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Strategic management of edupark tourism school development and educational tourism

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ABSTRACT

This research is motivated by the increasing need for learning innovation that is relevant to the demands of the 21st century as well as local government policies that encourage the strengthening of educational tourism in schools. Sekolah wisata is seen as an effective, contextual learning model, and has the potential to strengthen the profile of Pancasila students. This study aims to analyze the strategic planning, implementation, and evaluation of Tourism school programs in two elementary schools in the city of Surabaya and formulate a strategic management-based development model that can be replicated. The research method used a multi-site qualitative approach involving two schools as a sample. Data were collected through in-depth interviews, observations, and document studies, while analysis was performed using interactive models. The results showed that the success of Tourism schools was supported by visionary leadership, teacher creativity, strong external collaboration, and regional policy support such as restrictions on out-of-town study tours and Adiwiyata programs. However, the evaluation process is still administrative and has not used standard instruments so it has not been able to describe the impact of the program comprehensively. The conclusion of this study concludes the need for the preparation of a Strategic Evaluation Matrix for tourism schools and recommends local governments to establish standardized performance indicators to strengthen monitoring, evaluation, and program sustainability.

Keywords: management; edupark; educational; tourism; scholl



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INTRODUCTION

The transformation of education in Indonesia in the era of disruption requires schools to deliver learning that is more contextual, innovative, and relevant to the needs of 21st century learners (Liu, 2017; Valencia & Shodiq, 2024). Learning is no longer viewed as an activity confined to the classroom, but as a holistic process involving the surrounding environment, social interactions, and real experiences. One approach that is growing rapidly is educational tourism, which is the integration of educational elements with recreational-educational activities in the school environment.

Surabaya city is one of the areas that encourage the strengthening of environmental-based education through the Adiwiyata program, environmentally friendly schools, and the development of tourism schools. Two schools that stand out in this initiative are SMPN 61 Surabaya through Sekolah Wisata Edupark and SMP Taruna Jaya 1 Surabaya through Sekolah Wisata Edukasi. Both utilize local potentials, green open spaces, and environmental facilities as a vehicle for contextual learning. This concept not only aims to improve the quality of learning, but also serves as a means of community empowerment and strengthens collaboration between schools and the surrounding environment.

However, the success of a tourism school is largely determined by the quality of strategic management, which includes planning, implementation, organization, and evaluation on an ongoing basis. Without a mature strategy, school tourism programs risk becoming merely incidental activities that lack sustainability, competitiveness, and measurable contributions to school development. In practice, many tourism schools face challenges such as unclear institutional direction, fragmented program implementation, limited integration between curriculum and tourism activities, weak branding, and inconsistent evaluation mechanisms. These conditions indicate that educational tourism initiatives are often implemented as innovative labels rather than as systematically managed institutional strategies, making their long-term impact questionable from a scientific and managerial perspective.

The development of environmental-based schools and educational tourism is one of the important innovations in modern education systems, particularly when schools are required to present contextual learning that can improve character education, environmental literacy, and students' explorative abilities. In this context, Sekolah Wisata offers an experiential learning model that aligns with the needs of 21st century learners, while strengthening school identity through planned institutional development strategies. Previous research has shown that the success of educational programs is strongly influenced by management effectiveness, leadership, and the strengthening of teacher competencies as the main implementers of learning processes (Sofia et al., 2022).

Several studies on educational tourism management and educational destinations indicate that a strategic, multi-stakeholder approach can enhance program attractiveness and sustainability, as evidenced by research on tourism event development based on multi-leveraging strategies (Martins et al., 2024). In addition, studies on basic education management confirm that service quality and institutional program success are strongly influenced by management profiles, planning patterns, and leadership roles in directing educational practices (S et al., 2023). These findings support the argument that tourism school development must be grounded in strong managerial foundations and measurable strategies.

Other research highlights the importance of strengthening organizational culture and maintaining program implementation consistency to ensure effectiveness, particularly amid dynamic educational policy changes (Chotimah et al., 2025). In the context of educational tourism and experiential learning, several studies confirm that authentic learning experiences increase student engagement, motivation, and critical awareness, making them highly relevant to the concept of

tourism schools as experience-based learning environments (Clevenger & DeLuca, 2023). Furthermore, evaluations of secondary school program management reveal that program effectiveness is closely linked to systematic planning, implementation, and evaluation processes (Amajida et al., 2024).

Despite the relevance of these studies, research specifically addressing the strategic management of tourism school development remains limited. Most existing studies focus on learning activities, student experiences, or the pedagogical benefits of educational tourism, while neglecting strategic management aspects such as institutional planning, branding, human resource management, facility utilization, and external partnerships as an integrated system. Moreover, previous research has not adequately explained how tourism school development models differ when applied in institutions with distinct organizational characteristics, capacities, and branding identities, indicating the need for comparative analysis to identify best practices and contextual strengths (Gray, 2024).

A review of previous studies indicates that research on tourism school development has not yet produced an integrated strategic management framework that explains how curriculum integration, institutional branding, human resource management, facilities, and external partnerships are managed as a unified and sustainable institutional strategy (Hayes et al., 2020; Karsavuran & Özdemir, 2019). Existing literature tends to emphasize pedagogical and experiential learning outcomes, while strategic management remains insufficiently explored as a core factor determining program effectiveness and sustainability. Moreover, empirical studies are largely conducted within single institutional contexts, resulting in limited comparative understanding of how strategic management practices differ across schools with distinct organizational characteristics, capacities, and branding identities.

In addition, the role of local education policies in shaping the strategic management of tourism schools has received minimal scholarly attention. Regional regulations, such as restrictions on out-of-town study tours and the promotion of local educational tourism, have significant implications for school innovation; however, empirical evidence explaining how these policy contexts interact with school-level planning, implementation, and evaluation processes remains scarce. Addressing these gaps, this study adopts a multi-site approach to examine the strategic management of tourism schools in Surabaya by analyzing two institutions with different contexts and identities, with the aim of formulating a contextual strategic management model that supports sustainable tourism school development and aligns institutional strategies with local policy environments.

This study aims to analyze and compare strategic management practices in the development of tourism schools at SMPN 61 Surabaya and SMP Taruna Jaya 1 Surabaya, focusing on planning, implementation, and evaluation processes. Furthermore, this study seeks to identify key success factors and strategic challenges, and to formulate a contextual strategic management model for sustainable tourism school development that contributes to the advancement of educational management theory and provides practical guidance for schools and policymakers.

METHOD

This study employs a qualitative approach using a multi-site study design to gain an in-depth understanding of strategic management practices in tourism school development at SMPN 61 Surabaya and SMP Taruna Jaya 1 Surabaya. The selection of these two schools is academically justified based on their differing institutional characteristics, physical environments, and branding orientations in implementing tourism school programs. SMPN 61 Surabaya develops its program through the Edupark-based tourism school model, which emphasizes green open spaces and environmental facilities, while SMP Taruna Jaya 1 Surabaya adopts an educational tourism school

concept with a distinct organizational structure and partnership orientation. These differences provide a relevant comparative context that enables a comprehensive analysis of strategic management practices, effectiveness, and contextual adaptability across sites.

The research is naturalistic, descriptive-analytical, comparative, and holistic in nature, examining strategic management aspects including human resources, facilities, curriculum integration, partnerships, and school branding. Research participants were selected through purposive sampling and consisted of school principals, vice principals/public relations officers, heads of development teams, P5 or environmental teachers, students, parents or school committees, and external partners. The total number of informants ranged from 20 to 34 individuals, with a composition of approximately 20% school management, 30% teachers and staff, 30% students, and 20% parents and partners, ensuring the representation of diverse stakeholder perspectives.

Data were collected through in-depth interviews, non-participant observation, and documentation. Semi-structured interviews focused on strategic planning, implementation, resource management, coordination mechanisms, evaluation processes, and perceptions of school stakeholders regarding tourism school development. Observations were conducted on the Edupark and educational tourism environments, student activities, and the utilization of learning and tourism facilities. Documentation included school vision and mission statements, RKAS documents, school tourism SOPs, Adiwiyata-related documents, photographs, videos, and visitor data. Data credibility was enhanced through source triangulation, technique triangulation, member checking, peer debriefing, and the maintenance of an audit trail.

The research procedure consisted of three stages: pre-field activities (proposal preparation, literature review, instrument development, and research permits), fieldwork (data collection through interviews, observations, and documentation while applying research ethics such as informed consent and confidentiality), and data analysis and conclusion formulation.

Data analysis followed the interactive model proposed by Miles, Huberman, and Saldana (2014), which includes data condensation, data display, and conclusion drawing and verification. Operationally, the analysis began with initial coding, in which interview transcripts, observation notes, and documents were systematically coded to identify meaningful units related to strategic management practices. These codes were then organized through theme categorization, generating thematic clusters such as strategic planning, implementation mechanisms, evaluation practices, resource management, and stakeholder engagement. Subsequently, a within-case analysis was conducted to develop an in-depth understanding of strategic management processes in each school individually. Finally, a cross-case analysis was carried out to compare similarities, differences, strengths, and challenges between the two schools, enabling the identification of best practices and the formulation of a contextual strategic management model for sustainable tourism school development that can be adapted by other educational institutions.

RESULTS

The findings indicate that both schools have a clear strategic vision for tourism school development; however, implementation remains uneven due to reliance on a limited group of core teachers. At SMPN 61 Surabaya, Edupark activities are predominantly managed by the same teachers, resulting in inconsistent utilization of several facilities outside scheduled programs (Interview T4; Observation O2). Although SMP Taruna Jaya 1 Surabaya also depends on key teachers, stronger internal coordination contributes to greater program continuity (Interview C1). In terms of strategic planning and facility utilization, SMPN 61 Surabaya demonstrates a more structured approach supported by extensive facilities, yet not all resources are optimally integrated into learning activities

(RKAS Document, 2023; Observation O3). Conversely, SMP Taruna Jaya 1 Surabaya compensates for limited land through flexible planning and consistent use of urban farming and waste bank facilities, indicating that strategic adaptability is more influential than facility scale in sustaining tourism school programs (Interview K2).

Stakeholder engagement in both schools is marked by strong external partnerships but uneven internal collaboration. SMPN 61 Surabaya benefits from parental and community involvement, while SMP Taruna Jaya 1 Surabaya exhibits stronger collaboration with universities and environmental communities as active partners (Documentation D1; Interview P2). Program evaluations are conducted routinely but remain largely administrative, lacking standardized performance indicators to measure strategic effectiveness (Evaluation Reports, 2023; Interview W1). Experiential learning emerges as a key strength in both schools, with students actively engaged in hands-on activities aligned with P5 objectives (Observation O5; P5 Activity Report, 2024). In terms of branding, SMPN 61 Surabaya is more widely recognized through the Edupark concept, whereas SMP Taruna Jaya 1 Surabaya has established a stronger identity in environmental-based educational tourism. Despite challenges related to human resources, budget constraints, and dependence on core teachers, government policies restricting out-of-town study tours have created opportunities for both schools to position tourism schools as accessible, affordable, and educational local learning alternatives, as reflected in increased local school visits (School Visit Records, 2024).

Table 1. Results of research findings theme

Theme Of Findings	Description Of The Main Finds	SMPN 61 Surabaya (Edupark)	SMP Taruna Jaya 1 Surabaya (educational tourism)	Data Sources
1. Strategic Planning & Vision Of Tourism School	Both schools have a vision and direction of the development strategy of Tourism schools, but the involvement of all teachers has not been evenly distributed.	The vision is directed towards Edupark supporting P5 and the environment; planning is quite systematic through annual meetings.	Focus on environmental education, urban farming, and limited land use; flexible planning adapts to local potential.	Interviews, Documents
2. Strategy Implementation & Facility Utilization	Educational tourism facilities are used for learning, P5, and other school visits, but utilization has not been evenly distributed.	It has extensive facilities (Edupark, Park, art rides, outbound), but some areas have not been optimally used.	Excellent facilities such as Kampung TOGA and garbage bank are actively used; utilization is relatively consistent.	Observation, Interview
3. Stakeholder Engagement	External collaboration is strong, but internal collaboration is uneven and relies on core teachers/movers.	Parental support is quite high, several neighborhood communities are actively involved.	Work closely with colleges and communities; parent participation is stable.	Interviews, Documentation
4. Strategy Evaluation & Control	Routine evaluations are carried out, but do not yet have standardized strategic evaluation instruments or	Monthly and annual evaluations take place, more administrative than analytical.	Evaluation was carried out, but still in the form of activity reports without performance	Interviews, Documents

	measurable success indicators.		indicators of tourist schools.	
5. Experience-Based Learning (Experiential Learning)	Students actively learn through hands-on practice as per Dewey & Kolb theory; strong applicability especially on P5.	EduPark used to be an out-of-class learning space and student project area.	Urban farming and waste banks become contextual learning media.	Observation
6. School Branding & Appeal	The school already has an educational tourism identity; branding has been established, but promotion is still sporadic.	Branding "EduPark" is quite well known and is often a reference to other schools.	Branding "educational tourism" is growing, but stronger on environmental aspects.	Documentation, Interviews
7. Main Obstacles	Barriers related to human resources, budget constraints, and dependence on core teachers.	Main challenges: maintenance of facilities, distribution of teacher roles.	The main challenge: limited land, the need for high creativity in the design of rides.	Interview
8. Government Policy Support	The policy of banning study tours outside the city strengthens the position of tourist schools as an alternative to local education.	Utilize the policy as an opportunity to increase visits.	Make the policy as a momentum to strengthen environmental education tourism.	Documents

Overall, the comparative findings demonstrate that both schools implement strategic management practices with different orientations shaped by their respective contexts. SMPN 61 Surabaya relies on structural planning and extensive facilities, which provides strong institutional visibility but requires improved facility optimization. In contrast, SMP Taruna Jaya 1 Surabaya emphasizes strategic adaptability and creativity, enabling consistent program implementation despite spatial limitations. These differences indicate that contextual alignment between strategy and resources is a key determinant of program continuity.

The effectiveness of tourism school programs in both schools is therefore reflected through qualitative indicators, including the consistency of facility utilization, the level of stakeholder involvement, and the sustainability of activities throughout the academic year. SMPN 61 Surabaya shows stronger impact in increasing student activities and school visits, while SMP Taruna Jaya 1 Surabaya demonstrates greater contribution to strengthening students' environmental literacy. Rather than indicating uniform effectiveness, these findings suggest different forms of impact aligned with each school's strategic focus.

Table 2. Comparative analysis of Strategic Management

Aspect	SMPN 61 Surabaya	SMP Taruna Jaya 1 Surabaya	Comparative Analysis
Strategic Planning	More structural & planned	More flexible & adaptive	Both are effective, but the approach differs according to the school context
Implementation	Supported extensive facilities	Supported creativity utilization of limited space	Implementation influenced the physical condition of the school
Facilities	Complete & varied	Limited but functional	The contrast of the facilities does not affect the quality of the program
Stakeholder Engagement	Internal strong, external enough	Externally very strong, internally stable	Junior cadets excel in external collaboration

Evaluation	Routine yet administrative	Routine but not standardized	Both require Strategic Evaluation Tools
Branding	Publicly superior	Stronger on environmental themes	Branding is the main differentiator of both schools
Program Impact	Increase student activity & visits	Improving environmental literacy	Different impacts according to school focus

DISCUSSION

The findings showed that both schools have implemented the stages of strategic management as the framework of environmental scanning, strategy formulation, implementation, and evaluation are commonly used in education management and program management (Amajida et al., 2024). Both schools were able to identify the potential of the environment and translate it into contextual educational tourism programs. Implementation of the strategy runs consistently through learning, utilization of facilities, and integration with P5. However, the evaluation carried out is still administrative and has not used strategic performance indicators (Strategic Performance Indicators), even though evaluation based on measurable indicators is an important component in modern education quality management (Olague & Bertillo, 2023). Thus, this study provides a new contribution in the form of recommendations for the use of SPI so that the evaluation of Tourism school strategies is more comprehensive and measurable.

The results of research on leadership aspects reinforce the finding that visionary leadership is a key driver of educational innovation and the formation of organizational culture (Aprilla et al., n.d.; Gray, 2024). Principals at both sites serve as strategic decision makers, collaboration drivers, and boosters of school branding. However, the findings of this study also emphasize the importance of teacher creativity as a factor implementing field innovation, thus expanding the perspective that the success of the program is determined not only by formal leadership, but also by the innovative capacity of teachers as agents of change. This emphasis adds value to the educational management literature, which generally focuses more on the role of the principal than the contribution of the teacher.

Educational tourism activities seen in terms of pedagogically proven to be in line with the principle of experiential learning, which emphasizes direct experience as the core of meaningful learning. Recent studies in tourism and sports education have shown that experiential learning practices can improve students' thinking skills, participation, and readiness in real contexts (Miller et al., 2022). This research not only reinforces the theory, but also contributes the novelty that local school-based educational tourism can be an effective, inexpensive, and contextually relevant implementation of P5. This is in line with modern educational trends that emphasize project-based learning and the use of the surrounding environment as a learning resource.

Local government policy has proven to be a major lever factor in the development of school tourism, especially through the Prohibition of study tours out of town, strengthening local educational tourism, and Adiwiyata programs that provide legitimacy for schools to innovate. These findings confirm that government policy direction has a strong influence on educational innovation, while expanding the understanding that local policies not only serve as regulations, but also as strategic drivers for accelerating school transformation (Putra et al., 2023; Widodo, 2024).

This study found that the assessment mechanism of Tourism schools is still administrative without a standard instrument that can measure the impact of the program objectively. The lack of strategic performance indicators indicates that the evaluation and control function has not been running optimally, so it is necessary to develop a Strategic Evaluation Matrix so that the performance

of tourist schools can be monitored more systematically (Hakim et al., 2022; Halecki & Klatka, 2021).

The research also confirms a number of important implications for the development of tourist schools. The tourist school Model is proving relevant as a 21st century learning approach that can be applied even in schools with limited resources, as well as replicable through structured strategic management. The success of the program is influenced by visionary leadership, teacher creativity, and external collaboration with communities and universities, while strengthening the implementation of P5 and Adiwiyata programs in learning (Gardella, 2020; Ramis, 2021; Zhou & Banhidi, 2024).

The limitation of the study lies in the scope that includes only two schools, so the generalization of the findings is still limited. Dependence on the perception of informants also has the potential for bias, while variations in facilities between schools can affect the results of observations. In addition, not all aspects of strategic management can be documented quantitatively, so some analyzes depend on the interpretation of the researcher. This condition confirms the need for sample expansion, method diversification, and the development of more robust evaluation instruments in subsequent studies (Kim et al., 2025; Shahzeidi & Moghimehfar, 2024).

CONCLUSION

The development of Tourism schools in SMPN 61 Surabaya and SMP Taruna Jaya 1 Surabaya through a qualitative approach to multi-site studies. The results showed that both schools have implemented strategic management stages-from planning to evaluation-but the evaluation process is still administrative and has not used measurable strategic performance indicators. The success of the program is influenced by the leadership of visionary principals, teacher creativity in designing experiential learning, and local government policy support that acts as a strategic driver. Educational tourism is proven to be effective in supporting Pancasila student profiles and contextual learning for students. Constraints found include the limitations of evaluation instruments, the variety of school facilities, and the uneven involvement of stakeholders. This research offers contributions in the form of Strategic Performance Indicators and strategic models of Tourism school development that can be replicated by other schools and become the basis for the Department of Education in setting the standard of Tourism school performance.

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CONFLICT OF INTEREST

The authors state that there is no conflict of interest in this study.

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