

# Edu-Tourism: An Alternative of Tourism Destination Based on Geography Literacy

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**Abstract**—Tourism activity producing new learning experience that combining education with tourism is called **edu-tourism**. Edu-tourism objects consist of ecotourism, cultural heritage, tourism of village/ farming, and student exchange among educational institutions. Geography literacy is knowledge of geography ability to make a decision based on space. This article aims to describe a process of man to make decision over some types of tourism destination that could give learning experience from the visited tourism objects. Method used is descriptive qualitative with documentation study techniques from relevant references. This research results in the sample of destination option, from nature to cultural tourism that will increase the insight which based on geographic literacy.

**Keywords**—*edutourism; geographic literacy.*

## I. INTRODUCTION

Tour or recreation is the activity that many people enjoyed to pulling off the tired, exhausted, and saturated feelings from daily activities. Tourism that was belong to tertiary needs, now it changes to be secondary needs and society from the upper, middle, or even bottom needs tourism that certainly by choosing tourism destination that suitable with each capabilities [1]. Nowadays, tourists is more desire for learning experience in their tourism visits [2]. Activity that gives education to the tourists is categorized as a form of education tourism. Prospective tourist needs to have geography literacy in determining tourism objects that has to be visited so that it could obtain more benefits from that visit, not only for entertaining. Visiting themed tourism objects or contained education elements will increase new knowledges through tourism activity [3].

## II. LITERATURE REVIEW

### A. Edu-Tourism

Tourism activities or tourism trip that produces learning experience for the visitor is called as edu-tourism. [4] states that *Educational travel is defined as a program in which participants travel to a location as a group with the primary purpose of engaging in a learning experience directly related to the location.* The form of edu-tourism consists of

ecotourism, heritage tourism, rural/farm tourism, and student exchanges between educational institutions. Resources of edu-tourism may be categorized into the following dimensions: cultural/historical, ecotourism/nature based tourism /rural tourism, and study abroad programs [5]. Other opinion, [6] states that educational tourism as : tourist activity undertaken by those who are undertaking an overnight vacation and those who are undertaking an excursion for whom education and learning is a primary or secondary part of their trip. This can include general educational tourism and adult study tours, international and domestic university and school students' travel, including language school, school excursion and exchange programmes. Educational tourism can be independently or formally organized and can be undertaken in a variety of natural or human-made setting. Edu-tourism can be done by anyone, whether it's school students, college students, or society with the aims of learning. [7] states that edu-tourism is in-site learning that based on recreation combining education with tourism that supports lifelong learning. In addition, edu-tourism has function to stimulate the interest of musics, arts, architecture, or tradition, sensitivity to natural environment, landscapes, flora-fauna, and to increase the interest for cultural heritage and historical sites.

### B. Geography Literacy

Geography literacy can be defined as one's ability in processing the information and knowledges of life skill that related to geographical things. [8] states that *Geographic literacy, or geo-literacy, is a broad term that encompasses the overall competence of an individual's geographic knowledge.* Geography literacy is not only about memorize names of location, river, mountain and sea, but also is the ability of man that critical to around environment condition [9], and geography literacy can be said as *The understanding of human and natural systems and geographic and systematic decision-making* [10]. Edelson have stated about the benefit of geography literacy in human life personally : *In our personal lives, making well-reasoned decisions about where to live, how to commute, and what products to buy can save time and money, protect the environment, and improve personal health and welfare.*

### III. METHOD

This article used descriptive qualitative with data collecting method of documentation [11] in literature review from journals and other references that relevant with research aims that will be attained. Data of tourism destination are obtained from secondary sources, then it being analyzed the feasibility to be categorized as edu-tourism objects.

### IV. RESULT AND DISCUSSION

#### A. Natural Tourism

Tourists can choose and visit tourism objects based on nature, such as geotourism. Geotourism is a form of tourism activity of special interest that the main focus lies on geological features of earth's surface or its inside in case to encourage the understanding of further geological process, nature and culture as a form of appreciation and conservation, and care to the preservation of local wisdom [3]. Examples of natural tourism destination (geotourism) are Danau Toba (Sumatra Utara), Danau Kelimutu (Flores, NTT), Gunung Tangkuban Perahu (Bandung, Jabar), Green Canyon Pangandaran, karst area such as Stone Garden (Padalarang), Gua Gong (Pacitan Jatim), Geopark Ciletuh, Sukabumi West Java.

#### B. Cultural Tourism

Cultural tourism is tourism activity that use product of human ideas and creation as the main objects. Examples of cultural tourism are the society of Baduy (Banten), Bali, and Toraja Utara (South Sulawesi). Cultural tourism destination that located in Banten area is the society of Baduy. Baduy's society is one of society sample that consistently preserve their customs. Tourist can enjoy the beauty of Baduy nature which still maintained by local wisdom of their society. Local wisdom of Baduy's society in managing natural resources were seen from the rules of area utilization classification of three zones, there are zone of *reuma* (settlement), zone of *heuma* (farming land), and zone of *leuweung kolot* (old forest). Behavior form of environment preservation and conservation that conducted by Baduy's society are (1) farming system, (2) knowledge system, (3) system of technology, and (4) practice of conservation. All of them were conducted based on the tradition and *pikukuh* which already planted in the soul and conducted with full of awareness by member of Baduy's society [12].

The next option of tourism destination is cultural tourism of Bali. *Wisata Edukasi Budaya Bali* (Education Cultural Tourism of Bali) is a service business of tourism to handle the trip activity of tourists, from inbound to outbound tour. As edu-tourism destination, Bali has 3 excellencies which are Bali has already been a destination of international tourism, provides supportive facilities and infrastructure, and Bali is a destination that relatively cheap and value for money for tourists. The offered products is *local knowledge and wisdom*, cultural attraction, agriculture, and culinary [2].

Area of Toraja Tourism Object has various tourism types, starting from Natural Tourism, Cultural and Religious, Agro Tourism, Historical and Natural, Iron Crafts, and Museum. Society of Toraja Tribe, especially whose reside in District of

South Toraja have a unique tourism management pattern that related with positive attitudes in their behavior to utilize space and adaptation to the environment. Local wisdom of South Toraja society that optimized to preserve its cultural potential such as: Philosophy of *Kurre Sumange*, *Soroan*, Tradition of Mina Padi, Carving of *Passura Toraja*, and *Tongkonan* [13].

#### C. Tourism Village

Tourism village is an area of villages that has some special characteristics to be the tourism destination. Society in this area were still relatively authentic tradition. Some supportive factors like typical foods, farming system and social system are taking part in coloring a region of tourism village. Authentic and protected nature and environment is one of important factor from an area of tourism destination. The offered village tourism products that related with farming techniques, way of keeping livestock, folk art, crafts, popular foods, natural view, traditional events, life habits, etc [14], [15]. But, the attractiveness of all tourism objects that based on education, still needs a proper packaging and an adequate facilities and infrastructures, including an effective publication. The paper conceptualizes smartness and argues ICT, leadership, innovation and social capital supported by human capital are core components of smartness [16].

### V. CONCLUSION

Edu-tourism is tourism activity that can be conducted by everyone which aims to get knowledge or learning experience. Edu-tourism consists of ecotourism, cultural heritage, tourism village, and student exchange between institution. Nowadays, geography literacy were needed to determine tourism objects that can be tourism destination so the tourists will gain more benefit from their visits. Tourism objects that can be an option such as : mountainous area, lake, topography of karst, coast/beach, climate uniqueness, geopark, typical flora and fauna. Cultural tourism which exists in Indonesia, such as Bali, Tana Toraja, Tengger Tribe and Baduy. Village tourism is like the way of farming, keeping livestock, tradition of village society, arts, and various unique traditional events that still exists in society.

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