

## STRATEGIES FOR IMPROVING HUMAN RESOURCES THROUGH EDUCATIONAL TOURISM

Mohammad Ali Masyhuri<sup>1\*</sup>, Sutinem<sup>2</sup>, Abdul Mateen<sup>3</sup>

<sup>1</sup> STIE Mahardhika Surabaya, Indonesia

<sup>2</sup> Lamongan Islamic University, Indonesia

<sup>3</sup> Departement of Economics, Faculty of Economics and Business, Airlangga University, Indonesia

E-mail: <sup>1)</sup> [mohammad.ali@stiemahardhika.ac.id](mailto:mohammad.ali@stiemahardhika.ac.id), <sup>2)</sup> [sutinem@unisla.ac.id](mailto:sutinem@unisla.ac.id),

<sup>3)</sup> [ranamateen94@gmail.com](mailto:ranamateen94@gmail.com)

### *Abstract*

*Education is the right of everyone wherever they are, at any age, including economic conditions at any level. The way to obtain knowledge can no longer be limited by anyone and anything nowadays. In this global era, education patterns are increasingly diverse, knowledge transfer activities no longer have to always be carried out in the classroom. The pattern of teaching and learning activities outside the classroom has also been implemented by many educational institutions in many countries, including Indonesia. When teaching and learning activities are carried out outside the classroom, it generally increases interest in learning for students at primary and higher education levels. In this article, we will convey qualitatively the efforts to transfer knowledge outside the classroom in order to increase interest in learning and reduce boredom due to always studying indoors. A two-way interactive atmosphere is one of the effective ways of learning activities to produce better student abilities, in all subjects or certain subjects. The more optimal human resource capabilities are in the future, we can be sure that economic conditions and many other fields will be better and able to compete with other nations.*

*Keywords: Tourism, Education, Generation, Skills*

## 1. INTRODUCTION

Education is an activity of transferring knowledge and is a right for everyone as written in the country's Constitution. Teaching and learning activities become a knowledge transfer process that is beneficial for all human resources everywhere. A country's human resources are a valuable asset for the country and its government. In the current era, a country everywhere really needs human resources who have abilities and characters of positive value for the good of the nation and state in the future (Quezada, 2004).

Human resource capabilities will become valuable capabilities if they are prepared from the beginning at the educational level. Valuable abilities resulting from learning in education are an effort that must be maintained or maintained and improved (Alipour et al., 2020), so that it becomes an effort that is not in vain. Apart from that, there are other areas that must be maintained and improved conditions and supporting factors in order to produce the next generation who are strong and have positive value abilities (Van Winkle & Lagay, 2012). Another area that is important to maintain is the economic sector which can influence the health of all generations.

The economic sector and many other fields really need human resources with capabilities that really support the development needs of this nation (Bright & Tarrant, 2002). When the economic sector is supported by human resources who have the ability to compete, then many fields related to the economy, conditions will get better. The better a nation's human resource capabilities are, the better the employment sector will be, which will be followed by the economic sector. Due to competing abilities, it is certain that the number of people who do not have jobs will be very minimal (Quezada, 2004).

The above indicates that the community's income is getting better. When the economic conditions of a nation's society are in good condition, many other fields will also be in very good condition (Baum, 2007). Other areas that will improve include health and education. The better the economic conditions of society, the lower the number of children who cannot continue their education, and the health of the next generation will be better because the nutrition needed during the growing period will be met by their parents (Bright & Tarrant, 2002).

In this increasingly developing era, the process of teaching and learning activities has experienced many very real changes. Teaching and learning activities are not only two-way knowledge transfer activities in the classroom (Ritchie, B.W., Carr, N. & Cooper, C.P., 2003). Knowledge transfer activities are no longer activities of listening to narratives delivered by teaching staff in front of the class (Van Winkle, C. M., & Lagay, K., 2012), while students just sit there listening or doing something according to the instructions given. Currently, teaching and learning activities can become activities that pupils or students miss, because there are many ways that a teaching staff can do this (Sharma, A., 2015).

Currently, the location of the teaching and learning process is no longer only carried out indoors. Outdoor locations are also locations for teaching and learning activities that are increasingly attractive to many students and their teachers (Ritchie, B.W., Carr, N. & Cooper, C.P., 2003). Outdoor learning activities in general will be one of the learning efforts which is interesting for pupils or students (Alipour et al., 2020). In fact, it is a learning activity that every pupil and student will always look forward to because it is considered a very active process from both sides. .

Learning activities outside the classroom seem to be a living laboratory for students. Because there are many actual things or objects or conditions outside the classroom that can be used as examples of the many theories and knowledge presented (Quezada, 2004). For teaching staff, the learning process outside the classroom is also felt to be very helpful or easier in knowledge transfer activities (Sharma, 2015). A feeling of greater freedom in the process of interacting between the two sides is also felt when learning activities take place.

## **2. LITERATURE REVIEW**

### **2.1. Tourism**

Tourism is an outdoor activity which is generally considered a refreshing activity from all routine activities. So far, tourism activities have only been considered as relaxing activities, containing no learning activities at all. Tourism activities are an option for some people in an effort to convey knowledge and learning to their families (Ritchie, 2003). Those who carry out outdoor activities become interesting for the learning process directly.

In fact, tourism is also one of the fields chosen as a medium in the teaching and learning process, making it an interesting activity. This interesting atmosphere is a trigger for teachers and students to be more interactive in learning activities (Ritchie, 2003). Currently, there are many outdoor activities that can be used as a medium for the learning process in many educational environments. One of the methods chosen is educational tourism activities to attract more students' interest in interactive learning activities (Alipour et al., 2020).

Educational tourism activities or nature classes are the newest method that is often found in several educational institutions in Indonesia. There are many reasons why many educational institutions currently choose the open classroom learning method, because more and more parents of students are interested for various reasons (Ritchie, 2003). The choice to send their children to this type of educational institution is generally because of the time. This is a pattern of thinking of parents who are increasingly open and modern in order to improve their children's abilities. Because there is a lot of information that can be a reference for many parents of students who realize that many of their children need special treatment, so that they can absorb the knowledge they need as well as they hope by choosing that type of educational institution (Van Winkle & Lagay, 2012).

## **2.2. Education**

Education is an activity that is carried out by many people all the time without stopping, many people do not even realize that they have carried out educational activities on other people. The process, which is often very varied, creates many opportunities for formal and informal educational institutions to attract the interest of many parents to send their children to study at these institutions (Van Winkle & Lagay, 2012). Many new learning methods have received positive support from parents and authorized institutions in order to facilitate the process of encouraging students to be active and enthusiastic about learning. Pleasant conditions and situations in the learning process will certainly be able to reduce students' feelings of laziness in participating in learning activities (Richards, G., 2011).

Teaching and learning activities before this global era were conventional learning processes, in general communication only occurred in one direction, namely from the teacher to the students (Quezada, 2004). All information received by learning participants is information that will contain "truth" because a teacher conveys it. Even though in reality this fact is not completely true and must be used as a basis for thinking for all students. Even for current teachers, it would be better if they updated their perspective that the teaching and learning process will provide better and very positive results (Ampuero et al., 2015).

The perspective regarding the educational process which must always be updated according to the progress of the times is the best perspective at the moment (Quezada, 2004). The more flexible the process of transferring knowledge by teachers to students, it is certain that they will be able to create a better learning environment and accommodate the needs of various types of students (Richards, G., 2011). A good educational process for students will ensure that the knowledge gained can be remembered and understood forever or will not be easily forgotten. Apart from that, the character of students can also be processed to become better, so that the nation's human resources in the future will also be better.

### **2.3. Young Generation**

The next generation or young generation is the generation that has the task in the future to develop in all fields well for the sake of continuity, growth and development of the nation and state. A nation must prepare all the supports needed to "create" human resources of value and character for its future (Ritchie, B.W., Carr, N. & Cooper, C.P., 2003).. Forms of support in the context of forming human resources that have Character generally starts from preparing infrastructure that is able to support each process carried out. Apart from infrastructure, regulatory support and human resources who have competence as teaching staff are several important things that need to be prepared (Ritchie, B.W., 2003).

Human resources who act as teaching staff also function to form many future generation human resources who have positive and valuable characters. Positive and valuable character, among other things, is meant as human resources who are able to compete as well as possible with anyone anywhere. The ability to compete positively with other human resources anywhere in any field will be an indicator for the survival of a nation and state in the future (Ampuero, D., Miranda, C., Delgado, L., Goyen, S., & Weaver, S., 2015).. Including a very open perspective on the future by the younger generation or the next generation, it is certain that it will be able to really help the process of growth and development of a country and nation (Sharma, A., 2015).

The field of education will be a very influential field in the process of forming the character and capabilities of human resources for the next generation of the nation and state (Ojo, B.Y. & Yusof, R.N.R., 2019). The more dynamic and varied the learning process carried out by an educational institution, it is certain that the graduates produced by that educational institution will be better. Graduates who are good and have positive character are assets for their educational institutions as well as the nation and state today, even in the future. The next generation is dynamic, flexible and has a broad perspective in solving any problems that will be faced or are being faced, so that they are able to provide solutions that do not harm anyone (Poletaeva et al., 2022).

### **2.4. Skills**

For the next generation or younger generation, skills are assets that are owned for the sake of the self-worth and character of each of them in the present, forever. Human skills consist of hard skills and soft skills which must continue to be improved in order to keep up with very dynamic developments (Ojo & Yusof, 2019a). All of these skills can be obtained by young generation human resources in many ways, both formal and informal. For formal methods, the young generation's human resources can be obtained by undergoing education at formal schools (Poletaeva et al., 2022).

Meanwhile, acquiring knowledge in order to improve and increase skills possessed informally includes independent learning via electronic media. Because this electronic media is very easily accessible to anyone who is interested and intends to learn and acquire new knowledge without having to come to an educational institution (Sharma, A., 2015). Knowledge obtained from informal educational institutions is quite expensive knowledge because the human resources who study it must have positive values and intentions to develop their abilities. Why is it said to be expensive, because if the abilities you finally have are obtained autodidactically, that is, without real assistance from a teacher (Quezada, R. L., 2004).

If the hard skills and soft skills possessed by the next generation of human resources are able to make a positive contribution to the growth and development of a nation, then it is mandatory for the government to provide support (Ojo, B.Y. & Yusof, R.N.R., 2019). The support needed by the next generation of creative human resources will certainly be able to further improve the skills they previously had, and will even be able to become fuel for them to become more creative. Creative skills are a very positive sign for the next generation of human resources as well as for the surrounding environment. For the human resources of the nation's next generation, valuable skills and knowledge and positive character are gifts that must be maintained and always increased in value so that they provide the best for those around them forever, apart from themselves (McGladdery & Lubbe, 2017a).

### **3. RESEARCH METHOD**

This article aims to convey qualitative descriptive information about changes in learning process activities which have experienced many changes in the current global era. The process of open learning activities or learning activities outside the classroom is something new but is able to provide better input for both sides, namely teaching staff and students.

### **4. RESULT AND DISCUSSION**

Learning and teaching activities can be carried out by anyone, anywhere, and in any way (Haukeland, J., Vistad, O. I., Daugstad, K., & Degnes-Qdemark, H. G., 2013). The learning process is the right of every human being anywhere in the world, without exception, as is written in many Constitutions in many countries in the world. Human skills consist of hard skills and soft skills which must continue to be improved in order to keep up with the very dynamic developments of the times. The process or way to improve hard skills and soft skills requires extraordinary effort and support from many supporting fields as well as a positive system for the progress of oneself and the nation (McGladdery & Lubbe, 2017).

So far, the teaching and learning process in the classroom has been a process that is considered very good and very suitable for the learning process (Bilsland et al., 2020). However, as time goes by and progress in all fields changes the thinking and image of a good learning process. All teaching and learning processes for educational institutions have the same vision for the end result, namely graduates who have good knowledge and character and are able to compete wherever they are (Kamdi et al., 2018). For educational institutions, alumni who have competitive abilities and positive character.

Alumni who value the abilities and character of an institution will indirectly become an active promotional medium, both for themselves and their educational institution (Kamdi et al., 2018). Through this free promotion, there will be good benefits for the educational institution apart from other institutions that collaborate with the educational institution. An example can be taken from the topic regarding the benefits for other institutions, namely private institutions that collaborate in outdoor teaching and learning activities. Outdoor teaching and learning activities are currently a solution to break boredom for teachers and students, even some schools currently have a nature school theme (McGladdery & Lubbe, 2017a).



For school educational institutions with natural backgrounds, providing the facilities and infrastructure needed for outdoor learning activities is the main thing (Bello, Y.; O. Raja Yusof, R. N. R., 2019). However, for some other schools that do not fully carry out outdoor teaching and learning activities due to limited capacity, the school will seek better financial provisions for this. For this reason, the school will prepare from the start the opening of student registration regarding the financial and human resources of its teaching staff. Because the process of outdoor learning activities is not only conveying theoretical learning material, but also the ability to describe what knowledge exists in the natural surroundings (McGladdery, C.A. & Lubbe, B.A., 2017a).

Currently, the process of returning to nature learning activities is an effort to attract students' interest so they can learn better and more effectively. These efforts ultimately led to many entrepreneurs providing land to become rice fields, gardens, fish ponds, or play areas around plantations, etc. (Gotwals & Songer, 2010). Indirectly, students will be introduced to nature and what they can and cannot do (Haukeland et al, 2013). Direct knowledge transfer is an effort to speed up the educational process to students from the lowest level of education.

In these teaching and learning activities, teachers can convey information about the knowledge presented by nature and the importance of protecting nature which will ultimately become the land for anyone to learn from (Ojo & Yusof, 2019b). One of the educational activities that can be carried out is anything that can be done in the open air and can provide good results for them and the surrounding environment (Gogoi & Balaji, 2015). Other activities include students being invited to carry out analyzes and find solutions to the needs of the surrounding community and the needs of nature itself from humans. Because nature and humans have an interdependent relationship, teaching staff will also definitely convey an invitation to carry out environmental analysis (Haukeland et al, 2013).

Learning activities in open spaces followed by discussion activities regarding knowledge obtained directly from nature are also a way to upgrade students' abilities in many ways (Gibson, H., 1998). In this discussion activity, the teacher carrying out the lesson will be able to directly analyze the level of students' abilities in many ways, one of which is communication ability. Communication skills with friends and teachers in order to convey thoughts or ideas related to problems and things around them (Gotwals & Songer, 2010). In this case, teachers also have the opportunity to directly assess and improve students' soft skills in terms of communication in any forum.

Soft skills in terms of communication will always "side by side" with a good level of self-confidence will provide very positive results for the person himself and the environment (Gogoi & Balaji, 2015). The more confident students are in communicating, the better their ability to socialize will be. The next soft skill that is currently also an added value for each person is the ability to carry out analysis. The higher a student's competency or ability in mastering analysis, even though they are still at the basic education level, will be a positive indicator that they will be able to provide positive reactions to their environment (Giefer et al., 2019).

When students have a better level of soft skills in terms of analysis at a young age, it is certain that personally the students will have very positive added value in terms of personality. Indirectly, the character they have is also getting better and has positive value, both for the students themselves and their environment. These two things will increasingly

support learning activities outside the classroom which will be very varied in the future (Giefer et al., 2019). Things that are commonly done in teaching and learning activities outside the classroom include planting rice, harvesting rice, catching fish in ponds or in rice fields, or even processing food ingredients into food that is ready to be consumed, which indirectly trains and improves motor skills (Gibson, 1998).

Along with the growth of teaching and learning activities in nature, indirectly, students are invited to get to know what can be obtained from nature (Bilsland et al., 2020). Apart from knowing what can be obtained from nature, students must also be introduced to what things or methods must be done to protect the environment (Garrecht et al., 2018). As is well known, humans really need nature as a source of life, but nature must also enjoy its results wisely. The process of exploring and enjoying natural products wisely requires positive knowledge, especially for school students.

Tourism activities as an effort to introduce nature to the human resources of the nation's future generation are one of the preferred methods of knowledge transfer activities (Broom, 2017). The potential for natural tourism is also a solution for educational institutions to introduce and hone the ability to analyze human resources for the nation's future successors. Outdoor tourism locations do have the potential to "lure and tempt" human resources for the nation's future generation to ask questions and discuss (Gibson, 1998). They will not only discuss things with their peers, but will also discuss a lot of things that are on their minds after seeing the natural surroundings (Bright & Tarrant, 2002).

By attracting human resources for the future generation of this nation, it can be ensured that the abilities of the accompanying teaching staff must be at a good level (Ampuero et al., 2015). Accompanying teaching staff are required to "master" the answers to all forms of student curiosity, apart from accompanying them from tourist locations. Here, the teacher will combine the knowledge that is ready to be shared with students with what is "appearing" around them (Broom, 2017). So that students will increasingly have better abilities as desired by teachers, parents and educational institutions, even the nation and country.

Assistance from competent teachers to improve students' abilities for outdoor teaching and learning activities is very necessary (Bright & Tarrant, 2002). Because nature is where they learn, it is not only them who will use it as a tool and means for learning (Ram Choudhary & Srivastava, 2022). For this reason, teaching staff must have a mindset and creativity that is of greater value. Because the ability, mindset and creativity of a teaching staff are the capital to shape and build a new generation of human resources as the successors of a better nation.

Guidance for the human resources of this nation's future generation needs to be carried out from the beginning of their education. All things that are good for the human resources of the prospective next generation must be supported from the beginning of their educational level (Dembovska et al., 2016). This support must and should also be provided consistently by families, schools and the government properly, without any differences. Support without distinction needs to be provided, including for the human resources of prospective future generations who come from economically disadvantaged families (Ram Choudhary & Srivastava, 2022).

The right of every prospective human resource for the next generation to obtain a good education from the beginning of the educational level, up to the highest level of education that is capable of being pursued (Garrecht et al., 2018). To obtain the best educational results,

the government should also provide the best support. The best support for increasing the abilities and creativity of teaching staff's human resources with sustainable capacity development activities is one of them (Dembovska et al., 2016). Hard skills and soft skills in human resources for teaching staff are also the next best effort for the government to prepare human resources for the nation's next generation.

At a time when outdoor learning activities are growing, there are other fields that are also developing, including the economic sector and the employment sector. The more varied the needs of many schools to carry out outdoor learning activities in the form of edutourism, the more business opportunities are opened that require a lot of new workers (Ram Choudhary & Srivastava, 2022). An edutourism location requires a lot creative human resources to build an educational tourism location that is increasingly more attractive and meets consumer needs (Bafadhal & Hendrawan, 2019). This will really attract consumers to pay for all the facilities provided and really support all learning activities in outdoors by the school.

The more human resources needed by many edutourism locations, the more the potential of the community around the edutourism location will be developed (Ram Choudhary & Srivastava, 2022). Communities around the edutourism location try to provide materials. and what consumers need from edutourism locations, including places to eat, grocery stores or even accommodation. Apart from that, it is certain that many souvenir shops will also be opened to meet the needs of consumers at educational tourism locations (Ojo & Yusof, 2019b). This is a positive effect of the development of open learning activities which are chosen by many schools in the global era. This.

Even the fields of promotion and transportation also receive positive effects from the development of the outdoor teaching and learning process. The promotion sector also increasingly requires human resources who are able to think creatively to promote educational tourism locations and their advantages (Kamdi, N., Jamal, S. A., and A. Nuar, F. I., 2018). The global era makes the promotion and support process easier. creativity of human resources in the field of promotion of edutourism locations. So that educational tourism activities are no longer considered a waste of time and money for some students' parents, but become something interesting and supportive for the process of developing students' hard skills and soft skills in the present and future (Ojo, B.Y. & Yusof , R.N.R., 2019).

## **5. CONCLUSION**

Efforts to produce human resources for the nation's next generation who have very positive abilities and character can be done in various ways (Bayati, 2012). Apart from indoor teaching and learning activities, outdoor teaching and learning activities are also a way to hone and improve the human resource capabilities of the nation's next generation (Bayati, 2014). However, it is not only abilities that can be improved, the character of the human resources of the nation's future generation can also be better shaped and improved. When the capabilities and character of the human resources of the nation's future generation can be formed in this way, it is certain that they will be able to compete positively wherever they are (Bayati, 2015).



Tourism activities as an educational effort are one method that is currently widely used as an alternative way for outdoor teaching and learning activities (Petra, 2023). In the end, educational tourism is an activity that is often chosen in order to improve students' abilities in many fields of knowledge as human resources for the nation's next generation. In this activity, students will feel more free to convey what is on their minds compared to when carrying out teaching and learning activities indoors. There are many facts that state that it is true that students' desire to learn increases when teaching and learning activities are carried out outdoors or in the wild (Bafadhal & Hendrawan, 2019).

High curiosity, supported by teaching staff who have better competence is a positive support in improving the human resource capabilities of the nation's future generation (Alipour et al., 2020). Teaching staff and field assistants in educational tourism activities who have better competence will be able to carry out knowledge transfer activities better, more positively and more variedly for students (Baum, 2007). Because discussion activities regarding many things will occur in the educational tourism process. All this is because nature also presents new and interesting things for students, and invites an increasingly high level of curiosity (Ampuero et al., 2015).

The government should also support the process of developing educational tourism locations, because there are many areas that can be greatly helped (Bilsland et al., 2020). One of them is the employment sector, because there will be many new jobs for support the development process of the edutourism location. Apart from that, the potential of the surrounding community in the social economic sector will also grow better. When a society's economic conditions grow better, the economic conditions of a nation will also be better in the future (Kamdi, N., Jamal, S. A., and A. Nuar, F. I., 2018).

Areas that can be supported by the government include improving road facilities to edutourism locations and required infrastructure around the location. Including the security of the natural environment in edutourism areas, so that consumer trust in developers of edutourism locations becomes better (Bafadhal & Hendrawan, 2019). We must not forget the support in the communications sector, namely internet signal services whose stability must be maintained. All of this is the obligation of local and central governments to work together to prepare and maintain the optimization of their functions for the community (Bilsland et al., 2020).

## REFERENCES

- Alipour, H., Fatemi, H., & Malazizi, N. (2020). Is edu-tourism a sustainable option? A case study of residents' perceptions. *Sustainability*, 12(15), 5937.
- Ampuero, D., Miranda, C. E., Delgado, L. E., Goyen, S., & Weaver, S. (2015). Empathy and critical thinking: Primary students solving local environmental problems through outdoor learning. *Journal of Adventure Education & Outdoor Learning*, 15(1), 64–78.
- Bafadhal, A. S., & Hendrawan, M. R. (2019). Exploring the immersion and telepresence in gamified virtual tourism experience toward tourist's behaviour. *Annual International Conference of Business and Public Administration (AICoBPA 2018)*, 53–56.
- Baum, T. (2007). Human resources in tourism: Still waiting for change. *Tourism Management*, 28(6), 1383–1399.

- Bayati, I. (2012). *Transfer of learning in basic ecological concepts during exposure to environmental issues and critical thinking. Correlation of Students' Knowledge and Attitudes toward Food Webs. Science and Technology Issues in Education*, 5(1-2), 141–152.
- Bayati, I. (2014). *Lyceum students' alternative perceptions toward food webs. Science and Technology Issues in Education*, 7(1-2), 41–58.
- Bayati, I. (2015). *Students with special education needs: spontaneous perceptions toward nature compared to those of students without special education needs. Science and Technology Issues in Education*, 8(1-2), 67–90.
- Bilsland, C., Nagy, H., & Smith, P. (2020). Virtual Internships and Work-Integrated Learning in Hospitality and Tourism in a Post-COVID-19 World. *International Journal of Work-Integrated Learning*, 21(4), 425–437.
- Bright, A. D., & Tarrant, M. A. (2002). Effect of environment-based coursework on the nature of attitudes toward the Endangered Species Act. *The Journal of Environmental Education*, 33(4), 10–19.
- Broom, C. (2017). Exploring the relations between childhood experiences in nature and young adults' environmental attitudes and behaviours. *Australian Journal of Environmental Education*, 33(1), 34–47.
- Dembovska, I., Silicka, I., & Łubkina, V. (2016). Educational tourism in the training of future tourism professionals. *SOCIETY. INTEGRATION. EDUCATION. Proceedings of the International Scientific Conference*, 4, 245–255.
- Garrecht, C., Bruckermann, T., & Harms, U. (2018). Students' decision-making in education for sustainability-related extracurricular activities—A systematic review of empirical studies. *Sustainability*, 10(11), 3876.
- Gibson, H. (1998). The educational tourist. *Journal of Physical Education, Recreation & Dance*, 69(4), 32–34.
- Giefer, M. M., Peterson, M. N., & Chen, X. (2019). Interactions among locus of control, environmental attitudes and pro-environmental behaviour in China. *Environmental Conservation*, 46(3), 234–240.
- Gogoi, S., & Balaji, P. D. (2015). Educational tourism and its impact: a case study from Kanchipuram, Chennai, India. *The Clarion-International Multidisciplinary Journal*, 4(2), 112–115.
- Gotwals, A. W., & Songer, N. B. (2010). Reasoning up and down a food chain: Using an assessment framework to investigate students' middle knowledge. *Science Education*, 94(2), 259–281.
- Haukeland, J., Vistad, O. I., Daugstad, K., & Degnes-Qdemark, H. G. (2013). *Educational tourism and interpretation. Oslo: Institute of Transport Economics-Norwegian Centre for Transport Research*.
- Kamdi, N., Jamal, S. A., & Anuar, F. I. (2018). A preliminary study of edu-tourist perceived values in Edu-tourism packages. *International Journal of Academic Research in Business and Social Sciences*, 8(16), 153–162.
- McGladdery, C. A., & Lubbe, B. A. (2017a). International educational tourism: Does it foster global learning? A survey of South African high school learners. *Tourism Management*, 62, 292–301.
- McGladdery, C. A., & Lubbe, B. A. (2017b). Rethinking educational tourism: proposing a

- new model and future directions. *Tourism Review*, 72(3), 319–329.
- Ojo, B. Y., & Yusof, R. N. R. (2019a). *Edu-tourism destination selection process in an emerging economy*.
- Ojo, B. Y., & Yusof, R. N. R. (2019b). *The contemporary edu-tourism destination selection process: a structural regression model*.
- Petra, J. (2023). *COVID-19 Pandemic and the Future of Tourism and Hospitality Research: A Systematic Review of the Published Research During the Pandemic*.
- Poletaeva, O., Moroz, N., & Lazareva, O. (2022). Educational Tourism as an Engine in Learning Foreign Languages. *IX International Scientific and Practical Conference "Current Problems of Social and Labour Relations"(ISPC-CPSLR 2021)*, 343–348.
- Quezada, R. L. (2004). Beyond educational tourism: Lessons learned while student teaching abroad. *International Education Journal*, 5(4), 458–465.
- ram Choudhary, L., & Srivastava, P. (2022). Educational tourism: A new concept of sustainable development of tourism. *Specialusis Ugdymas*, 1(43), 4684–4689.
- Ritchie, B. W. (2003). *Managing educational tourism* (Vol. 10). Channel View Publications.
- Sharma, A. (2015). *Educational tourism: strategy for sustainable tourism development with reference of Richards, G. (2011). Creativity and Tourism – The State of the Art. Annals of Tourism Research*, 38(4), 1225–1252.
- Van Winkle, C. M., & Lagay, K. (2012). Learning during tourism: the experience of learning from the tourist's perspective. *Studies in Continuing Education*, 34(3), 339–355.

## Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).