesia

ORCID: [0000-0002-6363-089X](https://orcid.org/0000-0002-6363-089X)
iis.prasetyo@uny.ac.id

Adin Ariyanti DEWI

Nonformal Education, Faculty of Education and Psychology
Universitas Negeri Yogyakarta, Indonesia

ORCID: [0000-0002-6928-609X](https://orcid.org/0000-0002-6928-609X); Researcher ID: ADC-6616-2022
adinariyantidewi@uny.ac.id

Akhmad ROFIQ

Nonformal Education, Faculty of Education and Psychology
Universitas Negeri Yogyakarta, Indonesia

ORCID: [0000-0003-1582-5382](https://orcid.org/0000-0003-1582-5382); Researcher ID: JMC-3725-2023
akhmadrofiq@uny.ac.id

Article info: Received 2 February 2024; Received in revised form 23 February 2024; Accepted for publication 16 March 2024; Published 31 May 2024. Copyright© 2024 The Author(s). Published by ASERS Publishing 2024. This is an open access article distributed under the terms of CC-BY 4.0 license.

Abstract: Tourism is an important industrial sector for the country's economy. Yogyakarta is a province with numerous tourist attractions, including Pindul Cave. Pindul Cave is a popular tourist destination with both domestic and international visitors. Tourism managers must be able to provide the best facilities for a wide range of visiting tourists, including those with special needs (disabilities), given the growing number of tourists. The goals of this study are to 1) find a consensual model of deductive training for tourist guides at Pindul Cave that is inclusive, and 2) to create an inclusive tourist guidebook. This is a multi-year study, and in the first year, the research team only reached the limits of identification and conceptual model. The research method used was qualitative, with focus group discussions with targets. Data was collected using observation, focus group interviews, documentation, and questionnaires. Meanwhile, four data analysis techniques are used: data collection, data reduction, data presentation, and conclusion. The research findings yielded a conceptual model of inclusive-based training for tour guides that includes three components: (1) identifying needs, (2) training planning, (3) implementing training programs, and (4) evaluating training. Meanwhile, the guidebook will be used for testing in the second year of this study.

Keywords: inclusive tourism; deductive training model; tour guide.

JEL Classification: Z32; M53; J14; R11.

Introduction

The development of tourism in Indonesia is accelerating. This is because the tourism industry is regarded as capable of contributing to the country's economy. Tourism is regarded as a savior sector and has become a favorite because, for almost two decades, the growth of the tourism sector in Indonesia has been improving and becoming more stable as a foreign exchange earner for the country. If the tourism sector in Indonesia is well developed, it will catalyze development in the country. (Yoeti 2008). The tourism industry can bring prosperity to the community. This is consistent with (RI Law 2009) no. 10 of 2009 concerning Tourism, which states that the implementation of tourism is aimed at increasing national income to improve the welfare and prosperity of the people, expand and equalize business and employment opportunities, encourage regional development,

introduce and utilize tourist objects and attractions in Indonesia, and foster a sense of love for the land water and strengthen international friendship.

The development of tourism is very rapid from year to year, as evidenced by an increase in the number of domestic and foreign tourist visits. Tourism development has been widely undertaken to use tourism as a development agent (Sharpley 2008; Sharpley 2002; Smith 2003). Tourism can be developed in an area based on its tourism potential. By prioritizing tourism development, tourism potential can encourage economic growth (Scheyvens 2002). Pindul Cave is one of Yogyakarta's tourism sectors that draws both local and foreign visitors.

Pindul Cave, which opened in 2010, is a special interest tourist attraction located in the Bejiharjo sub-district, Karangmojo sub-district, and Gunungkidul district. Pindul Cave was never maintained before it became a tourist destination; its existence was used by residents for washing, bathing, and fishing. Because of the presence of many bats and sriti birds, Pindul Cave is thought to be sacred and haunted, and not everyone dares to visit it. Several people attempted to obtain the Sriti cage by riding a tire down the cave while carrying a bamboo tool to pick it up. Pindul Cave is considered to have an attraction that can attract people through the stalactites and stalagmites that are displayed so that residents carry out cave exploration activities by riding float tubes above the underground river starting from the mouth of the cave to the end. has a length of 350 meters and a search duration of approximately 40-60 minutes while trying to clean and test by a group of people. With this, the government established Pokdarwis as a tour guide business unit that serves as a tourist guide to Pindul Cave. As time passes, Pindul Cave attracts an increasing number of local and foreign tourists; tens of thousands of tourists visit each month to take a nature tour through the cave.

The Pindul Cave tourism has increased the economic income of the people of Bejiharjo. Residents who were predominantly farmers have become guides, traders, and managers at Pokdarwis. Pindul Cave comes from the community and returns to it. As a result, the government is collaborating with residents to make Pindul Cave a community-based tourist attraction, creating job opportunities for the community, particularly marginalized groups and unemployed people. This is an approach method that will ensure that residents fully support government programs that will be implemented through a planning process to program realization that cannot be separated from full community participation. Through product promotions packaged both online and offline, everyone plays a role and fully participates in encouraging Pindul Cave to become a special interest tourist attraction visited by potential tourists, both local and foreign. Training such as scouting, foreign language mastery, and digital marketing are held to improve managers' capabilities (bumdesmajumandiri.id).

BUMDEsa Maju Mandiri was established in the Bejiharjo sub-district in 2017 and manages five business units, namely tourism, savings and loans, markets, waste, and rental units. With the establishment of BUMDesa, the village government hopes that economic resources in the Bejiharjo sub-district will develop further, increasing the village's original income. Pindul Cave became one of the business units that contributed the most to the village's original income compared to other business units from 2017 until the second period BUMDES was running. The tourism sector employs 2005 people (bumdesmajumandiri.id).

According to data on the number of visitors in recent years, Pindul Cave has declined in visits over time. The number of visitors who explore the cave is not comparable to the number of visitors who come, accounting for only 30-40% of the total visitors who come. Visitors gave up their intention to explore the cave for a variety of reasons, including being elderly, disabled, sick, or having a fear of water depths (bumdesmajumandiri.id).

It is important to note that Pindul Cave tourism has not been optimal in terms of providing tourist facilities for disabled people and the elderly. Accessibility in the form of facilities, products, and services is critical to support inclusion-based tourism so that everyone can enjoy it. Apart from that, inclusive tourism is a new business opportunity and innovation in the context of developing tourist destination services that are accessible and friendly to all tourists and provide benefits not only to people with disabilities but also to all levels of society. This is, of course, a new challenge for the people of Bejiharjo, particularly the Pindul Cave managers, to realize that Pindul Cave tourism is more high-quality, equitable, and sustainable. Inclusive tourism is intended not only for people with disabilities but also for marginalized communities, with active participation in service delivery. They are not only objects or targets of activities, but also subjects who will fully participate in planning and carrying out activities. In the end, inclusive tourism is more than just introducing new product branding; it also includes supporting disabled-friendly infrastructure, such as road access and disabled toilet facilities. Aside from that, increasing the capabilities of disabled-friendly guides, such as sign language training and scouting ethics, is necessary to support the success of creating inclusive tourism effectively.

The purpose of this study is to develop a conceptual model of inclusive-based deductive training for tour guides so that they can provide the best possible service to all tourists with diverse needs. This is a multi-year

study that will use the ADDIE method. In the first year, the research team will identify the needs of tour guides to develop a conceptual model, which will then be tested and disseminated to Goa Pindul tour guides.

There has been a lot of research on tourism guiding, but research into developing inclusive-based training models for guides is still scarce. This is done so that tourism managers can provide good and appropriate service for all tourists, including those with disabilities.

1. Literature Review

1.1 Deductive Training Model

The deductive training model is a training model that employs a deductive approach to identify general training requirements with broad objectives. If you want to identify training needs for training participants who share similar characteristics, you submit considerations to all training participants. Identification results are believed to be required for all training participants who share the same characteristics. The results of this type of identification are used to create comprehensive training materials. Determining training needs involves considering factors such as educational background, age, and position. Then it evolved into a more specific training and learning process (Kamil 2012).

The advantage of this model is that identification results can be obtained from a wide range of targets, allowing them to be solved at a lower cost and more efficiently. This is because the learning needs information obtained can be used to organize the learning process in training as a whole. However, this model has limitations in terms of effectiveness, because it is not guaranteed that all training participants with similar characteristics will use and require the identification results. This is due to the fact that diverse training participants have different interests and learning needs (Kamil 2012).

The learning needs identified by this model include expected needs, which are those that training participants are generally thought to require. In this model training, the step of identifying learning needs is carried out on a large scale to three target parties as follows:

- a. Training participants' families or community members interested in the training.
- b. Training implementers, such as leaders, organizers, and trainers.
- c. Training participants in each type of learning material that will be developed during the training.

The identification results are then divided into groups of knowledge and skills, and priorities are established. Next, the types of learning needs in the training are identified and developed into a learning program for training participants (Kamil 2012).

1.2 Disability

WHO distinguishes three definitions of disability: impairment, disability, and handicap. Impairment refers to a psychological, physiological, or anatomical structural and functional disorder. Disability is defined as a restriction or loss of ability (due to impairment) to perform an activity in a manner or within limits that appear normal for humans. Handicap is a disadvantage for some people because it limits or interferes with their ability to perform normal tasks.

(Indonesian Law No. 4, 1997) defines disabled as any person who has a physical and/or mental abnormality that interferes with or constitutes an obstacle to his or her ability to carry out activities properly, which includes (a) physically disabled people and (b) people with mental disabilities. (c) Individuals with physical and mental disabilities. (Kezia 2018) defines a disabled person as someone who has a physical or mental disorder that interferes with or prevents them from performing daily activities.

Law No. 4 of 1997 Regarding Persons with Disabilities Paragraph 2 of Article 1 reads as follows: "Accessibility is the convenience provided for persons with disabilities in order to realize equal opportunities in all aspects of life and livelihood". This is reiterated in article 10, paragraph 2, which states, "Providing accessibility is intended to create environmental conditions that better support people with disabilities to live fully in society." There are four principles that must be met in accessibility, including:

- a. The convenience principle states that everyone has access to all public places or buildings in a given environment.
- b. The usability principle states that all public spaces or buildings in a given environment should be accessible to everyone.
- c. The principle of safety states that every building in an environment must consider the safety of all people, including those with disabilities.
- d. The principle of independence states that everyone has the right to access and use any place or building in their environment without the assistance of others.

1.3 Inclusive Tourism

According to Meyers (2009), tourism is a temporary travel activity carried out by someone from their original place of residence to the destination area for the purpose of fulfilling curiosity, spending free time or holidays, or for other purposes. According to (UU No. 10 of 2009, 2009), tourism is a type of tourist activity that is supported by a variety of facilities and services provided by the community, entrepreneurs, the government, and local governments.

Tourism is an inseparable part of human life, particularly social and economic activities. It began as an activity enjoyed only by a relatively wealthy few at the turn of the twentieth century and has since evolved into a component of human rights. This is not limited to developed countries; it is also beginning to be felt in developing countries. Indonesia, which is still in its development stage, is attempting to establish a tourism industry in order to achieve a balanced foreign trade balance. This industry is expected to increase foreign exchange income (Pendit 2004). According to (Pendit 2004), there are several types of tourism that are well known to the general public, including: 1) cultural tourism, 2) health tourism, 3) sports tourism, 4) commercial tourism, 5) industrial tourism, 6) marine tourism, 7) nature reserve tourism, and 8) honeymoon tourism. Of the various types of tourism mentioned, Indonesia is currently promoting inclusion-based tourism to support SDG goal 11, which is to create safe, inclusive, and sustainable cities and settlements.

Inclusion is a strategy for creating an environment that is welcoming to people from various backgrounds and circumstances. This includes character, physical condition, personality, status, ethnicity, culture, and other factors (Kauffman 2005). Inclusion involves bringing together people of various ethnicities, backgrounds, skills, and conditions into a single group. As a result, inclusion is a condition that occurs within a specific group or structure and focuses on a person's participation (Foreman 2002).

Based on this concept, inclusive tourism can be defined as a travel activity in which people of various backgrounds and conditions can spend their free time or take a vacation.

2. Research Methodology

The research method used in this study was qualitative, with a Focus Group Discussion (FGD) to identify needs. The qualitative research method is a philosophy-based research method used to investigate scientific conditions (experiments) in which the researcher serves as the instrument, data collection technique, and analysis in a qualitative manner that emphasizes meaning (Sugiono 2018).

During the FGD process, the research team used instruments to conduct interviews with respondents or research subjects. This instrument was developed in response to theoretical research on inclusive-based tour guide training. The subjects of this study were 20 Pindul Cave tourism managers, one from each secretariat and two representatives.

Data was collected through observation, interviews, focus group discussions, and documentation. Data analysis was performed in four stages: collecting data from the FGD results with targets, data reduction by sorting the collected identification data, data presentation by describing the results of the data reduction, and finally concluding to confirm the conceptual model training to be performed.

3. Research Results

3.1 An Overview of Research Locations

Bejiharjo Village is part of the Karangmojo District area, Gunungkidul Regency, and has an area of 1825.4825 Ha. Bejiharjo Village is 45 kilometers east of Yogyakarta and takes 1.5 hours to reach by motorbike.

Bejiharjo Village is a village in Gunungkidul Regency's Karangmojo District. The village is closer to the center of Wonosari, the regency capital of Gunungkidul. Bejiharjo Village has extraordinary natural potential. Unlike many areas in Gunungkidul Regency, which have limited sources of clean water, Bejiharjo Village has a constant supply of clean water throughout the year. The clean water supply is provided by underground springs that emerge to the surface.

Aside from natural potential, Bejiharjo Village also has a wealth of culture, history, and education. The Sokoliman Archaeological Site, located in the eastern part of the village, is a scientific heritage related to ancient human history. The Blangkon craft center is located at the west end of the village, and in the center of the village is a very rare cultural treasure known as Wayang Beber. There are only two Beber Wayang Artifacts left in the world, one in Pacitan and the other in Gelaran Hamlet, Bejiharjo Village. In this village, there is also a monument commemorating the history of the Dutch bombing of Bejiharjo Village. Because Bejiharjo was one of Commander General Soedirman's guerrilla routes, the bombing was carried out.

Pindul Cave, one of 12 natural caves in Bejiharjo Village, contains the largest, most, and most active stalactites as well as an interesting panorama of the cave walls, including decorative stone curtains, stalactites stones fused with stalagmites which we often call Column stone, layers of sandstone, and stalactites that grow on cave walls are called Cloustum stone. In the presence of crystal stones and crystalline stones, as well as round curtain wall decorations that resemble hearts, wells, and batik, we can see the panorama and beauty of Pindul Cave. And we can see the process of crystal stone and diamond water. Bejiharjo's natural and cultural wealth has great potential to become a tourist attraction, particularly natural, cultural, and educational tourism.

The community and local figures are fighting for Bejiharjo Village to become a tourist village by having an excellent natural tourist attraction, namely Pindul Cave. A tourism awareness group has been formed in Bejiharjo Village, which brings together people who are aware of and willing to process and develop Bejiharjo Village into a tourist destination village. "DEWA BEJO" stands for Bejiharjo Tourism Village and is a tourism awareness group. The Tourism Awareness Group is a community group concerned with regional progress through tourism.

The Dewa Bejo Tourism Awareness Group (Pokdarwis) was established on Wednesday, June 30, 2010. The natural potential of Bejiharjo Village, including the natural attractions of Pindul Cave, Glatik Cave, Panglima Jendral Sudirman Monument, and the legends surrounding it, inspired the formation of this Tourism Awareness Group. is in Gedong (Sendang Tujuh Legend, Wali Aji Legend, Sobatullah Legend, and Sepetaking Legend).

The Pindul Cave tourist attraction, which is located under the mountain with water flowing underneath with a length of 300 m, a width of 4 m, a water surface height of 3.5 m, and a water depth of 3-4 m, travel time 50 minutes, was officially opened by the Regent of Gunungkidul on October 10, 2010, to coincide with the FAM TOUR of Gunungkidul Regency Officials. The most active, largest, and most numerous stalactites, as well as various stone shapes such as heart stones, batik stone lungs, and stones that when struck make a sound like the sound of the gamelan, can be found at the Pindul Cave tourist attraction; all of these are priceless natural treasures. In addition to natural tourist attractions, Wayang Beber (Remeng Mangun Joyo), Megalithic Sites, and the Sokoliman Cultural Reserve are cultural tourist attractions. There are also Blangkon craft tours in Bulu Hamlet, Bag Crafts in Grogol Hamlet, Legondo traditional food, and Wella Cake & Rosella Tea.

With the various types of potential that exist in Bejiharjo Village, including natural potential, cultural potential, craft potential, and culinary potential, the community has the confidence to form the Bejiharjo Village Tourism Awareness Group, also known as Pokdarwis Dewa Bejo. This is, of course, based on the potential that exists in the community to be managed so that it can make a positive contribution in the form of community empowerment in Bejiharjo Village. Since June 30, 2010, the tourism management managed by Pokdarwis Dewa Bejo has been able to provide positive changes to the community's welfare.

At the start of the establishment of Pokdarwis Dewa Bejo, there were only about 11 people on the management team, but as time passed and organizational dynamics changed during the five-year journey of tourism management, there were various changes in the management as well as the emergence of various secretariats in the Bejiharjo Village area.

3.2 Based on Inclusive Tourism, a Deductive Training Development Model for Guides

Pindul Cave is a tourist attraction of special interest. Of course, the existing attraction must be balanced with adequate facilities for organizing tourism activities that can reach all segments of society. The uniqueness of Pindul Cave, which presents community-based tourism activities, serves as a starting point for researchers in determining research locations that focus on inclusive tourism.

According to World Health Organization (WHO) data, people with disabilities account for 15% of the world's population (1 billion people). Access to all tourism facilities, products, and services must be a primary concern of any sustainable tourism policy. Human rights are only one aspect of inclusive tourism. However, this is a business opportunity for tourist destinations as well as all policymakers to embrace all tourists and increase their income. Furthermore, inclusive tourism is a means of achieving SDG 11: creating safe, inclusive, and sustainable cities and settlements.

Meanwhile, due to a lack of awareness, understanding, and sensitivity of tourist attraction providers to the needs of people with disabilities, inclusive tourism has not become a focus of development in Indonesia. People with disabilities are still not well served by public facilities and infrastructure. In the world of tourism, people with disabilities face numerous challenges, including:

a. Professional staff's limited ability to inform and provide solutions regarding the accessibility of tourism services.

b. Booking services and related web resources that are difficult to access to obtain information about the feasibility and level of accessibility of certain tourist destinations.

c. There are no public facilities for people with disabilities, such as hotel rooms, restaurants, shops, airports, or toilets.

d. Lack of disability equipment and road access for people with disabilities (wheelchairs, ramps, guiding blocks, etc.)

Indonesia, a country rich in tourist destinations ranging from extraordinary natural beauty to enchanting cultural diversity, a wealth of traditional culinary variations that pamper the taste buds to modern destination innovations that are no less stunning, must pay attention to this condition as a great opportunity to improve the quality of the tourism sector.

The development of tourism infrastructure that is inclusive, accessible, and friendly to all types of tourists benefits not only people with disabilities but also all levels of society. The realization of inclusive tourism is proof of the realization of quality, fair, and sustainable tourism. Benefits from the revival of tourism and the creative economy are possible with this approach. If optimized, inclusive tourism has a high economic potential.

However, there are still many tourist attractions in Indonesia that do not yet have infrastructure that is accessible to all types of tourists. This can be seen in the various public facilities available, such as transportation facilities, terminals, traffic signs, road directions, crossings, and public toilets, which are not fully equipped with easy access for people with disabilities.

Apart from that, the limited information that can be accessed through various forms of media, such as special communication tools for deaf tourists and braille facilities for blind people, are also very rare in Indonesian tourist destinations. Various factors have contributed to the Indonesian policy system's inability to remove the barriers that the community faces in accessing inclusive public services. These factors include the economic capability gap between one destination area and another, the physical and demographic conditions of the surrounding population, the intellectual level of understanding of the needs of disabled people by the local community, and low demand.

The conditions outlined above provide funding for researchers to travel directly to the field to observe tourism activities in progress. As a result of interviews, observations, and documentation, findings about the implementation of inclusive tourism were gathered. Several important points to consider when providing tourism activity services include the facilities and competency of guides in guiding tourists through tourism activities. The findings of the analysis, which included FGD activities, interviews, and observations, reveal that there are several major concerns among tourism managers in the Pindul Cave area about establishing the area as an inclusive tourism area. Some of the key points are:

- a. Inadequate facilities for tourists with special needs.
- b. Managers prioritize post-pandemic recovery.
- c. Guides struggle to communicate effectively with tourists with special needs.
- d. No rides available at Pindul Cave.
- e. Guides have not received training to assist tourists with special needs.

This is consistent with the respondent's statement, which stated that:

"In Pindul Cave there are no facilities available to support tourists with special needs, apart from that the secretariat friends have never attended training to facilitate tourists with special needs even though the friends here are all BNSP certified as tour guides." (U.S/W/14/10/23)

The presence of limitations in managing tourism activities, particularly in meeting the needs of tourists with special needs, is the foundation for inadequate inclusive tourism services. The difficulty of developing inclusive tourism activities is consistent with the limited budget for optimizing services such as disability-friendly public facilities, which, of course, require funding. Aside from that, the limited ability of tour guides in the Pindul Cave area to communicate with tourists with special needs must be strengthened so that they can meet the demands of inclusive tourism, not only in terms of communication but also in other service areas. Aside from that, alternative rides such as Virtual Reality Goa Pindul can be a solution for tourists with special needs, but they require special equipment and guides who are knowledgeable about these rides. This is consistent with the respondent's statement, which stated that:

"apart from training guides, we also need facilities or some kind of application that tourists can use to see the beauty of Pindul Cave without having to enter it." (L.K/W/14/10/23)

Researchers began developing a deductive training model to improve the capability and quality of services provided by tour guides in the Pindul Cave Tourism Area by addressing several existing critical issues. After considering various alternatives and existing potentials and obstacles, the researchers decided to design a deductive training model for inclusive-based tour guides in Pindul Cave to help the Pindul Cave area become a disability-friendly tourist destination.

Based on the conditions mentioned above, the conceptual model for deductive training for inclusive-based tour guides in Pindul Cave is as follows:

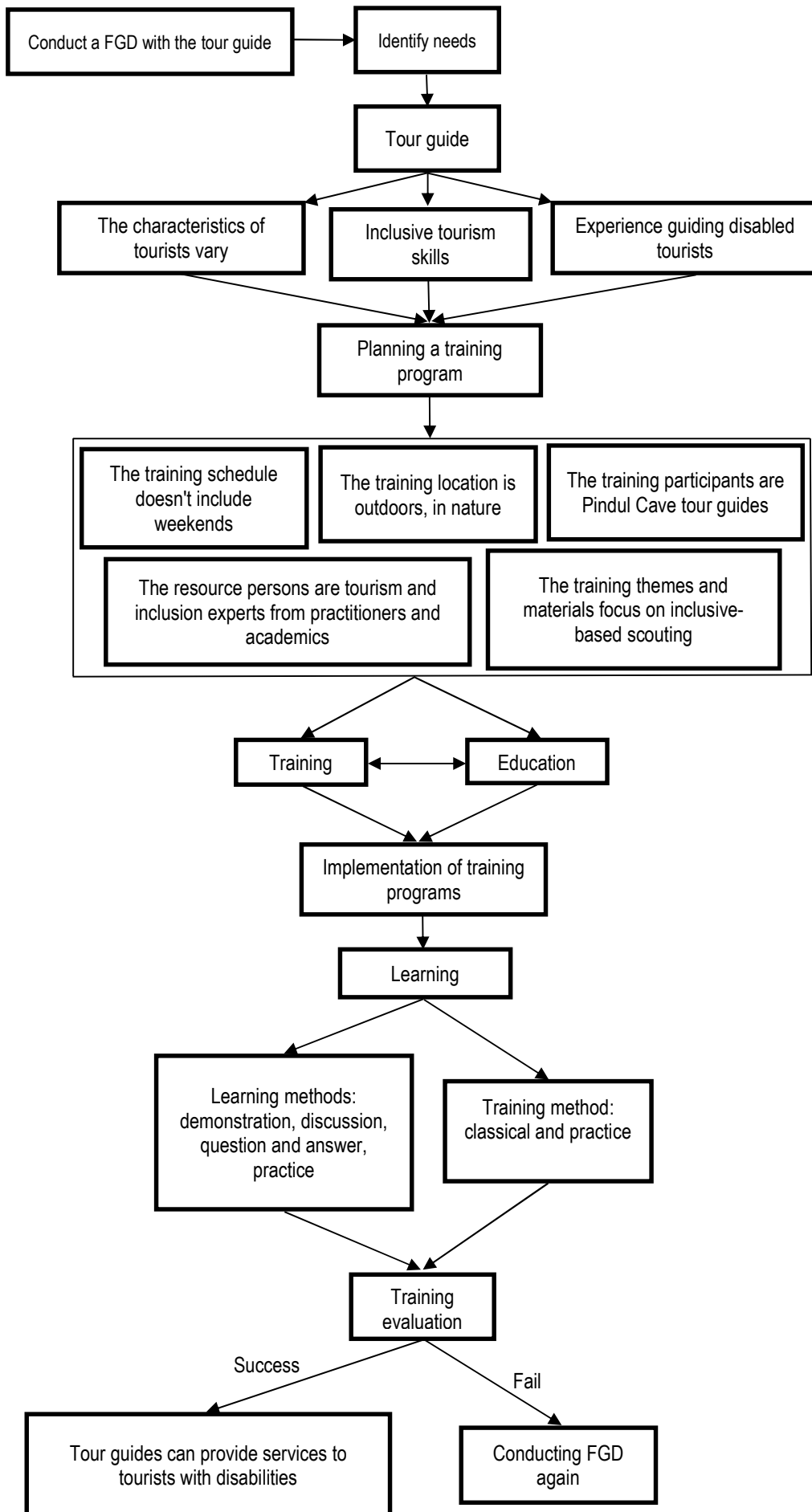
Table 1. Shows the Results of The Conceptual Model of Training for Inclusive-Based Tour Guides

Aspect	Component
Identify Needs	<ul style="list-style-type: none"> ▪ The characteristics of tourists who visit Pindul Cave are diverse, requiring special services ▪ Tour guides lack the necessary skills to provide inclusive services to tourists ▪ They have never received inclusive-based scouting training ▪ Some facilities do not yet offer services for inclusive tourists
Training Planning	<ul style="list-style-type: none"> ▪ The training schedule is tailored to the tour guides' availability, <i>i.e.</i>, not during working hours or weekends ▪ Training takes place outdoors in the Pindul Cave tourism area ▪ Participants are tour guides accompanied by secretariat representatives ▪ Resource persons are experts in inclusiveness and tourism, including practitioners and academics ▪ The training focuses on inclusive-based scouting ▪ Resource persons are experts in inclusiveness and tourism, including practitioners and academics ▪ Training focuses on inclusive-based scouting ▪ Infrastructure can be collaborated with BUMDes ▪ The research team collaborated with resource persons to develop training evaluation tools
Implementation of Training	<ul style="list-style-type: none"> ▪ The training was implemented over two days, each lasting six hours. The training lasts 12 hours and includes both classical and practical methods ▪ The training learning methods used include demonstration, discussion, question and answer, and practice
Training Evaluation	<ul style="list-style-type: none"> ▪ Evaluation uses pre-prepared instruments to assess the effectiveness of the training model ▪ If effective, the model will be further developed in the second year ▪ If less effective, another FGD with targets will be conducted to find a solution

Source: Results of FGD with guide

The table shows four aspects of the consultative model of inclusive-based training for tour guides: needs identification, training planning, training implementation, and training evaluation. Deductive training for guides in the Pindul Cave tourist area is expected to provide them with the knowledge and skills needed to serve tourism activities for all segments of society. So that the Pindul Cave tourist area can eventually become an inclusive tourism destination.

Inclusive tourism is a growing paradigm that aims to provide equal access to tourism activities for all. This is especially true for people with disabilities, whose existence is often overlooked. Law number 8 of 2016 concerning persons with disabilities states that the state must fulfill the rights of persons with disabilities, one of which is the right to travel. The right to travel for people with disabilities must be realized through tourist destinations that can meet their needs. People with disabilities require assistance in the form of special facilities and infrastructure that are built according to the type of disability they have to participate in tourism activities. As a result, the government and other tourism organizers must commit to creating inclusive tourist destinations that are easily and comfortably accessible to people with disabilities.



4. Discussions

In this case, the development of an inclusive-based tourism training model refers to the CBT (Community Based Tourism) concept. This concept emphasizes the community's ability to manage and develop disabled-friendly tourist attractions on their own. This is consistent with Saunsri's (2003) opinion that CBT is a tool for community development and environmental conservation, or, in other words, a tool for realizing sustainable tourism development. This statement was reinforced by Ainun *et al.* (2019), who stated that CBT is a tourism development approach that emphasizes local communities, whether directly involved in the tourism industry or not, in the form of providing opportunities or access in tourism management and development. Bejiharjo Village's main attraction is its unique natural resources. This is demonstrated by the existence of Pindul Cave as a symbol of its unique nature.

The model developed begins with the collection of initial data about the target community's condition and potential, followed by the creation of a program, training, and program assistance. This is consistent with the stages of a systematic approach to training proposed by Buckley and Caple (2007), which include: 1) identifying training needs, 2) designing training, 3) implementing training, and 4) assessing training effectiveness. An inclusive tourism development training program guide was created as part of the implementation. The term guide refers to a type of direction and guidance for information channels used in the process of storing information learned in class. Guides are instructions and guidelines for materials used to assist facilitators/instructors in conducting learning activities. Learning materials are instructional products that consist of materials, techniques, and tools used to achieve learning objectives. Using a guide with teaching materials will provide numerous advantages, including clarifying the message conveyed, overcoming the limitations of the senses, space, and time, overcoming students' passive attitudes, and providing interesting and varied experiences.

The inclusive tourism community-based tourism development model guide was chosen based on the following considerations: 1) meeting the learning needs of the community-based tourism development model program by utilizing local potential in students, 2) facilitators can use it as a strategic tool in environmentally conscious education through inclusive tourism development, 3) can be used by students to study independently, and 4) can teach students to develop inclusive tourism. This is consistent with the expected outcomes of public education, namely: (1) increasing participation in learning about oneself and one's environment to be more productive. (2) Increasing community empowerment by increasing knowledge, entrepreneurial motivation, and entrepreneurial skills by leveraging productive local potential

The developed guide has several advantages, including making it easier for facilitators to teach the material, making it easier for students to understand the learning material and the availability of a learning guide that is specifically designed to foster student learning motivation to improve student learning outcomes. The characteristics of an effective guide (Ministry of National Education, 2008) include: 1) it focuses on real problems and urgent needs for learning participants in the tourism village women's empowerment model through community-based education by exploiting local potential through entrepreneurship in culinary services by exploiting local potential, 2) following the learning skills required by students, 3) developing active learning for students, a model of empowering.

Following that, training will be implemented following the training model development design, which was created based on the findings of the Focus Group Discussion (FGD) with prospective training participants, specifically tour guides. This activity, of course, necessitates collaboration with partners, particularly the tourism management of Pindul Cave, which is currently managed by BUMDes Maju Mandiri. According to Carmody (2013), stakeholder or partner involvement in the learning process is required for non-formal education training. This training activity will be attended by representatives from each Pindul Cave tourist guide secretariat, as well as practitioners and academics. It is hoped that after completing this training, Pindul Cave tourism managers will be able to provide adequate and appropriate services to tourists, particularly disabled tourists. According to Chen and Mo (2014), to achieve accurate field interpretations, training participants must share ideas, debate, and discuss with others.

Conclusions and Further Research

Pindul Cave is a popular natural tourist attraction with both domestic and international visitors. The number of tourists visiting each day is increasing, requiring tour guides to provide the best possible facilities and services to a diverse range of tourists, including those with disabilities. This effort takes the form of increasing competency through all-inclusive tour guide training. This training model was created to meet the needs of tourist guides who are enthusiastic and motivated to provide inclusive tourism services in Pindul Cave. This research resulted in the development of a conceptual model of training that is viewed from four perspectives: (1) identification of needs,

(2) training planning, (3) implementation of training programs, and (4) training evaluation, each with its component. -separate components to create an inclusive, conceptual model of tour guide training. The second is a training guidebook for inclusive-based tour guides, which will be tested and distributed in the second year.

Acknowledgments

This study was funded by Yogyakarta State University's DIPA funds. Aside from that, the research team was also assisted by partners, namely BUMDes Maju Mandiri Bejiharjo Gunungkidul.

Credit Authorship Contribution Statement

Iis Prasetyo: He served as lead researcher, providing direction and a conceptual framework for this study. Aside from that, he was involved in data collection and analysis.

Adin Ariyanti Dewi: He serves as a research associate. He oversaw the composition of the instruments. Aside from that, he was involved in the entire data collection, analysis, and conclusion-making process.

Akhmad Rofiq: He serves as a research participant. He is in charge of developing research needs and establishing communication with targets or training participants. Aside from that, he was involved in the entire data collection, analysis, and conclusion formulation process.

Declaration of Competing Interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Declaration of Use of Generative AI and AI-assisted Technologies

The authors declare that they have not used generative AI and AI-assisted technologies during the preparation of this work.

References

- [1] Abdulhak, I. 2000. *Metodologi Pembelajaran Orang Dewasa*. CV Andira.
- [2] Afrilianasari. 2014. *Teori Pengembangan*. Kata Pena.
- [3] Ainun *et al.* 2019. *Pengembangan Desa Wisata melalui Konsep Community Based Tourism*. Prosiding Riset dan PKM Vol 2 No 3.
- [4] Ali, C. 2019. *Manajemen Pendidikan dan Pelatihan SDM*. CV Jejak Anggota.
- [5] Anam, K. 2012. *Pengembangan Organisasi*. Program Studi Administrasi Pendidikan Universitas Muhammadiyah. (in Indonesian)
- [6] Bangun, W. 2012. *Manajemen Sumber Daya Manusia*. Erlangga. (in Indonesian)
- [7] Buckley, R. dan Caple, J. 2007. *The Theory & Practice of Training Rev 5 ed*. London: London and Philadelphia Kogan Page.
- [8] Carmody, J. (2013). Intensive tour guide training in regional Australia: an analysis of the Savannah Guides organization and professional development schools. *Journal of Sustainable Tourism*, 21 (5): 679-694.
- [9] Chen, Y, dan Mo, H. 2014. Users' perspective on tour-guide training courses using 3D tourist sites. *Australian Journal of Education Technology*. 30 (1): 80-91.
- [10] Foreman, P. 2002. *Integration and Inclusion In Action*. Thomson Learning.
- [11] Kamil, M. 2012. *Model Pendidikan dan Pelatihan (Konsep dan Aplikasi)*. Alfabeta. (in Indonesian)
- [12] Kauffman, J. M. dan H. D. P. 2005. *Special Education. What It Is and Why We Need It*. Pearson Education.
- [13] Kezia, A. 2018. *Evaluasi Pemasangan Guiding Block Jalur Khusus Penyandang Difabel Pada Trotoar Di Beberapa Ruas Jalan Kota Yogyakarta*. Alfabeta. (in Indonesian)
- [14] Meyers, K. 2009. *Pengertian Pariwisata*. Unesco Office. (in Indonesian)
- [15] Millati, N. L. 2020. *Kajian penerapan konsep pariwisata yang ramah bagi penyandang difabilitas fisik pada objek wisata farmhouse susu lembang dan floating market lembang*. Institut Teknologi Nasional.
- [16] Pendit, N. S. 2004. *Ilmu Pariwisata*. Pradnya Paramita. (in Indonesian)
- [17] Putriatama, E., Patmanthara, S., & Sugandi, R. 2016. Kontribusi Pengalaman Prakerin, Wawasan Dunia Kerja Dan Kompetensi Kejuruan Melalui Employability Skill Serta Dampaknya Terhadap Kesiapan Kerja Lulusan 134 Smk Kompetensi Keahlian Teknik Komputer Dan Jaringan Di Probolinggo. *Jurnal Pendidikan:*

Teori, Penelitian, Dan Pengembangan. (in Indonesian)

- [18] Sadiman, A. S. dkk. 2007. *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya*. PT Raja Grafindo Persada. (in Indonesian)
- [19] Saleh, S., Nasution, T., & Harahap, P. 2020. *Pendidikan Luar Sekolah*. Penerbit K-Media. (in Indonesian)
- [20] Saragih, Y. S. 2023. Analysis of the Effect of Tourism Development on Tourist Satisfaction in the Bukit Indah Simarjarunjung Tourism Area, Pariksabungan Village, Simalungun Regency. *Jurnal Ekonomi Dan Bisnis Digital (MINISTAL)*, 2(1): 115–134.
- [21] Saunsri, P. 2003. *Community-Based Tourism Handbook*. Thailand: REST Project.
- [22] Scheyvens, R. 2002. *Tourism for Development: Empowering Communities*. Pearson Education. Routledge.
- [23] Setiawan, R. I. 2017. Pengembangan sumber daya manusia di bidang pariwisata: perspektif potensi wisata daerah berkembang. *Jurnal Pengembangan SDM*, 1(1): 23–33. (in Indonesian)
- [24] Sharpley, R. 2002. *Tourism: A Vehicle for Development? In R. Sharpley, & D. J. Telfer (Eds.), Tourism and development: concepts and issues*. Channel View Publications.
- [25] Sharpley, R., & T. D. J. 2008. *Tourism and development in the developing world*. Routledge.
- [26] Simamora, H. 2004. *Manajemen Sumber Daya Manusia, Edisi III*. STIE YKPN. (in Indonesian)
- [27] Smith, M., & D. R. 2003. *The ethics of tourism development*. Routledge.
- [28] Sugiono. 2018. *Metode Penelitian Kuantitatif, dan R&D*. Bandung: Alfabeta (in Indonesian)
- [29] Yoeti, O. 2008. *Perencanaan dan Pengembangan Pariwisata*. Pradnya Paramita. (in Indonesian)
- [30] BUMDes Maju Mandiri. Available at: <http://www.bumdesmajumandiri.id/> diakses pada 27 Agustus 2023 jam 19.00 WIB. (in Indonesian)
- [31] UU No 10 Tahun 2009. 2009. *Undang Undang Nomor 10 Tahun 2009 Bab 1 Pasal 1 Ayat 3 tentang Kepariwisataaan*. (in Indonesian)
- [32] UU RI. 1990. *Undang Undang tentang Kepariwisataaan, UU No. 9 Tahun 1990*. (in Indonesian)
- [33] UU RI. 1997. *Undang-Undang R.I No. 4 Tahun 1997 tentang Penyandang Cacat*. (in Indonesian)
- [34] UU RI. 2009. *UU RI No. 10 Tahun 2009 tentang Kepariwisataaan*. (in Indonesian)
- [35] UU RI. 2020. *UU RI No 18 tahun 2020*. (in Indonesian)

ASERS



The logo for ASERS Publishing, featuring the word "ASERS" in a bold, orange, sans-serif font with a stylized fan-like graphic to the left, and the word "Publishing" in a smaller, orange, sans-serif font below it.

Web: www.aserspublishing.eu

URL: <http://www.journals.aserspublishing.eu/jemt>

E-mail: jemt@aserspublishing.eu

ISSN 2068 – 7729

Journal DOI: <https://doi.org/10.14505/jemt>

Journal's Issue DOI: [https://doi.org/10.14505/jemt.v15.2\(74\).00](https://doi.org/10.14505/jemt.v15.2(74).00)