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The implementation of green tourism in education and research at Bali State Polytechnic

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Abstract. The purpose of this research is to analyze the implementation of green tourism in education and research and its implications for the brand image of Bali State Polytechnic. Data collection techniques were observation, interviews, questionnaires, and documentation as well as techniques for determining informants by purposive sampling of 60. The interviews were conducted in a semi-structured manner using an interview guide for key informants to obtain specific information on the research topic. This research was conducted in Bali State Polytechnic and the hospitality industry in Bali. The data analysis technique was carried out using a qualitative descriptive analysis to see the existing conditions of Bali State Polytechnic and then to know the direction of developing Bali State Polytechnic brand image which is oriented towards green tourism. The results of the study show that the implementation of green tourism in education, research, and aspects of forming Bali State Polytechnic brand image show that the average value is in the interval 4.21 - 5.00, meaning that it is in very good category in building brand image of the Bali State Polytechnic. As much as 99% of informants' perceptions stated that they strongly agreed and agreed regarding the implementation of green tourism in education and research to build a Bali State Polytechnic brand image through the vision and mission. Furthermore, the Bali State Polytechnic through the icon as vocational education produces 98% of graduates who are ready to work. The name of Bali State Polytechnic as a corporate image is easy to remember and 98% believe that the superiority of Bali State Polytechnic's vocational education model which is oriented towards green tourism will last a long time.

Keywords. green tourism; education; research; brand image

1. Introduction

This research was initially based on the fact that in real terms vocational education such as the Bali State Polytechnic (BSP) is inseparable from competition between universities, both public and private. The success of higher education in each country is seen from various assessment sectors, both in terms of resources, infrastructure, quality, and output.

Output expectations are in the form of quality graduates and research, while outcome expectations include international reputation and realizing a world class university. Kartajaya believes that universities that have a competitive advantage in the future need to start looking for new and creative ways to attract, retain and foster strong relationships with students (Kartajaya, 2021). From this explanation it can be interpreted that the success of the study and

increased student participation will have a good impact on the sustainability of GNP in the future.

Currently, the discourse related to the implementation of green tourism (GT) in education and research is back in the discussion along with the growing spirit of renewal of vocational education such as BSP. The integration of education, research and community service activities in learning has been proclaimed as one of the accreditation criteria for study programs and higher education institutions in Indonesia. Higher education as an educational institution must place the curriculum as the center of sustainable development. The curriculum is integrated with the principles of sustainable development, which will produce graduates who support green economic development holistically. The curriculum contains courses related to environmental preservation, integrating sustainability into courses, and making the campus a socio-environmental system. Researchers, both lecturers, and students must be able to raise sustainable development issues. Facilities and infrastructure are designed in such a way as to comply with the principles of sustainable development.

Higher education as an educational institution must place the curriculum as the center of sustainable development. The curriculum is integrated with the principles of sustainable development, which in turn can produce graduates who support green economy development holistically. The curriculum contains courses related to environmental preservation, integrating sustainability into courses, and making the campus a social environmental system. Researchers, both lecturers and students, must be able to raise issues of sustainable development. Facilities and infrastructure are designed in such a way as to comply with the principles of sustainable development.

Green tourism-oriented educational institutions are a good model that can have an impact on sustainable tourism development, because students during their study period have studied and practiced the basics of sustainable development (IK Astawa, IK Budharma, 2021). The concern of academics and practitioners for the environment and the inclusion of green tourism in campus management is important (Astawa et al., 2021). However, in the context of implementing green tourism in education and research to build the brand image of educational institutions, further investigation is needed. The BSP is positioning itself with a vision of becoming a leading vocational higher education institution producing internationally competitive professional graduates by 2025. Tourism as an umbrella for the development of BSP and green tourism as a center of technology excellence (PUT) is in line with the vision of building excellence-oriented institutions tourist. The phenomenon of green tourism being adopted and then designated as a center of excellence for BSP is one of the solutions to contribute to sustainable development through graduates who have integrity and spiritual, socio-cultural, and ecological skills.

The development of green tourism in BSP is in line with the Bali Green Growth 2050 Roadmap (Wiranatha et al., 2011) which is reorganizing Bali tourism in accordance with the demands of sustainable tourism development internationally, as well as the demands of local culture. So far, the implementation of education and research that is integrated with the orientation of green tourism has become BSP's commitment in striving to form the ideal of vocational higher education which can produce a skilled, trained, and green-skilled workforce that is in line with the needs of users and related stakeholders. The approach to implementing green tourism related to education and research with outcomes that can enrich and deepen teaching materials in BSP is a solution to build public confidence in the enthusiasm of enthusiasts and strengthen BSP branding.

The existence of an educational institution is determined by the significance of the growth in the quantity of students which is balanced with the quality in line with the needs of the industrial world and the world of work. When an educational institution is unable to maintain its existence, it will hinder the growth of the educational institution itself and result in a decrease in achievement. Although until now BSP has the attractiveness and reputation of the top 10 Best Polytechnics in Indonesia according to the Ministry of Education and Culture's Research and Technology (Caesaria, 2021), if education, research, and community service activities are not managed properly and do not satisfy stakeholders, then it is feared that the reputation of BSP will fade. Therefore, this research is important to be carried out as an institutional anticipatory step. This research is focused on the implementation of green tourism in education and research to build a BSP brand image.

2. Literature review

2.1 *Green tourism in education and research*

At the higher education level, the problem of learning outcomes can be seen from the low number of graduates working from vocational higher education. The low quality and competitiveness of tertiary institutions can be seen, among others, from the low ranking of Indonesian tertiary institutions in the Quacquarelli Symonds (QS) World University Ranking (Ornstein, Allan C. & Hunkins, 2014). There are several issues that contribute to the low learning outcomes of Higher Education students in Indonesia. There are 4 problems that are predicted as triggers for low learning outcomes, namely (Nizam, 2020):

1. Low engagement with the business world and the industrial world and the low participation of graduates (users) in curriculum development at polytechnics and universities as well as a small number of apprenticeship programs, as a result the competence of graduates is less relevant to the needs of the business world and the industrial world;

2. The lack of development of the potential of lecturers due to the high administrative burden of lecturers, the obligation to carry out the tridarma of higher education by all lecturers, promotions academic licenses concentrated in ministries, and accreditation oriented to administration and uniformity;

3. The less dynamic curriculum can be seen from the lack of opportunities to take interdisciplinary courses that are integrated with study programs;

4. The weak competence of lecturers can be seen from the pattern of recruitment of lecturers oriented towards academic qualifications, not competence or experience the world of business and industry, as well as the limited knowledge of lecturers regarding practical activities in the world of business and industry.

The higher education curriculum based on Law no 12 of 2012, article 35 is defined as a set of plans and arrangements regarding objectives, content, and teaching materials as well as the methods used as guidelines for organizing learning activities to achieve Higher Education goals. Furthermore, it is stated that the higher education curriculum is developed by each tertiary institution with reference to the National Higher Education Standards for each Study Program which includes the development of intellectual intelligence, noble character, and skills.

Based on this understanding, curriculum planning and regulation as a curriculum cycle has several stages starting from needs analysis, design, development, implementation, evaluation, and follow-up improvements carried out by study programs in an integrated manner (Budarma et al., 2017). The curriculum cycle runs in order to produce graduates in accordance with the learning outcomes of graduates of predetermined study programs.

The curriculum at BSP is a program to produce quality graduates who have the attitude, knowledge, skills, integrity, and spiritual, socio-cultural, and ecological skills. To produce such graduates, BSP needs to integrate various aspects of activities, including learning, research and service activities as well as student activities (Budarma et al., 2017; Irawan, 2017; Ornstein, Allan C. & Hunkins, 2014). The concept that has been developed by the Directorate General of Higher Education so far in compiling the curriculum begins with determining the profile of graduates, whose abilities/competencies are then formulated. With the existence of the Indonesian National Qualifications Framework, the formulation of "competence" of graduates needs to be studied against the descriptions and qualification levels specified in the Indonesian National Qualifications Framework.

2.2 *Green tourism*

Green tourism is a term that refers to sustainable tourism practices that can be used to predict shared desires regarding ecology and the environment, local communities, business people and tourists themselves (Azam, 2011). With this reference, it is possible for stakeholders to describe the framework for management and development activities, both for now and in the future. The aim of this green tourism strategy is to make regional governance mechanisms more effective to reduce negative environmental and social impacts due to existing tourism activities in both rural and urban areas in any country location.

The integration of environmental activities into the broader development framework is at the core of the Sustainable Development Goals (SDGs 2016-2030) to achieve environmental sustainability which is guided by 5 basic principles that balance economic, social, and environmental dimensions, known as the 5 P's, namely people, planet, prosperity, peace, and partnership (United Nations, 2015).

In addition to the principles of environmental, economic, and social sustainability, cultural sustainability is an important issue, especially when tourism practices in certain areas are based on local culture and traditions or local customs. Sustainable tourism is essential for present and future economic, ecological, and socio-cultural wellbeing and must be integrated with the societal economy, conservation with equity, and environmental integration with the economy.

The learning process that is student-centred (student-centered learning) and lecturers' applied research activities by involving students makes students and lecturers active actors in the teaching and learning process on campus. The educational approach as a supporter of green tourism indicates an expectation that learning and research are complementary and mutually reinforcing. With an integrated approach to education and research, it has the potential to be beneficial for the development of both towards progress.

2.3 *Brand Image of Educational Institutions*

The American Marketing Association defines brand image as "A brand is a name, term, design, symbol, or any other feature that identifies one seller's goods or service as distinct from those of other sellers", terms, designs, symbols, or other features that are embodied in a unified physical form as a differentiator from competing products). Furthermore, ISO brand standards add that a brand is an intangible asset that is intended to create a unique image and association in the minds of stakeholders, thereby generating benefits/economic value (American Marketing Association, 2017). In the context of education, brand image has a strategic position to market educational institutions to outsiders so that they are attracted to the services offered and continue to use them (Mundiri et al., 2016).

Brand image can be understood as consumer activity in assessing a particular product based on the service experience that has been provided to form an impression that makes an

impression on consumers' memories when hearing or remembering the product (Rokim et al., 2021). Brand image is an introduction to all aspects of a particular product that can provide direct benefits to consumers and become an assessment of their consumption interests so that they can indicate a product based on the level of satisfaction with the services provided and create a culture of loyalty in using the product (Firmansyah, Anang M., Dr., SE., 2019).

In general, from the previous definition, it can be concluded that the brand image of educational institutions is an effort to market educational services in building a positive assessment of educational institutions based on the quality of services provided so that they can meet the expectations (needs and desires) of students and the public so that they are attracted to services. offered and remain loyal in using the service.

2.3.1 Functions and Roles of Brand Image for Educational Institution

Brand image of educational institutions is one part of marketing management (marketing) in the area of forming campus perceptions in the view of the wider community (positioning) which must be formed and maintained so that it continues to exist amidst intense competition between existing educational institutions. Brand image is not formed in the blink of an eye but brand image is formed through a long process that is carried out continuously to improve the quality of services provided by institutions to create satisfaction for students and the community by involving cooperation between all components of education (Asmani, 2015).

Because brand image is a process that educational institutions must go through in achieving their goals, in the process of building an educational institution's brand image, a series of activities must be fulfilled and carried out systematically in its implementation function, namely: planning, organizing, directing, and supervision.

1. Planning is the first step taken in mapping marketing objectives to be achieved through the determination of alternative supporting devices in the form of concrete activities to be carried out in subsequent marketing activities. Planning is carried out to minimize the occurrence of fatal mistakes in the process of building the brand image of educational institutions so that each sequence of marketing activities that will be carried out can run effectively and efficiently.

2. Organizing is a follow-up of planning activities by establishing an organizational structure that has an important influence in realizing the plans that have been made before. Organizing is done to support the activity plan in building the educational institution's brand image that has been made by dividing the tasks to people who have adequate background competence in certain fields to facilitate the next marketing process.

3. Directing is a form of motivating group members to be able to complete their duties and responsibilities properly, by providing guidance and attention to the performance of each group member. The briefing is carried out so that in the process of building the brand image of each educational institution group members who have been determined in organizing activities have the awareness to complete the tasks that have been given to them.

4. Supervision is a review of planning activities that have been made so that it can be used as evaluation material for improvement in the next marketing. Supervision is carried out so that in the process of building the brand image of educational institutions it runs optimally in accordance with the desired expectations and can be analyzed is a marketing activity that will be carried out in the future (Mahyuddin, 2017).

When the process of building an educational institution's brand image is carried out optimally, public trust will also be easily obtained. Because the result is used to increase students' interest in educational institutions so that the existence of an educational institution

can continue to be cultivated and maintained based on the quality of services provided (Munir, 2018).

2.3.2 Brand Image Indicators of Educational Institutions

Basically, the brand image of an educational institution is used to influence people's expectations so that they have confidence in the services offered and finally make their choice to join the educational institution. So, when marketing a superior service is carried out, it must be able to penetrate the minds of the public so that it sympathizes and creates meaning in the hearts of consumers (Muhaimin, 2009).

In the activity of building the brand image of an educational institution, instructions are needed to facilitate the process of achieving its goals. Brand image indicators include: corporate image, product image, and user image (Supriyadi, Wahyu Wiyani, 2017).

1. Corporate Image is a person's view of a particular institution that offers educational services produced through the capture of the five senses so that it forms thoughts and is supported by experience in obtaining information about the educational institution.

2. Product Image is a person's view of the educational services offered by a particular educational institution that is generated through the capture of the five senses to form a thought and is supported by his experience in obtaining information about the services offered by the educational institution.

3. User Image is a person's view of people who use educational services from a particular institution that is generated through the capture of the five senses to form a thought and is supported by his experience in obtaining information about users of educational services from the educational institution.

The purpose of holding this brand image activity is to create a positive impression for users of educational services which is illustrated by their level of satisfaction in receiving educational services that have been provided to them. This level of customer satisfaction is relative, meaning that it is adjusted to the needs and desires of education customers (Irianto, Bahtiar, Y & Concerned, 2008).

2.3.3 Elements of Brand Image Forming Educational Institutions

In an effort to create customer satisfaction for the services provided by institutions, several elements are needed that can be used to satisfy education customers. There are seven main elements in the implementation of educational marketing which are popularly known as 7P, namely: service product, price, place, promotion, people, process, and physical evidence (Hurriyati, 2009).

1. Products are services offered by institutions to customers as a basic consideration in their purchase intention. Several levels in the product, namely what benefits can be derived from the product (core benefits), general description of the product (basic product), product supporting components (expected product), product advantages that differentiate it from other products (augmented product), and objectives long-term product (potential product).

2. Price is a standard price set by the institution in accordance with the guarantees and services provided to the customer. The better the quality of the institution, the higher the price to be paid by the customer and vice versa.

3. Place is determining the location of a school based on several factors such as ease of access to the location, confirmation of the physical presence of the institution, stability of traffic conditions, provision of parking lots for vehicle safety, considering competitors' location conditions and complying with government regulations.

4. Promotion is an activity of informing, inviting and convincing customers to know about the existence of the product being offered so that they are interested in buying and continuing to use it through advertising, personal selling, product introduction and publication in various print media (publicity).

5. People is the ability of stakeholders to influence the quality of services provided to customers.

6. Process is the integration of all elements in the implementation of educational marketing as a reference in improving service quality and as evaluation material in improving institutional management to influence the growth of the quantity of students.

7. Physical Evidences are various supporting attributes in the form of physical forms of institutional services such as facilities and infrastructure that support the creation of an educational marketing process.

3. Research methodology

This study uses a type of qualitative research, through inductive research. The number of research informants was 60 people. Determination of informants was carried out by purposive sampling, which is a sampling technique with the consideration that informants have authority related to education and research in BSP, the users of alumni and alumni who understand problems and can provide accurate information. Interviews with key informants aim to obtain the necessary information according to the focus and objectives of the research. Data collection techniques with observation, interviews, questionnaires, and documentation. Interviews were conducted in a semi-structured manner using an interview guide to key informants from each stakeholder. The research questionnaire uses a Likert scale of five, namely: Strongly Agree (SA) = 5, Agree (A) = 4, Neutral (N) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1.

The validity test is used to measure the accuracy of each research question item. Validity testing is done by looking at the significance value. If the sig value <0.05 and is positive, then the question items are declared valid (Riadi, 2016). The reliability test is used in measuring the questionnaire items which are indicators of a variable. The level of reliability of an instrument shows a measurement that gives consistent results if repeated measurements are made on the same symptoms (Sugiyono, 2018). A variable or construct is said to be reliable if it gives a Cronbach Alpha value of 0.60 (Ghozali, 2016). Determination of categories based on the average value using class intervals. According to Riadi (2016), the interval class formula is as follows:

$$i = \frac{\text{Max Value} - \text{Min Value}}{K}$$

Description: i = class interval, Max value = maximum value = 5, Min value = minimum value = 1, K = number of classes = 5. From the calculation results, the class interval value for each category has a level of 0.8. The categorization of the average value is presented in Table 1

Table 1. Average Scale and Category

intervals	Criteria	Category
4.21 - 5.00	Strongly agree	Very Good
3.41 - 4.20	Agree	good
2.61 - 3.40	Neutral	Fair
1.81 - 2.60	Disagree	Poor
1.00 - 1.80	Strongly Disagree	Very Poor

Qualitative descriptive analysis is used to see the existing condition of BSP based on learning and research data and the participation of existing stakeholders, so that the direction of building a BSP brand image with a green tourism orientation in the future can be identified. The location of this research was conducted in 6 departments in BSP. This research was also carried out in the tourism industry and alumni. The time of the research was carried out from April to December 2022.

4. Result and discussion

4.1 Characteristics of Informants

The number of informants used in the research was 60 representatives from Tourism Department, Study Program, Field Work Practice Coordinator, alumni, and users. The grouping of informant characteristics based on gender, age and education is shown in Tables 2, 3 and 4.

4.1.1 Characteristics of Informants Based on Gender

Table 2. Characteristics of Informants by Gender

		frequency	percent	Valid Percent	Cumulative Percent
Valid	Man	42	70.0	70.0	70.0
	Woman	18	30.0	30.0	100.0
	Total	60	100.0	100.0	

Table 2 shows that there were 42 male informants (70%) involved in this study and 18 female informants (30%). With this, most informants in this study were men.

4.1.2 Characteristics of Informants Based on Age

Table 3. Characteristics of Informants by Age

		frequency	percent	Valid Percent	Cumulative Percent
Valid	<30 years	11	18.3	18.3	18.3
	30 - 34 years	4	6.7	6.7	25.0
	35 - 39 years	3	5.0	5.0	30.0
	40 - 44 years	6	10.0	10.0	40.0
	41 - 45 years	5	8.3	8.3	48.3
	46 - 50 years	12	20.0	20.0	68.3
	>50 years	19	31.7	31.7	100.0
	Total	60	100.0	100.0	

Based on the age group of the informants in Table 3, there were 11 informants aged <30 years (18.3%) and those aged > 50 years were 19 people (31.7%). Most informants are in the group > 50 years.

4.1.3 Characteristics of Informants Based on Education

Table 4. Characteristics of Informants by Education

		frequency	percent	Valid Percent	Cumulative Percent
Valid	Diploma III	12	20.0	20.0	20.0
	DIV/S1	25	41.7	41.7	61.7
	S2	15	25.0	25.0	86.7
	S3	8	13.3	13.3	100.0
	Total	60	100.0	100.0	

Informant education based on Table 4 shows that informants with the lowest education level, namely Diploma III, were 12 people (20%) and the highest education level, namely Doctoral Degree, were 8 people (13.3%). Most informants had an applied bachelor's degree (Diploma IV)/S1, namely 25 people (41.7%).

4.1.4 Instrument Validity and Reliability Test

The results of the validity test of 32 questions in the questionnaire using SPSS version 26, the sig value <0.05 so that all instruments are valid. The results of the reliability test showed the value of Cronbach's alpha $0.893 > 0.6$, so it could be concluded that the 32 questions were reliable. The results of the validity and reliability tests are shown in Tables 5 and 6.

Table 5. Instrument Validity Test

Variable	Question Items	r count	r table (60)	Sig.	Interpretation
Education	1	.714	0.254	0.000	Valid
	2	.733	0.254	0.000	Valid
	3	.755	0.254	0.000	Valid
	4	.806	0.254	0.000	Valid
	5	.831	0.254	0.000	Valid
	6	.661	0.254	0.000	Valid
	7	.816	0.254	0.000	Valid
	8	.830	0.254	0.000	Valid
	9	.436	0.254	0.001	Valid
	10	.824	0.254	0.000	Valid
	11	.845	0.254	0.000	Valid
Research	1	.388	0.254	0.002	Valid
	2	.785	0.254	0.000	Valid
	3	.843	0.254	0.000	Valid
	4	.909	0.254	0.000	Valid
	5	.890	0.254	0.000	Valid
	6	.807	0.254	0.000	Valid
Brand Image Forming	1	.782	0.254	0.000	Valid
	2	.875	0.254	0.000	Valid
	3	.569	0.254	0.000	Valid
	4	.865	0.254	0.000	Valid
	5	.818	0.254	0.000	Valid
	6	.692	0.254	0.000	Valid
	7	.774	0.254	0.000	Valid
BSP Brand Image	1	.734	0.254	0.000	Valid
	2	.752	0.254	0.000	Valid
	3	.841	0.254	0.000	Valid
	4	.877	0.254	0.000	Valid
	5	.773	0.254	0.000	Valid
	6	.621	0.254	0.000	Valid
	7	.718	0.254	0.000	Valid
	8	.848	0.254	0.000	Valid

Table 6. Instrument Reliability Test

Variable	Reliability Statistics	
	Cronbach's Alpha	Interpretation
Education	.893	Reliable
Research	.874	Reliable
Brand Image Forming	.883	Reliable
BSP Brand Image	.903	Reliable

4.2 Educational Aspects

The implementation of green tourism is measured through indicators from the aspects of education, research, brand image formation, and BSP brand image.

Table 7. Implementation of green tourism from the educational aspect

Statement	Response					
	SA	A	N	D	SD	Mean
Profile of Study Program Graduates includes workers (employees) who support green tourism.	37	19	4	0	0	4.55
The curriculum (subjects) contains green tourism (planet-profit-people) content.	36	16	7	1	0	4.45
Students have competence in thinking, behaving, and practicing green tourism.	33	22	2	3	0	4,42
The learning method with the student-centered learning (SCL) approach has been fully implemented.	26	25	6	3	0	4,23
Learning methods have been implemented by considering various green paradigms (environmentally-friendly, paperless, digital, ecological, business-economic, and sociological-culturalist approaches).	29	22	8	1	0	4,32
The teaching load related to the distribution of courses is based on the principle of competence.	42	15	1	2	0	4.62
Teaching Materials have fully supported the Study Program learning outcomes (CPL).	32	26	1	1	0	4.48
The learning process is fully in accordance with green tourism as a center of excellence and umbrella for the development of BSP.	30	25	5	0	0	4,42
CPL evaluation is carried out by involving stakeholders (Academics, Practitioners, Government, Associations, and related parties) with the CPL Study program.	35	23	2	0	0	4.55
All aspects of the CPL have been carried out in accordance with the Study Program CPL.	32	25	3	0	0	4.48
The learning achievements of courses that contain green tourism have been proven to be achieved.	30	24	5	1	0	4.38

Table 7 shows that the answers of informants who strongly agree and agree regarding the implementation of green tourism in education in the form of distribution of courses are based on a competency principle of 95%. Regarding teaching materials, it has fully supported the study program graduate learning achievement (CPL) of 96%. Furthermore, the CPL evaluation is carried out by involving stakeholders (academicians, practitioners, government, associations, and related parties) with a study program CPL of 96% and all aspects of the CPL have been carried out in accordance with a confirmed Study Program CPL of 95%. The

implementation of green tourism in education shows an average value of 4.21 - 5.00, all research instruments are confirmed in very good category to build the brand image of BSP. However, learning methods using a student-centred learning approach by considering various green paradigms (environmentally-friendly, paperless, digital, ecological, business-economic, and sociological-culturalist) approaches need to be intensified.

4.3 Research Aspects

Table 8. Implementation of green tourism from the research aspect

Statement	Response					
	SA	A	N	D	SD	Mean
Research Roadmap in BSP has adopted the concept of green tourism.	45	15	0	0	0	4.75
The themes (topics/titles) of lecturer research generally refer to green tourism (ecology, economy, and socio-culture).	41	16	3	0	0	4.63
Lecturer research has fully involved active students in the Study Program.	40	12	7	1	0	4.52
The research results have fully supported the BSP technology center of excellence (PUT) which is oriented towards green tourism.	33	22	5	0	0	4.47
The results of the research support the development of the green tourism paradigm both in theory and/or practice.	33	23	4	0	0	4.48
Research products are published in journals that support green tourism.	32	22	6	0	0	4.43

Table 8 shows that the answers of informants who strongly agree and agree regarding the implementation of green tourism in research in the form of a Research Roadmap in BSP have adopted the concept of green tourism 100%. In relation to the themes (topics/titles) of lecturer research in general, 95% refer to green tourism (ecology, economy, and socio-culture). Furthermore, lecturer research has fully involved active students in the study program by 87%. The implementation of green tourism in research shows an average value of 4.21 - 5.00, all research instruments are confirmed in very good category to build the brand image of the BSP. However, lecturer research involving active students in the study program and published research outputs in journals that support green tourism need to be improved.

4.4 Brand Image Forming Aspects

Table 9. Implementation of green tourism aspects of brand image formation

Statement	Response					
	SA	A	N	D	SD	Mean
The study program curriculum at BSP is aligned with the needs of the business world, industry and the world of work.	46	13	0	1	0	4.73
Determination of the level of payment for Single Tuition Fee is in accordance with the services provided by BSP to students.	30	24	3	3	0	4.35
The location of BSP is very strategic because it is in a tourism area.	45	12	3	0	0	4.70
BSP promotions are carried out both offline and online effectively.	39	17	3	1	0	4.57

The cooperation of educators, educational staff and all components of the institution creates a good impression of service.	37	21	2	0	0	4.58
The process of building a green tourism-oriented BSP brand image is a unique strategy by adopting local wisdom values (Tri Hita Karana) and global values (Sustainable Development Goals).	46	14	0	0	0	4.77
Facilities and infrastructure at BSP support the learning process that supports green tourism.	30	20	10	0	0	4,33

Table 9 shows that the answers of informants who strongly agree and agree regarding the implementation of green tourism are an aspect of forming the BSP brand image in the form of a Study Program curriculum at BSP in harmony with the needs of the business, industry and world of work of 99%. Regarding the location of BSP is very strategic because it is in a tourism area of 95%. Collaboration between educators, educational staff and all components of the institution creates a good impression in service by 97%, and the process of building a green tourism-oriented BSP brand image is a unique strategy by adopting local wisdom values (Tri Hita Karana) and global (Sustainable Development Goals) of 100%. The implementation of green tourism is an aspect of forming a BSP brand image showing an average value of 4.21 - 5.00, all research instruments were confirmed in the very good category to build the brand image of BSP. However, the facilities and infrastructure at BSP to support the performance of the green tourism-oriented learning process need to be improved.

4.5 BSP Brand Image

Table 10. Implementation of green tourism to build brand image of BSP

Statement	Response					
	SA	A	N	D	SD	Mean
BSP is known for its vision of becoming a leading vocational higher education institution producing internationally competitive professional graduates.	49	10	1	0	0	4.80
BSP is well-known for its vocational education as it produces graduates who are ready to work.	51	8	1	0	0	4.83
Information about BSP is very easy to obtain online.	46	11	2	1	0	4.70
Education, research, community service and student activities with a green tourism approach in BSP strongly support BSP's image.	46	11	3	0	0	4.72
The academic community feels comfortable participating in the teaching-learning process at BSP which refers to green ethics, green business, and green physics.	38	20	2	0	0	4.60
BSP name is easy to remember (Corporate Image)	48	12	0	0	0	4.80
The advantages of BSP vocational education model that are oriented towards green tourism last a long time.	42	17	1	0	0	4.68
The image of BSP as a leading vocational higher education institution producing internationally competitive, trusted and reputable professional graduates in accordance with what is in the minds of stakeholders is easily accessible.	41	17	2	0	0	4.65

Table 10 shows that the answers of informants who strongly agree and agree regarding the implementation of green tourism in education and research to build the brand image of BSP through a vision are 99%. Furthermore, through the icon as vocational education, 98% of

graduates are ready to work. The name of BSP as a Corporate Image is easy to remember (100%) and 98% believe that the excellence of the BSP vocational education model which is oriented towards green tourism will last a long time.

Table 1 lists the paragraph styles defined in this template.

5. Conclusion

The implementation of green tourism in education in the form of distribution of courses is based on the competency principle of 95%. With regard to teaching materials, it has fully supported the learning outcomes of Study Program graduates by 96%. Furthermore, evaluation of graduate learning outcomes is carried out by involving stakeholders (academicians, practitioners, government, associations, and related parties) by 96% and all aspects of graduate learning outcomes have been carried out in accordance with confirmed study program graduate learning outcomes of 95%. The implementation of green tourism in research in the form of a Research Roadmap in BSP has adopted the concept of 100% green tourism. In relation to the themes (topics/titles) of lecturer research in general, 95% refer to green tourism (ecology, economy, and socio-culture). Furthermore, Lecturer research has fully involved active students in the Study Program by 87%. The implementation of green tourism in education shows that on average 94% of informants' perceptions stated that they agreed and strongly agreed to play a role in building the brand image of BSP. The implementation of green tourism in education, research and in the aspect of forming a BSP brand image shows an average value in the interval 4.21 - 5.00, meaning that it is included in very good category in building a brand image of BSP.

Implications of implementing green tourism in education and research to build the BSP brand image through a vision of 99%. Furthermore, through the icon as vocational education, 98% of graduates are ready to work. The name of BSP as a Corporate Image is easy to remember (100%) and 98% believe that the excellence of the BSP vocational education model which is oriented towards green tourism will last a long time.

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