



# Prospective Impacts of the Doctor of Education University of Mataram on Sustainable Edutourism

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**Abstract.** The academic justification and long-term plan for the Doctor of Education Program at the University of Mataram's Faculty of Teacher Training and Education (hereafter FTTE) are presented in this paper. The increasing demand for creative, multidisciplinary approaches that combine education and tourism to address regional and global issues has led to the development of this edutourism-oriented doctoral degree. The program aims to develop scholars who can conduct research and create edutourism-oriented models that are in line with the Sustainable Development Goals (SDGs) by utilizing the abundant educational, cultural, and ecological potentials of Lombok and the larger Nusa Tenggara region. The program encourages experiential, community-focused, and transformative learning, all of which are based on the ideas of independent learning. Through scholarly research and instructive community services, it also seeks to promote the growth of sustainable tourism. By advancing regional human capital and integrating education with sustainable tourism and community empowerment, this initiative positions FTTE as a leader in research-based innovation. The 'educational basis of tourism-oriented education' serves as the theoretical cornerstone and distinctive feature of the Doctoral Program of Education FTTE University of Mataram.

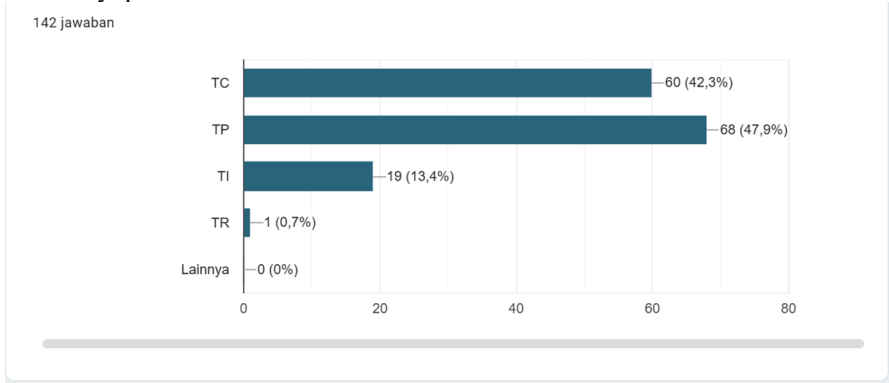
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## 1 Introduction

According to data from the Indonesian Central Bureau of Statistics (BPS), 11.68 million foreign visitors came to Indonesia in 2023. 42.57 percent of them chose Bali as their main travel destination. With a 2.66 percent visitation rate, West Nusa Tenggara (NTB) came in sixth position. Even though this number seems encouraging, NTB hasn't been a popular enough travel destination to draw repeating (or returning) visitors. "In other words, NTB is beautiful to visit, but not enticing enough to come back to," stressed Izzudin Mahili, NTB Governor's Expert Staff, in response to this concern. A thoughtful question is posed by this statement: "Is the main cause of this situation a

mismatch between tourists' expectations and the local community's educational readiness and sustainability issue?"

This fact indicates that there is a strong need for the education sector to take a more active approach to tackling the issues surrounding the development of sustainable tourism. Remarkably, according to recent data on their career interests, the majority of the students in the English Education Study Program at FKIP, University of Mataram, have demonstrated a strong interest in the field of tourism practitioners (TP), followed by teachers candidates (TC). "What career interest did you choose in the class selection?" is the survey question.



**Fig. 1.** Recent data on their career interests of the students in the English Education Study Program at FKIP, University of Mataram. TC: Teachers Candidates, TP: Tourism Practitioners, TI: Translation and Interpretation., TR: Teacher Researchers. Source: Arifuddin et al. (2024)

This shows that there is a promising potential for human resources to be further developed into change agents in the field of tourism that is focused on education. Unfortunately, currently, there is no doctoral program in Indonesia or even in Southeast Asia countries that focuses exclusively on edutourism. As a result, FKIP University of Mataram launched the Doctoral program of Education with an Edutourism orientation, which is a special and cutting-edge academic endeavor with a unique vision, curriculum, and area of study. It is expected that this program makes a real difference in achieving the Sustainable Development Goals (SDGs), especially in creating an education-based, sustainable tourism industry.

This program fills a global academic gap in addition to meeting local needs. The concept of edutourism is still not well understood, according to earlier research [1], and little is known about how tourism development affects local communities [2]. Through improved research, contextualized curriculum development, and active community engagement, the Doctoral Program in Edutourism offers the potential to significantly close this academic gap.

Additionally, the program has a lot of potential to support sustainable edutourism planning and acts as a basis for the creation of public policies that give local communities priority. In addition to developing appealing travel destinations, Indonesia will

be able to develop inclusive, sustainable, and educational tourism experiences with the help of robust policy support and highly skilled human resources in edutourism studies.

The following are the main questions that this presentation aims to address, based on the introduction:

1) What are the contributions of the Doctoral program of Education, 'Edutourism,' FKIP University of Mataram to the sustainability of undergraduate careers, public awareness of educational tourism, edutourism academic advancement, and the accomplishment of regional sustainable tourism development objectives? 2) How does the Doctoral Program of Education, 'Edutourism,' FKIP University of Mataram support the development of a mutually beneficial relationship between higher education and sustainable tourism? 3) How much do local and national government policies complement and align with the edutourism orientation and vision of the Doctoral Program of Education, 'Edutourism-oriented' FKIP University of Mataram? 4) How does the University of Mataram influence sustainable educational practices, research, and community-based initiatives?

## **2 The Doctoral Program of Education's Vision, Missions, Goals, and Strategies**

### **2.1 Vision**

To create edutourism-oriented, globally competitive, and sustainable education.

### **2.2 Missions**

1. To plan education and learning with an emphasis on edutourism that is sustainable and competitive worldwide, promoting knowledge and technology through innovative, verified, research-based, and creative work.
2. To solve issues in science, technology, and the arts through inter-, multi-, or trans-disciplinary approaches in educational research with a sustainable edutourism orientation.
3. To apply research-based and globally competitive community service projects in the educational sector with a sustainable edutourism focus.
4. To form internal and external partnerships with a focus on sustainable edutourism that promote the growth and leadership of the three pillars of higher education (*Tri Dharma Perguruan Tinggi*), advance science and human welfare, and improved recognition on a national and worldwide scale.
5. To advance the three pillars of higher education by implementing educational governance with a sustainable and globally competitive edutourism orientation through expert management and leadership.

### 2.3 Objectives

1. To generate graduates with proficiency in edutourism-oriented education and learning that is sustainable and competitive on a global scale.
2. To produce educational research with an emphasis on edutourism that is both sustainable and competitive worldwide.
3. To conduct inter-, multi-, or transdisciplinary research that tackles problems in science, technology, and the arts in the field of education.
4. To interact with the community and share research findings in the area of research-based, sustainable edutourism education.
5. To use research results in the field of sustainable edutourism education to inform the community.
6. To create official collaboration documents with both internal and external institutions in the area of education focused on edutourism.
7. To achieve successful and advantageous internal and external collaboration in edutourism-based education.
8. To create a governance framework and organizational structure for edutourism-oriented education that is both globally competitive and sustainable.

### 2.4 Strategies

1. Offering Outcome-Based Education (OBE)-based curricula, learning guidelines, and assessments.
2. Putting cooperative, integrative, and holistic learning strategies (PBL, CBL, and PjBL) into practice.
3. Establishing standards for publication writing, report writing, and research planning at the national and international levels.
4. Encouraging instructors and students to actively participate in nationally and internationally renowned research and publications.
5. Giving Ph.D or doctors' students and instructors a research roadmap.
6. Offering recommendations for the community's socialization and distribution of research findings in the area of education-focused on sustainable edutourism.
7. Offering recommendations for how research findings should be used in the community.
8. Drafting formal agreements for educational collaboration with both internal and external organizations that emphasize sustainable edutourism.
9. Offering recommendations for establishing long-lasting and internationally competitive educational collaborations.
10. Offering recommendations for the creation of the governance and organizational framework of edutourism-oriented, globally competitive education.
11. Forming Academic Research Groups within the Doctoral Program of Education.
12. Encouraging instructors and students to take an active part in national and international associations for doctoral education.

## 2.5 Sustainable Development Goals in higher education

There is a growing recognition that higher education needs to take a more proactive role in addressing the Sustainable Development Goals (SDGs). Many universities are beginning to place the SDGs at the heart of their institutional vision, missions and strategies, reorientating their research, teaching and campus operations accordingly [3]. The Doctor of Education: Edutorism-oriented program, initiates and promotes the rise of sustainable development goals through, at least, ‘edutorism’ research and development programs.

Globally, drivers of the increasing focus upon UN Sustainable Development Goals in higher education has been established. Both internal and external drivers have been shaping the focus of Higher Education Institutions (HEIs) on SDGs. The higher education literature has identified three key drivers: internationalisation, global impact rankings and stakeholders’ pressure. The first two are considered external drivers while the latter addresses internal expectations [4].

Over the last two decades, publications on Higher Education and sustainable development have focused on the following main themes: (1) the concept of Sustainable Development in HEIs, (2) teaching and capacity-building, (3) research and development, (4) outreach, (5) collaborations and partnerships, (6) assessment and reporting, (7) campus operations and experiences and (8) institutional frameworks [5], [6]. In addition, pedagogical approaches adopted to embed SDGs in curricula include real-life learning, case studies, integrated methodologies, entrepreneurship education, online learning and interdisciplinarity [5]. In short, higher educations need to build partnerships with communities and stakeholders to promote sustainable development goals.

As commonly stated, stakeholder theory explains how the growing demands of internal stakeholders, such as students, faculty and other staff, can further push HEIs towards taking their environmental sustainability seriously. Therefore, the interaction between the external and internal drivers provides the impetus for implementation of SDGs in HEIs.

## 3 Understanding Edutorism

### 3.1 Definition of Edutorism

Edutorism is a type of travel that combines tourism and education, enabling people or groups to learn and experience things outside of their normal surroundings [7]. It encompasses events that are frequently organized by educational institutions, such as study tours, student exchanges, and academic visits. It relates to the educational opportunities that are inextricably linked to the travel destination.

According to Franco et al., educational tourism is a type of travel to various places with the aim of acquiring knowledge and experiences that are educational, professional, or personal, covering subjects like history, culture, social studies, or language acquisition [8]. It is a type of tourism activities that prioritize educational content to satisfy the

needs of the tourists and to motivate them to learn while they are traveling [9]. It includes the study of agriculture, heritage, culture, ecosystems, and the environment from the perspective of tourism [10].

### 3.2 Key Features of Edutourism

Edutourists are people who travel for more than 24 hours but less than a year for leisure, business, or educational reasons, according to the World Tourism Organization (2012). It has been demonstrated that incorporating education into the tourism industry enhances its overall performance.

### 3.3 Characteristics of Edutourism

Edutourism's four main characteristics are: 1) **Learning** (since education is an essential component of the trip); 2) **Rewarding** (because of intellectual growth that provides personal fulfillment); 3) **Enriching** (because of a deeper comprehension of sustainability and cultural values); and 4) **Adventuring** (because of interesting, exploratory learning opportunities) [19].

### 3.4 Sustainable Edutourism Purposes (Objectives)

1) Investigate and comprehend the destination's tourism-related knowledge [11]; 2) Encourage cultural awareness and preservation [12]; 3) Offer tourists educational value [13]; and 4) Act as a venue for educational exchange [14]. These objectives could also be the focus of edutourism education and studies.

### 3.5 Dimensions of Edutourism

Three dimensions of sustainable tourism: Socio-cultural dimension, Economic dimension and environmental dimension (See [1]).

### 3.6 Edutourism Benefits

The benefits of edutourism: 1) increases **knowledge** of new people, languages, lifestyles, landscapes, and traditions [15]; 2) lowers boredom and broadens perspectives [16]; 3) provides an alternative, experiential learning strategy [17], [18]; 4) increases learning motivation and reinforces knowledge through direct experience [20]; 5) maintains the development of career paths for workers and local communities, and the positive attitudes of the locals that influence the growth of educational tourism in host communities [21]; 6) increases interest, motivation, and creativity in learning; 7) maintains an attitude of respect and care for tourist destinations; 8) protects the environment; 9) fosters closeness among family members; 10) has a positive impact on economic growth [22]; and 11) benefits both the learners and society at large [18]. Therefore, edutourism is not just a recreational activity but also an effective learning strategy that

fosters character development and improves cognitive and affective learning in a variety of subject areas. The 'educational orientation of edutourism serves as the theoretical cornerstone and distinctive feature of the Doctoral Program of Education FTTE University of Mataram.

This doctoral program incorporates edutourism as a transformative approach to research and education, as articulated in its Vision. Students' portrait and participate in experiential learning that promotes interdisciplinary knowledge, character development, and global competency by situating learning within authentic tourism contexts. The program supports SDGs and the changing needs of 21st-century education by leveraging well-established edutourism frameworks and emphasizing sustainability, cultural immersion, and innovative learning.

In reality, there is a dearth of literature on educational tourism [23]. In Indonesia, educational tourism is not widely recognized, despite its positive effects and advantages [24]. Regarding sustainability, the sustainability of Indonesia's tourism development has not been thoroughly assessed in the scientific literature that has been published thus far [25]. In order to prepare for the globalization of both education and tourism, local or host communities should be introduced to the concept of educational tourism, or edutourism (see Conceptual Model by Ritchie)[1].

That model is probably a future model. The phenomenon of edutourism is a result of globalization, which makes it easier for people and other living forms to travel around, creating a social environment that is transformed. As previously mentioned, there is still a dearth of research on edutourism and a notable dearth of literature discussing how locals view this kind of travel. This could be explained by the wide variety of tourism-related subjects covered and the geographically distributed character of edutourism. According to Abubakar et al., there is a lack of understanding regarding the concepts of educational tourism as well as a substantial research vacuum regarding the different segments of the intellectual tourism market [26]. In a similar vein, [23] acknowledge that it is evident that research on educational tourism has lagged behind the expansion of the sector. In addition to contributing to the educational sector and global learning, educational tourism has the potential to hybridize with other tourism and non-tourism sectors. It is clearly displayed in Ritchie's segmentation model of educational tourism [1].

According to Ritchie, educational tourism is an activity motivated by a desire to learn. According to his framework, learning can occur in an informal way (through independent or dependent efforts) or in a formal setting (with the help of an expert or guide). It can also be the primary or secondary reason for travel [1]. Three essential components of an educational tourism experience were noted by **Pitman et al. (2010)**: 1) The trip was purposefully **educational**; 2) The learning approach was **experiential**; and 3) The trip was organized according to an **educational program**.

Educational tourism is ideally positioned to close the "compassion gap" in relation to global learning. Any kind of educational tourism that has an international or intercultural component can incorporate global learning as one of its objectives. Similar to international tourism, modern international education has developed into a major economic force on a global scale. Though theoretically seen as the nexus of these two

industries, **international** educational tourism is still a relatively undeveloped field. See a process model of educational tourism [23].

In summary, the development of sustainable tourism could be potentially impacted by the Doctoral program of Education FTTE University of Mataram's contributions to tourism-related research and instruction.

### 3.7 Educational Tourism-oriented Studies

A thorough and lucid analysis is necessary for the development of educational tourism [22]. It is difficult to track the development of community-based and sustainable tourism [27]. Interest, gender, and career choices have all been examined in a number of educational tourism-related studies.

For instance, the dominance of gender in the choice of study programs and careers [28]; students' motivations and interests in determining their career paths [29]; the change in career preferences among students studying English based on gender [30]; the motivations and interests of inbound and outbound students participating in ILIC programs [31]; the alignment of academic departments chosen with gender-stereotyped career expectations [32]; the increasing desire for flexible and independent learning opportunities [31]; idiomatic mastery strategies among students studying hospitality and tourism [31]; and the applicability of English for Tourism courses to the needs of aspiring tour guides in West Nusa Tenggara [33].

Other related studies include: the Common ASEAN Tourism Curriculum (CATC) in Indonesia, which aims to standardize tourism education standards throughout Southeast Asia [34]; the importance of edutourism in regional development by involving universities in enhancing local engagement [35]; and educational tourism as a strategic tool for increasing awareness and encouraging participation in sustainable tourism practices [36], [37], the conceptual potential of educational tourism in ASEAN countries, the distinction between educational tourism and other forms of tourism, tourism development and sustainable educational approaches [9], factors that affect the effectiveness of educational travel, such as planning, local context, and active student participation, and the use of tourism resources for educational and community development.

Many studies have looked into the use of sustainable tourism in different parts of Indonesia. For instance, the potential of child-friendly educational tourism at the Chocolate Village Tourist Attraction in Tabanan, Bali, to integrate learning, family involvement, and environmental education [38]; the implementation of sustainable tourism models, green tourism, community-based tourism, and local empowerment [39]; and the sustainable tourism practices during the Dieng Culture Festival, which show that the festival did not achieve sufficient environmental sustainability [40].

The relationship between higher education and the accomplishment of sustainable tourism development goals, however, has received little attention, especially when it comes to the local communities that surround popular tourist destinations in West Nusa Tenggara. Furthermore, there aren't many all-encompassing programs that teach visitors and host communities about sustainable practices. Graduates of the Doctoral Pro-

gram of Education FTTE University of Mataram, who are in a unique position to address these issues through research, community engagement, and policymaking, can potentially make a significant contribution in this identified gap.

Students in the Doctoral Program of Education FTTE University of Mataram have been preparing dissertation proposals with an emphasis on edutourism for the upcoming studies, among other things. Additionally, the lecturers have research funds from the University of Mataram to carry out studies focusing on edutourism.

Therefore, educational tourism is situated at the nexus of sustainable development, community empowerment, and academic innovation. The increasing amount of research shows how it can support language and cultural competencies that are essential to tourism, promote gender equity in career pathways, and match educational objectives with industry demands. Even though Indonesia has made progress in community-based and sustainable tourism, there are still big gaps in the direct integration of higher education into the growth of sustainable tourism, especially at the local level. By conducting research, developing policies, and actively engaging the community, the Doctoral Program of Education FTTE University of Mataram is well-positioned to fill these gaps. In addition to advancing academic knowledge, faculty and students who engage in edutourism-oriented research projects also support the larger goal of attaining sustainable and regional development.

## **4 Edutourism-oriented Doctoral Program of Education and SDGs in Tourism: Mutual Impacts**

### **4.1 The Role of Universities in Values Engagement**

By providing specialized courses in moral education, universities play a significant role in promoting values outside of the official academic curriculum. The conventional set of professional skills and competencies is improved by these courses [41]. Higher education institutions have also placed a greater emphasis on values engagement and encouraged competitive and sustainable community development in recent years [42]. Furthermore, universities possess human resources capable of conducting research and acquiring knowledge in educational tourism venues [43]. Universities are crucial in educating local communities because sociocultural impact, economic impact, and attitudes of the local community toward educational tourism all significantly influence residents' awareness of sustainable tourism [44].

### **4.2 Educational Tourism and Local Development**

Through educational tourism, universities and specialized educational institutions can greatly promote and strengthen local development. Students who take part in study abroad programs can be viewed as symbolic educational tourists, and their presence frequently has positive effects. In order to promote resilient and sustainable economic growth locally, host institutions are essential in helping to fortify ties between these students and their communities [41].

### **4.3 Cultural Exchange and Contextual Learning**

Significant sociocultural advantages of tourism include the sharing and exchange of cultural experiences between visitors and local communities. Engaging students in practical scenarios and real-life situations during educational tours tends to improve their learning outcomes [45].

### **4.4 Edutourism as a Path to Sustainability**

Sustainability in the tourism industry refers to the ability to satisfy present demands without compromising the ability of future generations to do the same. According to Darwance et al., tourism development does not always entail the physical development, alteration, and engineering of resources; rather, it involves the continuous use of resources as required and the addition of value [46]. In order to promote sustainable tourism, educational tourism is essential. Future travelers who respect and preserve the built and natural environments will benefit from it [18], [47], [48]. Accordingly, edutourism ought to be considered a useful strategy for encouraging more environmentally friendly travel habits [49].

### **4.5 Education, Tourism, and Quality of Life**

Higher educated people who work in tourism development help to raise the standard of living for both visitors and residents. Therefore, successful educational programs aimed at all stakeholders, public and private sectors, communities, and tourists, are crucial to the success of tourist destinations. According to Malihah, there are three main aspects of the relationship between tourism and education: (1) how education contributes to the growth of the tourism industry; (2) how educational components are incorporated into tourism activities; and (3) how the tourism and education sectors work together to improve quality of life and advance sustainable global development [9].

### **4.6 Dimensions (Pillars) of Sustainable Tourism**

A type of tourism that meets the needs of travellers, the travel industry, and host communities while taking into account its present and future economic, social, and environmental effects is known as sustainable tourism [50]. Three essential pillars (dimensions) from the foundation of sustainable tourism involve Socio-cultural dimension, Economic dimension and Environmental dimension (See Richie [1]).

The three dimensions are further elaborated as follows. First, creating wealth at all societal levels and guaranteeing cost-effective economic activity are essential components of economic sustainability and are necessary for the long-term survival of enterprises. Second, in order to combat poverty, support local communities, preserve vital life systems, acknowledge diverse cultures, achieve a standard of living, improve the quality of education, and avoid exploitation, social sustainability emphasizes the protection of human rights, equal opportunities, and a just distribution of benefits. Third,

while lowering pollution and safeguarding biodiversity and natural heritage, environmental sustainability places a strong emphasis on resource conservation, especially of non-renewable and life-sustaining resources [50].

A variety of crucial elements are included in sustainable tourism with the goal of minimizing the negative effects of travel while optimizing the advantages for the environment, nearby communities, and all parties concerned. Here are a few examples: (a) Environmental Conservation: By protecting ecosystems, biodiversity, and natural resources, sustainable tourism reduces its ecological impact; (b) Empowerment and Community Engagement: Local communities actively participate in decision-making processes and reap financial rewards. In actuality, sustainable tourism promotes economic empowerment by supporting neighborhood projects, honoring cultural customs, and encouraging local companies to participate; (c) Economic Viability: By creating jobs, assisting small businesses in the area, and promoting general economic growth, host communities benefit economically; (d) Cultural Preservation: By encouraging respect for regional customs, traditions, and historical sites, cultural heritage and authenticity are maintained. In this case, sustainable tourism promotes interaction and cultural exchange between tourists and residents; (e) Education and Awareness of Visitors: Sustainable tourism informs tourists about the environment, customs, and responsible travel practices of the destination; (f) Infrastructure and Resource Management: It is essential to plan and manage tourism infrastructure and resources responsibly; (g) Conservation of Natural Resources: It is recommended to use resources like energy, water, and land responsibly. Therefore, sustainable tourism encourages behaviors that reduce waste and resource consumption; (h) Stakeholder Collaboration: Cooperation between local communities, businesses, NGOs, government agencies, and tourists guarantees that tourism is in line with sustainability objectives and local needs; (i) Long-Term View: Sustainable tourism adopts a forward-looking strategy, taking into account both immediate financial benefits and long-term environmental and social well-being; (j) Responsible Marketing and Promotion: To appropriately portray the destination's qualities and values, ethical and responsible marketing techniques are used, eschewing unethical behavior and placing a strong emphasis on responsible travel [51].

#### **4.7 Globalization and Educational Mobility**

Mobility has been used to analyze the internationalization of education, including edutourism. According to Larson, the old idea of linking particular academic programs to a specific university location is no longer relevant. Nowadays, students frequently attend schools outside of their home nations or regions [52].

#### **4.8 Tourism's Role in Community Well-being**

Due to its diverse role in community life and its beneficial effects on the standard of living in local communities, there is a widespread agreement that tourism is an essential economic sector [53]. In order to improve the educational experience and support the sustainability of local economies, higher education institutions are in a good position to connect tourists with local stakeholders [35].

#### 4.9 Dynamics and Impacts of Educational Tourism

The quality of education provided, the observable results of tourism education, and awareness of its advantages all affect the dynamics of educational tourism. It's interesting to note that accountability has little impact on educational tourism practices. However, these actions have a significant effect on the tourism industry's overall growth [36].

#### 4.10 Contributions of the University of Mataram

Numerous studies on educational tourism have been carried out by the University of Mataram. The university's dedication to promoting the growth of educational tourism locally and nationally is demonstrated by the dissemination of these research findings through community service initiatives (Pengabdian kepada Masyarakat). According to Septyandi and Prawira, teaching sustainable tourism in higher education is a long-term investment in the growth of the tourism industry that can balance social, ecological, and commercial advantages both now and in the future [54]. According to Rinaldi et al., universities played a variety of roles in implementing the sustainability approach [55].

#### 4.11 Challenges and the Need for Educational Tourism in Indonesia

According to a study, Indonesia urgently needs to create educational tourism destinations. By emphasizing educational experiences and promoting the use of eco-friendly products and practices, edutourism helps to promote sustainable tourism [56]. Raising awareness and educating people about the importance of educational tourism is crucial in order to support the development of sustainable tourism, as globalization may diminish young people's interest in local culture [57].

#### 4.12 NTB's Strategies for Sustainable Tourism

The provincial government of West Nusa Tenggara (NTB) is in favor of making sustainable tourism a top priority in order to advance both community welfare and economic growth. Three primary **strategies** are employed in their approach: **engagement** (creating emotional incentives for travel), **repositioning** (shifting towards sustainable tourism destinations), and **preparation** (taking early tactical steps). Nonetheless, NTB's tourism industry continues to face sustainability issues, necessitating more robust policy implementation of sustainable tourism principles [58].

#### 4.13 Toward Sustainable Tourism Implementation in Indonesia.

The process of implementing sustainable tourism in Indonesia is intricate and multidimensional. It calls for a change to a green economy, the creation of efficient policies and strategies, and the active involvement of local communities. For sustainable tourism initiatives to be successfully implemented, community and government engagement is essential [39].

Several important factors influence how educational tourism affects communities economically: 1) Job Creation: Academic institutions attract service providers, administrative staff, and faculty. When these people spend their money locally, it creates a multiplier effect that supports more jobs in the retail, healthcare, and other sectors; 2) Infrastructure Development: An increase in educational tourism may lead to better public services, communication networks, and transportation systems, all of which benefit the larger community; 3) Cultural Exchange: Language exchanges, volunteer work, and internships are common activities for educational tourists, and they can foster long-lasting relationships and commercial opportunities between their home and host countries; 4) Innovation and Entrepreneurship: Educational tourists' diverse perspectives can foster innovation. For example, a culinary student who travels to Lombok might come home and open a traditional Lombok café, adding new flavors to the local dining scene; 5) Seasonal Stability: Unlike seasonal leisure travel, educational travel usually coincides with school calendars, providing a more steady financial benefit all year long; 6) Real Estate and Rental Markets: The demand for student housing may encourage the building of new residence halls and apartments, which would be advantageous to both property owners and the construction industry; 7) Public Perception and Branding: A city known for its educational institutions can attract conferences, seminars, and cultural events in addition to students, strengthening its standing as a knowledge hub; and 8) Sustainable Tourism: Tourists who complete educational programs tend to be more environmentally conscious and support eco-friendly companies and practices.

In a community-based tourism model, local empowerment ought to be strengthened through Step-by-step local empowerment in community-based tourism. To put it briefly, edutourism, or educational tourism, is a potent force for intercultural understanding, community empowerment, and sustainable development. By combining educational activities with tourism, universities play a crucial role in improving quality of life and values engagement. In addition to enhancing student experiences, educational tourism boosts regional economies and social structures through international mobility, cultural exchange, and real-world contextual learning. It encourages innovation, infrastructure development, and job creation while advancing sustainable practices and environmental awareness.

With its abundant natural resources and cultural heritage, Indonesia stands to gain greatly from educational travel. Higher education institutions, local communities, governmental regulations, and sustainable tourism tactics must all work together to realize this potential. The WNT Province and the University of Mataram serve as an example of how regional initiatives can complement national objectives. To ensure long-term social, economic, and environmental sustainability, education-based tourism initiatives must empower communities.

In short, educational tourism needs to be based on inclusive collaboration, educational practices, and a strong dedication to protecting local ecosystems and heritage in order to fulfill its role in sustainable development.

## 5 Conclusions

In conclusion:

1. The nature of edutourism and the reciprocal effects between the doctoral program and sustainable tourism development goals and edutourism-oriented research within the FTTE University of Mataram's Doctoral Program of Education offer promising solutions for: (a) guaranteeing the sustainability of undergraduate career pathways; (b) improving public awareness of educational tourism; (c) advancing edutourism academic studies; and (d) assisting local and global communities in achieving sustainable tourism development goals.
2. The FTTE University of Mataram's edutourism-focused Doctoral Program of Education promotes a cooperative relationship between the Sustainable Development Goals (SDGs) and higher education roles.
3. The vision and edutourism focus of the Doctoral Program of Education FTTE University of Mataram are expected to be in line with national and local government policies as well as those of pertinent stakeholders.
4. FTTE University of Mataram's Doctoral Program of Education is a prime example of how higher education can influence the direction of educational tourism by means of high-quality instruction, research, and community-based projects that have a favorable positive impact on the development of sustainable local, regional, and even international tourism.

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