

## IMPROVING NEGOTIATION AND DIPLOMACY SKILL OF YOUTH IN CIAMIS REGENCY FOR SUSTAINABLE TOURISM DEVELOPMENT IN THE ERA OF THE FOURTH INDUSTRIAL REVOLUTION

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### ABSTRACT

Workshop on negotiation and tourism diplomacy, supported by the promotion of literacy culture, becomes one of community services conducted by International Relations Study Program, Budi Luhur University aiming to increase the society's capability and capacity to contribute in Sustainable Development Goals and National Literacy Movement. During Semester 1 of Academic Year 2019/2020, the community service was held in Ciamis Regency, West Java, Indonesia, as the implementation of cooperation between the local authority and the university. The provided solution was focused on some issues: the quality of human resources, and the tourism sector that has received considerable attention within the local's development goals. In order to achieve the objectives of this program, the workshop comprised of lecture, simulation, and interactive games. The simulation was conducted through focus group discussion, presentation, and competition that trained skills required for future jobs. The workshop has involved active participation from students, teachers, and parents from 13 general and vocational high schools, and related officials of Ciamis. The results showed that students were well knowledgeable about the prospective tourisms in Ciamis. Participants also displayed a good degree of comprehension on rapid technology advancement in the era of Fourth Industrial Revolution, which has created challenges and opportunities for millennials as the future development agents in supporting government diplomacy for tourism. Participants also showed a good skill and understanding on how to face those challenges and opportunities by considering various factors such as the importance of digital literacy for negotiation and diplomacy, as well as the varieties of interest existed in the contemporary tourism market. The participants also exhibited capability to apply their knowledge and comprehension in supporting the development strategy for tourism sector that should include the establishment of priority in goals, and at the same time to preserve the nobility values and open mind attitude.

**Keywords:** Diplomacy, Digital Literacy, Fourth Industrial Revolution, Negotiation, Tourism

### 1. BACKGROUND

The community service was the first manifestation of the cooperation agreement between Budi Luhur University and the local authority of Ciamis Regency pertaining the implementation of the *Tri Dharma* of higher education institution (Ciamis Regency Administration & Budi Luhur University, 2019). This first community service was conducted by International Relations (IR) Study Program on January 2020, by sending two teams to the Regency. This article discusses the community service program by one team, conducted through workshop. The workshop was aimed to contribute in partners' effort to solve issues in development, in this case, is by increasing the capability and capacity of Ciamis youths to promote tourism sector for a sustainable development in the era of fourth industrial revolution. The youths are the future human resources for a more sustainable development. Tourism has also become one of the targeted sector in the Regency's development plan, that is also in line with the international relations (IR) studies. The workshop was attended by stakeholders from 13 general and vocational high schools in the Regency, and the local authorities.

In order to fulfill the function of the community service program, the team built the substance and the method by considering the needs of the partner, while at the same time, maintaining the relevance to the IR studies. Based on the correspondence between the team and the partner, the team put the Regency's human resources as the major consideration. Human resources development became the top among 10 strategic issues for the Regency

(Ciamis Regency Administration, 2019). The team also found this urgency as in line with the demography profile of the Regency. Ciamis Regency was a home for at least 1,389,414 citizens in 2015. Among them, 12,550 people have become civil servants (in *Bahasa Indonesia* is *Aparatur Sipil Negara*, and for this paper purpose would then be addressed in acronym—ASN). Even though the number of ASN was considerably high, at the same time, the cumulative number of job seekers was around 280 thousands (Statistics Indonesia, Ciamis Regency, 2017).

In the analysis, community service team also considered that one of the contemporary factor that influence the quality of the human resources the most is the existence of the fourth industrial revolution or Industrial Revolution 4.0. The revolution has brought advanced digitalization into the contemporary globalization process. In 2025, work life has been predicted to change significantly. At the global level, 5 millions job will be replaced by automatization (Crimson Education, 2017). Traditional literacy will always be the basic, however, digital literacy then also becomes essential for anyone especially those who will contribute greatly to the development, including the development of the Regency. With such urgency, IR Study Program has even taken the significant role of digital literacy in this era into account in its community service roadmap since 2017. Considering that, the vision and mission of the Regency should include the dynamics of the job market that is predicted to be resulted from the Industrial Revolution 4.0, as well as the importance of digital literacy to support the quality of Ciamis' human resources.

One of the vision of the Regency in year 2019 – 2024 is to achieve economic independency and stability, and the prosperity for all. Therefore, the mission related to the improvement of human resources should conform with the other missions. One of the mission explains the importance of society empowerment based on the potential of the local most valuable aspect in order to attain an independent society-based economy (Ciamis Regency Administration, 2019). One of the targeted sector in the mission is tourism sector. The local government has set tourism as one of the sector with potential competitive level that can be increased to 90% in 2024. In general, the sector has continuously shown its relevance. However, in current time, the team view that tourism needs to integrate with the advance technology as well as with other sectors. The optimalization of technology utilization would help the tourism promotion to be more effective and efficient. Interlinking the development plan on tourism with other sectors will help the management to put effort effectively and efficiently in facing multifaceted and complex challenges in current time. The positive view on the increasing significance of tourism sector has actually existed long, and been influenced significantly by Industrial Revolution 4.0. The advancement of information and communication technology has enforced the use of digital and online-based technology in daily life. This shows how services to support the daily conduct should be in the same pace and level. This also shows how any financial support to access the services should also have the same or even faster pace on the quality improvement. For Indonesia, the acceleration is not only related to manufacture industry, but also to services, including in tourism sector.

## 2. METHODS

The quality improvement of human resources requires a comprehensive, intensive, and long-term effort. Therefore, it should be started as early as possible and immediately. Choosing the stakeholders as the participant of the workshop becomes very crucial. Considering the urgency, it reflects how important the effort to be integrated with education sector. The chosen level of education was high school education. Two factors became the main consideration for the decision: the comprehension level of related stakeholders to accept knowledge and skills provided within the workshop, and the time proximity to the working world. There are several stakeholders related to high school education. The main stakeholder chosen was the student. High school students will face the real world reality soon after they graduate from school. Continuing to higher education has become more optional since their age after graduation has enabled them to apply for formal jobs. Therefore, at first, the workshop was intended for students only.

However, during the date, other stakeholders came to the venue, and the team thought that their participation has even created bigger opportunity for the team to help the partner to achieve the goal of the program.

Of course, since the very beginning, the involvement of other stakeholders is also important to support the attainment of the desired outcome of the program. The second stakeholder in high school education that was then involved actively during the workshop was the teacher. Teacher or tutor affects much on the transfer of knowledge that would build the quality of the student skill in school. The third stakeholder was the guardian of the students, *i.e.* parents. Parents reserve the rights to understand and approve the education their children receive inside and outside school. By understanding the goals of education, parents will also be able to provide supporting efforts at home or in the society. The next stakeholders are the management of the high school education, whether within the school or at the local administration level. The one attended was the local administration officials since school management has been represented by the teachers. However, the main participants of this workshop were still the students. Teachers, parents, and officials attended to accompany the students and supervise the conduct of the workshop. The methods developed by the team then were set to accommodate the students without disregarding the other attendees, so that the provided solutions became relevant for all participants.

High school students today are milenials. Youth at their age also have distinctive level of agility and perseverance in receiving and processing information. Preserving their interest and spirit to participate the program is imperative. Therefore, the methods used comprised of lecture session, interactive games, and simulation that involved physical activities. The main objective of the lecture session is to explain the importance of digital literacy and the essence of negotiation and diplomacy for tourism sector. In the of globalization, digitalization, and automatization, digital literacy is fundamental to support any effort in promoting local strength for prosperity for all. The comprehension of and the skill in digital literacy then will affect the quality of negotiation and diplomacy skill of Ciamis' human resources. Negotiation skill is a daily-life related to anyone. Diplomacy is generally well known as foreign affairs activities by government, while contemporary diplomacy has actually conducted through other tracks (multitrack diplomacy). Diplomacy activities may involve the active participation by society other than government agents. However, both negotiation and multitrack diplomacy need to be understood and practiced, especially when both are specifically pertain one issue or sector, which in this case is tourism sector.

The planned lecture session was then modified due to the dynamics during the date. Exceeding number of participants, geographical distance between the venue and residential areas of participants, along with the time restriction, have led to an integrated lecture session with the other community service team that was assigned by the Study Program. In order to achieve the objectives of the Study Program's community service roadmap,

the Study Program always assigned more than one team to promote SDGs and literacy. The other team focused on promoting SDGs and digital literacy by putting forth the development of ASEAN Smart Cities Network. The lecture session about digital literacy was then presented by the ASEAN Smart Cities Network team. The adjustment was actually given more benefit to all stakeholders including in achieving the objectives of the program. The exposure towards the existence of ASEAN Smart Cities Network has enriched the knowledge of the participants. The era humans are living in has been rapidly changed with the advancement of technology, widened network, and strengthened cooperation at the individual, national, international, regional, and global level. The efforts in promoting tourism sectors then could take benefits from the opportunities created by such progress.

Interactive games performs as ice breaking and is also important to maintain the physical and psychological aspect of the participants. First, the event was the first meeting between the team and the participants, as well as in the between of participants coming from different schools and background. Through interactive games, it is hoped to encourage the participants to get familiarized with the team and with other participants. Second, before and after lecture session, it is expected that sitting on chairs for a length of time and then receiving intensive mountful information will exhaust the participant. Therefore, the interactive games was also set up to help release the stress that might occur, while kept to be relevant with the theme of the workshop at the same time. For the conduct of interactive games (as well as simulation), the team was comprised of not only lecturers, but also facilitators from students, staf, and alumni, in order to make sure that all three methods can be run smoothly with effective distribution of roles and task. Involving students, staf, and alumni that could be considered as peers to the participants is expected to help the ice breaking process to run better. Having peers as stranger surrounding them is deemed more comfortable so that the participants could adapt to the workshop better.

Simulation performs as the practice ground for the participants' hard and soft skills. In this workshop, it was done in two rounds, each comprised of brief explanation on instructions, focus group discussion (FGD), and presentation. The simulation also included evaluation process by instructors in form of competition and post-round discussion. For the simulation, the main instrument were module, paper, stationaries, and gadget. The module used has also been the upgraded version from the ones utilized in the previous community service (see Yuniasih, *et al.*, 2019). In the background, the authors has posited that IR Study Program has consistently put the digital literacy as the main theme in its community services programs since 2017. Such roadmap was established to support the achievement of sustainable development for society. Therefore, the team keep upgrading the module to attain

the objectives of the program more effectively. Focus group discussion was set as the arena for participants to brainstorm and build the rationale of any proposal, and to negotiate among the members in decision making process. Presentation session performed as the medium for group representative to put their skill public speaking in practice.

### 3. RESULTS AND DISCUSSION

The conduct of this program involved three (3) steps, *i.e.* preparation, execution, and evaluation to reporting phases that has taken around 4 (four) months. The preparation phase included the coordination and correspondence activities with the partners, as well as other administrative process with the schools and other related parties. The preparation phase took some time and required intensive interactions due to the distance between the university and the partner which is about 274 km. Preparation also took some time in order to maintain a good administrative documentation. A good administrative documentation is imperative since the program involved many stakeholders, and was expected to continue for sustainability, so that the community services will give greater benefits for stakeholders in the future. The workshop was conducted on Monday, January 27<sup>th</sup>, 2020 at PKK Building, Jl. Jenderal Sudirman, Ciamis, West Java. The workshop involved active participation from more than 150 stakeholders—students, teachers, and parents from 13 schools, and government officials of Ciamis Regency. The program was opened by General Administration Assistance, Mr. H. Oman Rochman, MM, and the Head of IR Study Program, Mrs. Elistania, M.Si.

The three methods were run without significant obstacles. The smooth conduct of the program was due to the cooperation of all participants, partners, and teams. Therefore, the greatest appreciation is addressed to all participants and partners. 13 schools that participated in this program were SMAN 1 Ciamis, SMAN 2 Ciamis, SMAN 3 Ciamis, SMAN 1 Kawali, SMAN 1 Sindangkasih, SMAN 1 Sukadana, SMKN 1 Ciamis, SMKN 2 Ciamis, SMKS Al-Ikhlas Susuru Panawangan, SMKS Hepweti Ciamis, SMKS LPS 2 Ciamis, SMKS Miftahussalam, and SMKS PGRI Cikoneng. During the event, the lecturer teams were supported by five facilitators which comprised of students and alumni of BLU's IR Study Program. In terms of technology, almost all participants owned smartphone and email address. Such condition contributed much on the cognition and comprehension process for the participants towards the knowledge and skill that were practiced during the simulation.

#### *Ice Breaking*

Ice breaking was done in order to maintain the spirit and agility of the participants, to bond the participants, to increase the awareness of the participants towards the materials given, and to ease the conduct of lecture and simulation. Ice breaking was done through light discussion

soon after the opening session and interactive games as has been previously explained. It was first done with introduction of the teams and the program. This is important since the participants should be reminded and comprehend the goals of the program so that they would understand what they would receive and benefit with the program. During the introduction, the teams explained the importance of nobility values for current and future life. Some of those values are mutual help, compassion, and hardwork. In education, the values can be manifested in many forms. Some examples were shared by the team. Transfer of knowledge and skill is not exclusively done between teachers or tutors and students. Such activity can even be done between students, since each person have different experience thus exposure to information. Access to education is also important. The era of digitalization has enabled people around the world to access formal and informal education without physically move to the source of education. At the same time, the more unrestricted access would be provided when one officially enroll in the institution. The planning for the financing, including by applying for grants or scholarship, then becomes important and requires hardwork. The introduction session also covered the importance of thinking globally for the future of the Regency, and how the current situation and what people do in current time can contribute greatly on the future. Therefore, early preparation is important for the better future of Ciamis people. In introduction session, participants actively asked questions as well as shared views on the importance of education and comprehensive knowledge and understanding to face the life.

Ice breaking was also done in form of interactive games. The games were *tepuk semangat* and *tepuk nyamuk*. These games accomodates both small or bigger number of participants. Therefore, with the increasing number of participants to more than 50% of the planned one, these games were effective. These games also enables active physical interaction between participants. This has contributed well in bonding the participants one to another and with the teams. The ambience of the program became conducive for the next sessions. In addition, these games also required participants to stand up. This helped much since the lecture and simulation required the participants to sit down for a lengthy time. The ice breakings were participated enthusiastically. Even though it was overtime from, creating a comfortable ambience for the participants is imperative so that the participants can receive and comprehend the materials and do the training well.



**Picture 1. Layout of the Hall in PKK Building**

### **Lecture**

The lecture session was about digital literacy. The spirit and skill in digital literacy is one of main foundation to maintain the position and existence in current global competitions. In this session, the partner team started with explaining the significance of digital literacy for youths. The team also explained that literacy was not only about reading, but also writing. After that, the team explained about the development of literacy especially in the digitalized world. Discussing the development is important since one of the effort that can be done by Ciamis youths to compete in the digitalized era is by expressing ideas that are inspired by local and national wisdom, and their understanding of international situation, in verbal (written or orally delivered), on digital and online platforms.

Related to negotiation and diplomacy, decent and good skill in digital literacy is a must and real example of how knowledge in tourism does not exclusive to on-site experience. With the high proliferation of information today, the targeted market in tourism sector will rationally prepare the travelling agenda prior to the trip. The preparation would be done by collecting information about the destination as well as the available facilities. They would calculate where and when to visit that would conform with their needs and schedule. In this digitalized era, extensive access to internet connection, gathering such information does not depend on printed mediums or even on direct call to the service providers anymore. With the advance technology and the existence of big data, such public information can be accessed online. Therefore, negotiation and diplomacy in this sector now relies heavily on the availability of such information that is presented and packaged well, comprehensively, visually attractive, and easy to accessed on digital platforms. Therefore, digital literacy is not only required to get information, but also to present the information. These two functions make the digital literacy as one of bargaining power in negotiation and diplomacy coming from comprehensive information, and capability to show competency and earnestness in service sector.

### **Simulation**

The first thing aimed to be established before the simulation was started was the participants' sense of belonging towards the simulation itself. Therefore, simulation was opened once again with the team explaining the importance of digital literacy, as well as the importance of improving negotiation and diplomacy skill of the youths to improve the prosperity and economy of the people in Ciamis Regency. The instructors then explained that in achieving such desired goals, practice is needed to give real description and experience, even in a simple form. To accomodate the time restriction, the instructors also explained that the reason of the methods conducted during the training session would be explained during the post-simulation discussion. Instructors would also tutor the participants step-by-step during the training. Listening is

also an important phase to be done in building the sense of belonging. Since the workshop aims to give benefits for Ciamis Regency, listening to what Ciamis people want and know is fundamental. Instructors started with questions on participants preferences in travelling, and on Ciamis tourist destinations that they have known. Picture 1 shows the layout of the room that has enabled the 150 participants to sit in four (4) columns. Therefore, as a form of comprehensive engagement, instructors appointed one (1) student from each column in random. From the preliminary discussion, it was known that Ciamis Regency had tourism destinations that provided space for trending photography shoot, natural sites, city tourism sites, and historical sites. From the examples given, the instructors concluded and explained that the participants demonstrated a very adequate level of knowledge about their own tourism sites. Instructors also illustrated how those information also revealed that the Regency had diverse and unique character. Instructors also explained that it also meant that the Regency was rich in nature and history, thus had great competitiveness compared to other regencies. The explanation ended the preliminary discussion and bridged the process into the beginning of the simulation.

The first step in simulation was setting the participants into perceiving Regency tourism sector from the perspective of the tourists through role playing. The instructors explained that the existed diversity on the knowledge about destinations previously shared, also meant that there were diverse preferences, then various types of tourist. Therefore, in developing and promoting their tourism sector, they need to put themselves as the tourists—the users of the tourism facilities. In accordance with the prepared module, instructors divided participants into groups, based on types of tourist. The role playing was done in form of focus group discussion (FGD), not a scripted one, for participants to harness their creativity into practice. Without any script, the participants are allowed to imagine themselves as the represented tourist category with its own particular and distinctive needs and preferences. Providing space for creativity in the simulation is substantial moreover with the positioning of this skill as the third most important skill that would be needed at working world since 2020 according to the World Economic Forum (Gray, 2016).

The participants were divided into four types of tourist to facilitate the existed layout of the seatings. There were 14 groups, each was comprised of students from the same school. Since the number of school participants were 13, it meant that there were two groups representing one school. The exceeding number of the group compared to the number of the types of tourist also meant that each type of tourist was represented by three to four groups. This condition did actually support a more comprehensive brainstorming process and later on refine the participants' understanding on the needs and preference of each type of tourist during the post-FGD presentation. The followings are the four simulated types of tourist: (1) economical

tourist, (2) adventurous tourist, (3) comfort-based tourist, and (4) royal tourist. After assigning the groups with their roles, the instructors explained that there would be two rounds of FGD, the school performance during the rounds would be measured, and instructors would pick a group with the best performance.

As the guidance for the FGD, the module was distributed. It comprises of objectives, strategies, instruments, time limitation, and steps of each FGD. Since there was time restriction, the duration of FGD was adjusted from 45 – 60 minutes to 15 minutes. Based on the prepared module, the first round requires groups to (1) identify the particular needs that characterized the represented type of tourist, (2) identify Ciamis tourism destination that answers those needs, (3) elaborate the reason why such destination answers the needs. Instructors also explained that the result of the first FGD would be presented before the big forum after the time is over. Aside from the module, facilitators also shared blank sheets of paper for open and unlimited brainstorming process. Instructors also allowed the participants to utilize their gadget in collecting information. Facilitators went around to accomodate needs and answer questions relayed by the participants. The first round went well, with huge enthusiasm, and was done on time. This shows that the participants have a high degree of independency in following the instruction. This also shows that Ciamis youths are discipline, has a strong bond as the basis of well built cooperation, and spirit and passion to learn and contribute.

Before the presentation, instructors gave tutorials on how to conduct a good public speaking—present ideas before the big audience in a good manner. Instructors also set time limitation on the presentation. The duration of presentation was limited to two minutes. Such setting was to train the participant to have the skill to perform an effective public speaking. Each group initially sent their representative without having to be appointed by the instructor. That displayed a good sign of participants' bravery level as well as the comfort level of the participant to the program. In the conduct, from 14 groups, only 3 groups exceeded the time allocation. Other groups managed to present the result of discussion comprehensively and in detail without rushing. The presentation done show creativity and clear ideas, as well as utilization of catchy and persuasive verbals. That showed that the participants were not only able to follow the instruction well, but they were also able to provide advance response.



**Picture 2. Presentation after the first round of FGD**

At the second round, each group was assigned to discuss the tourism destinations that had been selected by all groups during the first round. In the discussion, the members should negotiate among themselves to choose only one destination that is deemed fulfilling the needs of all types of tourist. The negotiation result along with the rationale behind the decision was required to be written on the paper provided. The time allocation for the discussion was also limited, to shorter than the duration for the first round. Before the FGD started, the instructors also explained that the groups were allowed to rethink about the preferences of all types of tourist. For example, economic value does not necessarily refer to low budgeting only; that being said, being royal does not necessarily mean expensive expenditure. The rules applied for the second round covered aspects *e.g.* complex problem solving for a win-win solution, critical thinking, and open-mind attitude. The time restriction was also put as a method to show that in actual negotiation process there was so little time to finish packed agenda. Time restriction is usually utilized as a strategy to force parties that face deadlock during negotiation, to provide immediate solution that accommodate all parties' demand. The skill to overcome complex problem and to think critically are also the first and second skill required at work, according to the report from World Economic Forum mentioned previously. The rule to write down the result of negotiation was also imposed in order to strengthen the literacy. Meanwhile, the skill to provide judgement and decision making, strategically fulfill customer interest (good service-oriented), and the negotiation skill are the seventh, eighth, and ninth most important skill to have at work.

The result of second round showed that the participants were able to preserve the perseverance in upholding the regulations pertaining the conduct of the simulation, as well as to answer all the questions. From all tourism destinations promoted, Cadas Ngampar was picked by most of the groups as the site that is considered as accommodating the preferences of all four types of tourist. All groups has exhibited skillful decision making process by providing systematic, open-minded, detailed, comprehensive, clear, and persuasive rationale. However, aside from Cadas Ngampar, there were other four sites that were viewed as accomodative. That shows how alternatives should also be taken into account for a more comprehensive and sustainable development.

During the discussion of the result of the simulation, the instructors explained a few important things related to the goal of the workshop. The first one focused on the attainment of the goals of the simulation by applying strict rules. The second focused on explanation about the real life situation, in which international relations as well as negotiation and diplomacy, especially the multi-track one, has been relevant to globalized era and done by many parties. Milenials as future agents of a more sustainable development have even more opportunities to contribute

at local and national level. Milenials are able to harness all the advanced technologies existed in the current era in local and transnational scale. Simulation was then ended with another *ice breaking* that focused on promoting other precious nobility values that reflect personal quality, which are sincerity and commitment to accept all the decisions resulted from negotiation process.



Picture 3. Photo session after the closing of the event

#### 4. CONCLUSION

Workshop on negotiation and diplomacy for tourism sector, supported by the effort to increase awareness to improve literacy skill, aims to support the Sustainable Development Goals and National Literacy Movement. The event in Ciamis Regency has involved active participations from main stakeholders in the effort to solve problems in human resources aspect, and to achieve the Regency's vision and mission related to tourism development. The workshop was conducted through three methods: lecture, simulation, and interactive games. The lecture covered the explanation on digital literacy, which then continued with illustration on its relation to tourism diplomacy and negotiation techniques in the era of the Fourth Industrial Revolution during the simulation. Based on the results of the simulation, the community service team has a positive view that the youths in Ciamis do not only conceive a very good knowledge on tourism profile of Ciamis Regency. They are also very potential in fulfilling criterias required in holding effective negotiation and diplomacy to promote the tourism sector, including by utilizing the advanced technology in the era of digitalization and automatization. The achievements of this program are hoped to be able to encourage improvement in people's contribution in the Regency's future development.

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