

Development of Campus Potential-Based Integration Education Tourism Model

Agus Budiman^{1,*} Achmad Hufad¹ Purnomo Purnomo¹

¹ *Music Education Study Program, Community Education Study Program, Universitas Pendidikan Indonesia, Bandung, Indonesia*

*Corresponding author. Email: agusbudiman@upi.edu

ABSTRACT

This study discusses the development of the integration education tourism model as an effort to foster an entrepreneurial spirit through empowering student associations at the Faculty of Art and Design Education, Universitas Pendidikan Indonesia. The purpose of this paper is to report the results of the development of a campus-based integrated education tourism model in empowering all the potentials possessed by both the potential of human resources and the potential of artificial resources that are packaged into an attraction for integrated education tourism packages that have educational, entertainment, and recreational values, especially for visitors or tourists. In this study, the researcher used the Research and Development (R&D) method through the preliminary study stages by making observations, developing media designs, validation, limited trials, media revisions, wider trials. Sources of data from this research include stakeholders from the Indonesian Education University, FPSD students and the community through the interview process, FGD, documentation search and the distribution of open questionnaires. The results showed that the Integrated Education Tourism model was effective in developing student entrepreneurial abilities. The results of this study can be a recommendation in developing an integrated education tourism program that can be applied on campus or outside the UPI campus.

Keywords: *Edutourism, Integration model, Entrepreneur, Empowerment, Art tourism.*

1. INTRODUCTION

Educational tourism activities have become one of the global tourism programs that collaborate aspects of education and the world of tourism [1,2]. Educational tourism is a program of tourism activities that has the concept of applying learning to provide knowledge to tourists who visit a tourist attraction [3]. In these places, visitors carry out various tourist activities that have the impact of entertainment and learning as the purpose of their visit [4]. Through edutourism activities, tourists or visitors are directed to be able to observe an object they observe in a fun learning approach [5].

In several countries in the world, edutourism program activities have been carried out with different goals and objectives. Pitman, researching the Australian tourism sector who identifies as a provider of educational tourism offers a wide range of educational experiences ranging from comparative studies for adults and programs to participation in academic research programs such as archaeological excavations and ecological fieldwork, to on-site university unit credits,

group school tours, and professional development tours [6]. McGladdery, Christine A., and Berendien A. Lubbe research on the potential of educational tourism to foster peace through the integration of global learning into niche tourism practices in tourism markets: from a 'passive audience interested in traveling to learn [7]. Sie, Lintje, Ian Patterson, and Shane Pegg in their research provide a comprehensive overview of the adult educational journey experience through the development of an integrated framework that links the three stages of the educational journey: pre-trip, participation, and post-trip [8].

Edutourism has a tourism program concept that emphasizes the educational aspect [9]. The purpose of tourists coming to a tourist attraction location is not only for recreational or entertainment needs, but has another purpose to learn something that is the target of the purpose of their visit, for example studying a history, culture, language, and so on [10]. Essentially, Integrated Education Tourism as a program which in its implementation combines elements of tourism activities

with educational content in it. The educational tourism activity program has become one of the extracurricular activity programs in schools that are tailored to the needs of students in studying a tourist attraction they visit [11]. The material observed by students through educational tourism program activities is always associated with materials developed in the educational curriculum at school. The purpose of educational tourism activities carried out by students is expected to be able to increase students' intelligence and creativity related to the material they learn at school.

The integrated education tourism model is one of the innovations in the field of education and tourism that offers the integration of the potential of the campus, both the potential for artificial resources (lecture buildings, heritage, museums, etc.) and campus human resources that have advantages in producing the work of student lecturers. The design of the integration model developed in this educational tourism model emphasizes the concept of linking all the potential that exists on campus. The diversity of advantages found in each faculty is collaborated into an attractive educational tour package program. Therefore, the purpose of this paper is to describe the results of innovation in developing a campus-based integrated education tourism model. The development of this integrated education tourism model provides various advantages for the University, both in terms of imaging institutions that are concerned with educational development and contributing to economic benefits because it is able to bring in visitors from various groups who have an interest in studying an object offered in the integrated education tourism program developed by the University.

2. METHODS

This research procedure uses a research development design through the stages: 1) Research and information gathering, 2) Planning, 3) Developing a preliminary product form, 4) Preliminary field testing, 5) Revision of the main product, 6) Revision of operational products, 7) Product revision. operations, 8) Operational field trials, 9) Final product revision, 10) Dissemination and implementation [12]. The research location is centered in one of the higher education institutions in West Java, Indonesia. The study involved several research participants such as 30 students and 6 lecturers. Research data obtained from observations, interviews and questionnaires. The observation instrument is used when observing the management training process in the stage of preparing students as prospective managers of integrated education tourism activities. The interview instrument was used when collecting student and lecturer response data when carrying out the stages of integration education tourism activities. Interview instruments were also used when conducting interviews with experts to discuss the

integrated education tourism model that was developed. While the questionnaire instrument was used by researchers to obtain student responses in participating in the integration education tourism activity program. Data analysis was carried out in two approaches, namely qualitative and quantitative approaches [13]. Qualitative data analysis was used to analyze descriptively related to the concept of the developed model. The next step is quantitative data analysis to present the results of the analysis of the effectiveness of the integrated education tourism model applied to 30 art students.

3. RESULTS AND DISCUSSION

3.1. Preliminary Study Stage

The development of this integrated education tourism model goes through a relatively systematic process or stage. This integrated educational tourism model was designed through a process of analyzing the needs of students at the Faculty of Art and Design Education who were selected as the target participants for this educational tourism program management activity. In addition, the next stage is to determine human resources and campus facilities and infrastructure resources that can be managed as assets for the development of educational tourism programs. In preparing the material, it is done by designing and identifying each material that can be packaged to become an attractive product for the integrated education tourism program. This stage is carried out in the process of designing the concept of integrated education tourism activities that will be carried out. After the draft of this educational tourism concept design was made, the process of fostering activity participants was carried out through management skills training [14] with the materials provided, including entrepreneurial material, public relations, tourism basics, and packaging of tourism art materials. This activity is part of the pre-implementation stage of the arts education tourism program. The material concept in this model is validated by experts in their field to provide input regarding the weaknesses and strengths of the integrated education tourism model concept that will be implemented. Validation is carried out by experts in their fields in order to be able to provide more comprehensive input so that this model will find the final form of the model targeted in this research activity.

The special characteristics in the development of this integrated education tourism model, among others: 1) The integrated educational tourism model is developed based on the principle of providing tourism material services that emphasize potential-based educational materials, 2) There is a need for student extracurricular activities programs that can provide practical experience in managing integration education tourism program events, 2) The need for knowledge and skills of students

about entrepreneurial practices, 3) Utilizing campus potential to be developed into an integrated education tourism program asset, 4) Program development is carried out by students through a coaching process from lecturers or experts in their fields, 5) The material developed further explores the potential of the work of lecturers and students based on local campuses, 6) The concept of program development is designed based on the need to provide educational tourism services to the wider community, especially targeting students in formal schools and students including tourism general public who need educational tourism materials in accordance with the potential for tourist attractions owned by the campus, 7) The concept of financing is designed according to production needs based on educational business activities, meaning that it is not only able to provide feedback on learning experiences but is able to contribute financially to the activity manager.

3.2. Conceptual Model of Integrated Education Tourism

The integrated education tourism model developed on this occasion is a campus-based educational tourism activity model which in its implementation is able to optimize all campus potentials such as potential facilities (facilities and infrastructure) and human resource potential (lecturers and students). The integration model approach is to emphasize the concept of combining and linking several potentials owned by universities to be developed in the integration education tourism program [15].

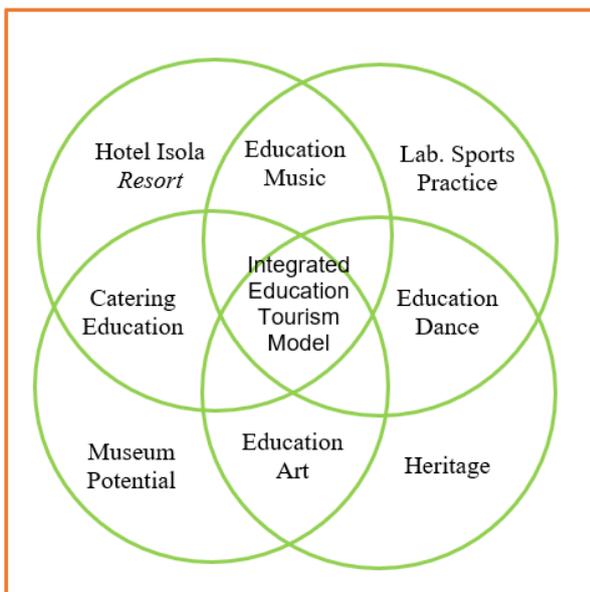


Figure 1 Conceptual model of integrated education tourism.

The design of the integration model developed in this educational tourism model emphasizes the concept

of linking all the potential that exists on campus. The diversity of advantages found in each faculty is collaborated into an attractive program for educational tour packages in order to be able to provide various benefits to the University, both in terms of imaging institutions that are concerned with educational development and contributing to economic benefits because they are able to bring in visitors from various groups who have an interest in learning. an object offered in the integrated education tourism program developed by the campus. Some of the diversity of advantages possessed by the University include the Indonesian National Education Museum building, places for sports activities, practical lecture laboratories owned by study programs with vocational material content (music, dance, fine arts, film, visual design, sports study programs), culinary arts, mechanical engineering, electrical engineering, and other study programs that have practical learning laboratories). This diversity of advantages can be packaged as an offer of integrated educational tourism materials that can be developed by the campus to empower the potential of facilities to be more efficient or have benefits for institutions. Quoting from several international journals related to innovation or novelty of the integration model, namely edutourism [6,16] as an effort to integrate harmony between education and tourism organized by the community by utilizing the potential of community resources and the environment, so that educational value and economic value will be obtained. Based on these conditions, the application of edutourism in the university environment has not been widely carried out, this is the reason the researcher raises a research study on the development of integrated education tourism models on the Indonesian Education University campus.

3.3. Model Trial

At the beginning of the development of this research activity model, the goal was to empower the potential of students in one of the faculties of higher education in West Java, Indonesia. The process and purpose of strengthening empowerment has a direction of activity in "strengthening the knowledge and abilities of the community in solving problems and meeting their needs. Empowerment must be able to grow and develop all the abilities and self-confidence of the community that support their independence. So in this integrated education tourism model activity, the results focused on the effectiveness of the integrated education tourism model in developing the knowledge and entrepreneurial skills of students in the arts to be able to develop programs and implement integrated education tourism model programs implemented on campus.

Based on the results of data analysis by conducting a T-Test using SPSS window version 22.0, the results

obtained a significance value of 0.000 0.05, it can be concluded that the data taken have a significant difference between the results of the pretest and the results of the posttest. The results of this analysis show that there are differences in the results before the treatment of the integrated education tourism model is given and after the treatment is given to students as participants in the development activities of this integrated education tourism model. In addition, the data from this analysis shows the need for various student learning experiences in participating in various program activities that are able to improve the knowledge and skills they currently have.

4. CONCLUSION

The integrated education tourism model developed in this study combines the concept of tourism with education. However, this research tries to integrate the potential that exists at the University to be developed into a tourist dance product package. In addition, the concept of integrated education tourism developed in this study focuses more on aspects of program management or management in developing the entrepreneurial skills of art students in managing art education tourism-based event activities. Conceptually, the principles of developing this integrated education tourism model include creative, entrepreneurial, innovative and participatory principles. In the implementation of program activities, students are given entrepreneurship material training to equip students in managing an art event based on an integrated education tourism program. This training program is designed to develop students' entrepreneurial skills in managing an integrated education tourism model. The materials provided are more directed at developing student competencies in understanding concepts, theories and practices in entrepreneurial science, edutourism, public relations, and tourism arts.

ACKNOWLEDGMENTS

At the end of this paper, the researcher would like to thank various parties who have contributed to the completion of this article. Thank you to the research institutes Campus and Dikti who have provided research funds so that research on the development of this integrated tourism model can be completed in accordance with the research objectives.

REFERENCES

- [1] J. Lam J, A.A.M. Ariffin and A.H. Ahmad, "Edutourism: Exploring the push-pull factors in selecting a university," *Int J Bus Soc.* vol. 12, no. 1, 2011.
- [2] K.R. Stoner, M.A. Tarrant, L. Perry, L. Stoner, S. Wearing and K. Lyons, "Global citizenship as a learning outcome of educational travel," *J Teach Travel Tour.* vol. 14, no. 2, 149–63, 2014.
- [3] B.W. Ritchie, *Managing educational tourism.* Channel View Publications; 2003.
- [4] A. Franklin, "Art tourism: A new field for tourist studies," *Tour Stud.* vol. 18, no. 4, pp. 399–416, 2018.
- [5] A. Budiman A, Kamil M, Hufad A. *Art Education Tourism Model: Study on the Implementation of Art Education Tourism Model in Sanggar Saung Udjo-Indonesia.* 2019;255(Icade 2018):178–82.
- [6] T. Pitman, S. Broomhall, J. McEwan and E. Majocho, "Adult learning in educational tourism," *Aust J Adult Learn.*, vol. 50, no. 2, pp. 219–38, 2010.
- [7] C.A. McGladdery and B.A. Lubbe, "Rethinking educational tourism: proposing a new model and future directions," *Tour Rev.* 2017.
- [8] L. Sie, I. Patterson and S. Pegg, "Towards an understanding of older adult educational tourism through the development of a three-phase integrated framework," *Curr Issues Tour.*, vol. 19, no. 2, pp. 100–36, 2016.
- [9] B.W. Ritchie, "Managing Education Tourism," *J Chem Inf Model.* vol. 1, pp. 200, 2003.
- [10] C. Spanoudis, "Trends in tourism planning and development," *Tour Manag.* vol. 3, no. 4, pp. 314–8, 1982.
- [11] A. Smith, "The role of educational tourism in raising academic standards," *African J Hosp Tour Leis.*, vol. 2, no. 3, pp. 1–7, 2013.
- [12] J.W. Creswell, "Research Design: Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran," Yogyakarta: Pustaka Pelajar. Yogyakarta: Pustaka Pelajar; 2016.
- [13] F. Sekarningsih, A. Budiman and G.R. Gustiaji, "Wix Web-Based Dance Learning Media to Support Teaching in The Pandemic Era in High School," vol. 21, no. 1, pp. 178–91, 2010.
- [14] J. Kokranikal and A. Morrison, "Entrepreneurship and Sustainable Tourism: The Houseboats of Kerala," *Tour Hosp Res.* vol. 4, no. 1, pp. 7–20, 2002.
- [15] T. Xijin, Model integration. *J Syst Eng China.* 2001;(March 2001).
- [16] M.S. Jason, B.K. Lam, C.B.C Sia, M.L.G. Ooi and M.L. Goh, "Edutourism: The study of tourism behaviour of international students in Malaysia," In: *Proceeding of the International Conference on Social Science, Economics and Art 2011.* p. 207–12, 2011.