

Edutourism: Empowering College Tun Hussein Onn Student's In Experiences Learning

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Abstract:

Background: Edutourism was developed due to the growing of its popularity in the education sector, especially in the higher education sector. This is because it improves technical efficiency beyond the learning environment and it is also not a new concept. The main purpose of edutourism is to implement tourism activities or to visit other countries. Among the priorities of edutourism are learning about culture, study tours and shaping existing and new skills. The concept of edutourism is identifying the activities of tourists who are on holiday to get education or learning. In this regard, this paper aims to identify tourism experiences based on the perspective of students who joined the tour to the Jember University and the BromoMountains.

Materials and Methods: The technique of purposive sampling was used for the sample of 30 people. The research data was obtained through the distribution of questionnaires in Indonesia.

Results: The results of the analysis show high levels of implementation before, during and after travelling. In the process of implementation, there are skills applied and the results show that students have high level of public speaking skills in implementing the fundraising activities. There are values of togetherness and accountability in order to make the program a reality. The implications from the visit show a high mean between 4.50 and 4.73. 90.0% of respondents who agree to participate in tourism programs if the college provides such a platform in the future. However, this study focuses only on the minimum subjects, active students and have the highest positions at the college and university level.

Results: In conclusion, edutourism among students is increasingly gaining momentum among students especially at local universities because of their positive outlook to enhance knowledge and skills development as well as to establish relationships in new environments.

Keyword: Edutourism, implication of program implementation, experience learning, Indonesia, Tun Hussein Onn Residential College.

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I. INTRODUCTION

Edutorism in the context of a journey to learn and education is not a newly-introduced concept. According to Smith and Jenner (1997) states that tourism expands the mind and argues that all tourism is considered as education. It is a journey to seek knowledge that are centuries old that now has become the students' choice. However, the clear concept about the journey is a wide and complex area. Towner (1996) explains that the early journey of education and learning formally as well as informally is depending on the motivation and types of experience gained. Edutourism is a program where participants travel to the location as a group with continuously involving oneself in the learning experience that is related to the location as the main purpose (Bodger, 1998). Ritchie (2006) affirms that edutourism can be carried out freely or formally doesn't matter either it's naturally or manmade. In Malaysia, edutourism's evolution is certified as a new tourism industry. Hence, edutourism is acknowledged as one of the tools to increase the education and tourism's capacity at the same time, in the effort to improve its development.

Edutourism is considered as a potential program for students going from a place to another for the purpose of gaining new knowledge that is related to their discipline and other goals (Bodger 1998). According to Pittman (2003) explains that edutourism is a process that improves socioeconomic modal and empower

students and stakeholders across the world. This is supported by Ritchie et al. (2013) that states edutourism is an activity that is also participated by visit participants. Hence, experienced and knowledgeable tourists can be trained through edutourism during the trip. Based on the results of previous research shows that by carrying out edutourism enriches knowledge and upgrades travel product tourism industry across the world. This was stressed by Ritchie (2006) that observed the improvement of education and tourism and social in this decade. While Ramli et al. (2015) explained that education and learning are important components in experience and the increasing amount of tourism activity that includes education both formally and informally.

By that, based on the importance of edutourism, few questions had been raised related to it. Tourism education holistically not just based on learning in the classroom or lecture halls, it is more than that. One of the ways to educate is through edutourism. A planned outdoor education and learning can give learning experience through other activities. Not only that, application of technology in edutourism according to Hsu (2012) affirm varieties and needs to be carried on. However, can this adaptation promise an exchange of knowledge that has no limit as well as communication without boundaries? Next, the choosing of edutourism comes hand in hand with the push and pull factor that exists in the tourism destination (Ojo et al 2014). Hence, tourism industry needs to focus on physical environment destination and other attraction elements to create educational tourism experience. The question is, is it controlled and reaches the standard that is required by edutourism?

Based on the importance in encouraging edutourism in tertiary education students, it is relevant to find out whether the students have the experience in conducting tourism and education or not. To be more specific, it is a need to carry out a research to develop edutourism from students' perspective. Hence, the aim of this article is to identify the tourism experience based on the students' point of view that had participated in the visiting to Universitas Jember and Gunung Bromo. The effect of implementation of education at the tourism destination able to share knowledge through visit module that has been thoroughly prepared. Main target of edutourism is to ensure tourists understand and gather experience through visited destinations. From the edutourism activities, students are able to appreciate the positive values and give encouragement to carry out edutourism in the future. This goes hand in hand with the requirement of tertiary education that encourage edutourism as a place for students to widen their knowledge in order to encourage intellectual, physical, emotion and spiritual potential.

II. LITERATURE REVIEW

Edutourism

Edutourism concept covers the tourism and education aspect (Ramli et al. 2015). Edutourism is defined as a potential program for students to travel from place to place for the purpose of new gaining knowledge that is related to their discipline. It is a process that increases socioeconomic modal that gives power to students and community. It is also an activity that is participated by overnight visits participants. Thus, participants can obtain knowledge in edutourism (Bodger 1998; Pittman 2003; Ritchie et al. 2003). According to Zarzuela (2013) adult tourists visiting a tourist area aims to learn and explore the details of a certain tourism area.

In recent decades, educational practice in tourism area especially in concentration area has been edutourism's choice (Wilshusen et al. 2002). It had created all ways of participation to enable edutourism all over the world. The effect can create a good interaction between tourists, service provider and tourism destination. However, to understand tourism movement, it can associated with the student and the location that will and had been visited by them (Habibah et al. 2014). According to Habibah et al. (2014) also stated that students' journey includes individually or in a group through mobility programme.

According to Varasteh et al. (2015) explained the patent of student's edutourism. This is because generally edutourism activities is like going out, visiting original legacies, appreciating the environment and local cultures and enjoying the popular local cuisine at the same time. Thus, there are some potential main tourist attraction destination that are perfect for a walk and shopping. Therefore, Varasteh et al. (2015) explained that students have the tendency to do tourism activity by choosing comfortable accommodation such as hotels, eat and travel with friends for entertainment and fun as well as discovering new places. Furthermore, Wang (2008) stated that edutourism is a traveling pattern that aims to expand knowledge, to master skills and is popular among all people of different ages and applicable.

According to Ritchie (2006), edutourism is divided into two perspective which are tourism first and education first. Tourism first means tourism is the main basic while education comes second. Meanwhile, it is different with education first that stresses on education comes first for tourism such as visits to the school, college and university and gathering experience for the students. It is also still categorized as tourism but not as the main purpose because the main purpose is education and learning. Nevertheless, it also gives an impact to the development of tourism even though the purpose might be on education. Thus, this research shows tourism and education become the prime and secondary motive. However, even though it is related with tourism, it doesn't make any difference. It is realized and fully utilized by the students of KTHO.

Education in the tourism context

Education is a process of changing one's attitude in the effort of educating by teaching in terms of training, process, ways and acts of educating. Dewey (1930) defined education as a basic building process of attitude, intellectual and emotion towards nature and human beings. It is a work of organizing knowledge to help humans gaining knowledge that he has within him, called as natural knowledge so that the education helps obtaining a safer, useful and knowledgeable life. According to Hussin et al. (2010) explained that the knowledge gained guides individual to build a harmonic life to face the challenge of universal globalization. In this research, researcher researches the role of education in the implementation of Frontera Hussein's club members in implementing mobility before, during and throughout the programme is being carried out. According to Brown et al. (2013) explained the importance of education in influencing someone in their life in everything they do. Other than that, according to Haveman and Smeeding (2006) discussed about the country's higher education system especially the general component that has two purpose; that is equity efficiency and social efficiency.

KTHO students' edutourism experience

Experiences can be obtained by a person with knowledge which then can be extended with the implementation by being at the destination. In the context of research, students' experience is when they're in Indonesia that is at Universitas Jember, Gunung Bromo and Surabaya. Edutourism experience helps in creating a feeling of wanting to learn more about the place a student is visiting. Curiosity leads to searching for identity and forms a positive relationship between motivation to travel and builds positive engagement. Salleh et al. (2013) explained motivation and emotion builds edutourism experience. According to Xiao & Wu (2012) explained the factor that is considered in tourism experience are the weather, accommodation and service quality, cleanliness, values, safety, main attraction and others.

Tourism experience is defined as to what extent does an object or visit events build an important and valuable images. Furthermore, travel experience is created through clear knowledge, feeling as a part of the visited destination, records and have an overview of the actual way of living at the destination of the tourist (Sardokie & Adom 2015). However, Pittman et al (2010) affirms that travel experience generically created for individual satisfaction and neither to fulfil professional nor scientific requirement.

According to Gunn (1998) explained that there are seven stages of travel experience which are; tourists have their own information regarding the place they're visiting, have their own perspective and deciding to visit the place. Then, tourists determine how are they visiting the place, whether through travel agency, other parties or by themselves. Next, tourists visiting the place and gain experience then going back home. Lastly, tourists will have the real overview of the place they've visited after having experienced it first-hand.

Tourism experience is when tourists feel unique and relevant with what they are visiting (McKercher et al. 2004). It is also followed by the use of multimedia exhibition, performance and outstanding architecture that are able to attract tourists while learning and entertaining themselves. Ankomah and Larson (2000) explained tourism experience can also be adapted through two phases where the first phase is relationship with tourism centre whereas the second is tourists' tourism experience to the location of attraction to be actively involved and gain other skills. According to Ratnawati et al. (2014) concluded that experience gained by tourists throughout the visit gives a significant emotional impact and they are learning through it. It educates the tourist to show positive qualities and provide positive tourism experience. (McKercher and Du Cros 2002).

Hence, researcher had sum up that the tourism experience were gained directly and indirectly throughout their visit to Universitas Jember and Gunung Bromo. Not only that, it touches their heart, mind and gives a significant impact. The offers that were prepared by service provider demands them to explore new experiences and gave them chances to learn new knowledge. Even though every detail qualities cannot be fully acquired, but edutourism gives an added value and unique experience to the students through history, legacy and culture that are special and unique.

III. METHODOLOGY AND RESEARCH AREA LOCATION

This research uses the quantitative method to identify the implementation before, during and throughout the mobility journey. The research is in the form of quantitative approach using Purposive Sampling with identifying specific characteristics that are appropriate for research. One of the basic criteria that supports this research is the respondents of Tun Hussein Onn College's residents, are active (>80 merit marks for 2017/2018 session), are the members of Frontera Hussein Club and registered under National University of Malaysia. Thus, the minimum amount of sample that are chosen to be the subject and fulfilled the requirement are 30 people. The question set has 3 sections. The first one is to obtain the respondents' profile, second section is their level of skills to implement edutourism and the third is tourism experience. The data were being analyzed and processed involving descriptive analysis (frequency and percentage) and min analysis and interpretation. Data processing were carried out using the Statistical Packages for Social Sciences (SPSS)

Version 22.0 software system. Pilot studying the Cronbach Alpha analysis for all construct were very convincing with the value of 0.929.

The selection of case study location are two different places which are Universitas Jember, Jawa Timus, Indonesia and Gunung Bromo, Jawa Timur, Indonesia. KTHO's visit to UNEJ was a knowledge-sharing session which is Leadership and Impactful Programme. Other than that, observing the learning environment of UNEJ students and forging international relations with UNEJ students as well as visiting around the campus and Historical Building, Faculties of Education, administration building and campus area have been a compulsory destination to visit in Universitas Jember.

Next is the visit to Gunung Bromo, Jawa Timur, Indonesia had been a tourism destination that gives a first-hand experience of the active and the most popular volcano in Jawa Timur. During the visit at Gunung Bromo, KTHO's students were exposed to the old heritage of the Kabupaten Probolinggo community. One of the places that KTHO's student visited is the Penanjakan View Point, *Gunung Bromo, Tanah Lapang Kawah Berapi Bromo*, active Gunung Berapi Bromo, *Bukit Savana* or known as *Bukit Teletubbies* and *Pasir Berbisik*.

IV. RESULTS

Active edutourism always expand from time to time and now has attracted the tertiary students' attention to take part proactively. Various education elements have been brought up throughout the students' visit in both chosen destination.

Respondents' profile

Students, in this research, consist of 66.7% (20 people) of female and 33.3% (10 people) of male. More than 76% of students are between 21-22 years old, while 20% are between 23-24 and >27 years old. Next, it was found that 40.0% (12 people) are from Faculty of Science Social and Humanities, followed by 36.7% (11 people) from Faculty of Economics and Management (FEP) meanwhile 23.3% came from Faculty of Science and Technology (FST) and Faculty of Islamic Studies. Majority of the students who participated were in Year 2 with a total of 66.7%. Furthermore, almost 50.0% obtained a cumulative grade of 3.1-3.5. As for the financial usage while taking part of this edutourism, there are 46.7% (14 people) who were using loans, 40.0% (12 people) who used their own money and 13.3% (4 people) who has scholarship/sponsorship.

Tableno 1: Students' Profile

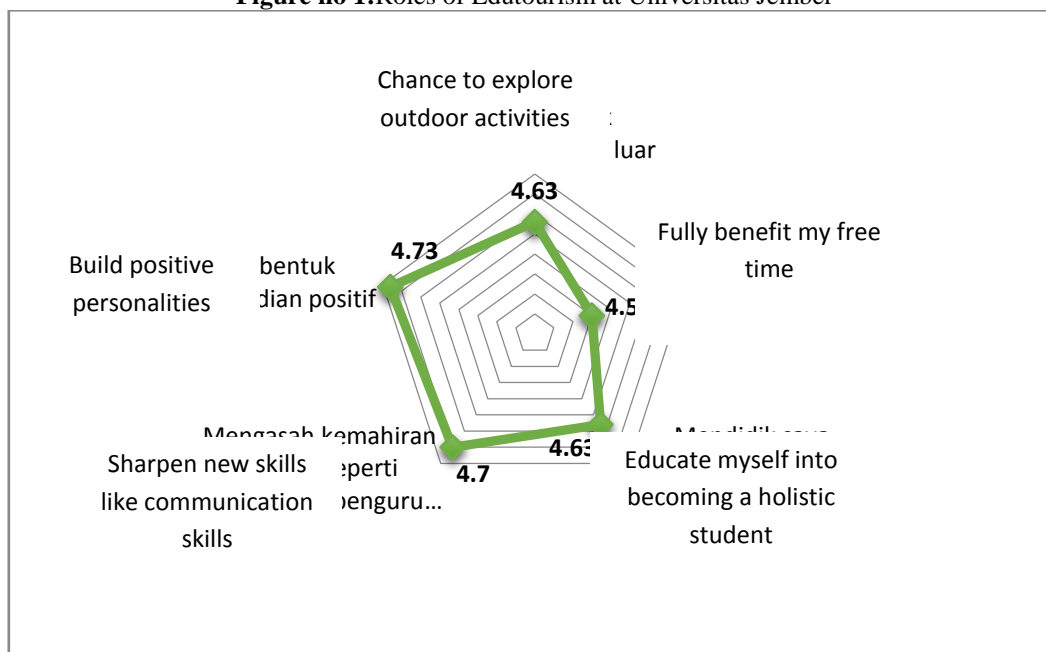
Component	Category	Total	%
Gender	Male	10	33.3
	Female	20	66.7
Age	21 – 22	3	76.7
	23 – 24	3	10.0
	>27	3	10.0
Faculty	Faculty of Science Social and Humanities (FSSK)	12	40.0
	Faculty of Economics and Finance (FEP)	11	36.7
	Faculty of Science and Technology (FST)	6	20.0
	Faculty of Islamic Studies (FPI)	1	3.3
Year	Year 1	4	13.3
	Year 2	20	66.7
	Year 3	3	10.0
	Year 4	2	6.7
	Graduate (Masters & PhD)	1	3.3
Average grade	2.5 -3.0	6	20.0
	3.1 – 3.5	15	50.0
	> 3.6	9	30.0
Mobility Finance	Scholarship / Sponsorship	4	13.3
	Education Loans	14	46.7
	Private	12	40.0

Implementation of Programme

Generally, edutourism have a few roles in creating study trips among students. Edutourism is perceived as a changing agent in the education of Tertiary Education because it has become a catalyst and a pioneer in the exploration of knowledge and practices in planning and building soft skills. The highest min result is 4.73 (sd=0.521) which is a programme that shaped positive personalities among students. In addition, it also sharpen up student's new skills such as communication, time management and others (mean=4.70, sd=0.535). The role of

edutourism also shows the interest of the students because it gives a chance for them to explore outdoor activities in educating students becoming holistic (mean =4.62, sd=0.556). Students also participated this edutourism to fully benefit their time with min value of 4.50 and sd= 0.682. The overall result shows a high interpretation for all role items for edutourism that were participated by the students of KHTO.

Figure no 1:Roles of Edutourism at Universitas Jember

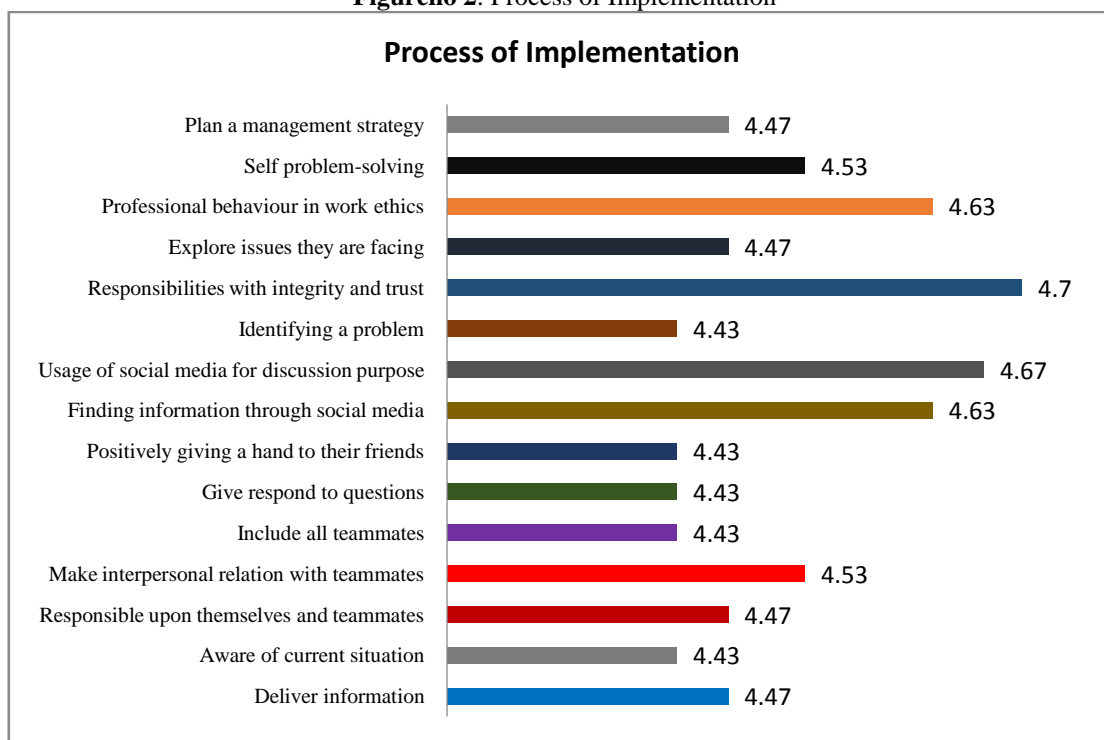


In the process of implementation, there are togetherness value that became a responsibility to all of the students. Some of them are knowledge and comprehension, togetherness values, roles and responsibilities, benefits and chances as well as social empowerment and responsibilities. As known, each member is responsible for several activities to get funding and sponsors (mean=4.70, sd=0.535). This is intended to create students with the skills of organizing a programme. Of this sophisticated era, it demand the students to use social media as a platform for discussion and to make decisions (mean=4,67, sd=0.479). Students were also given the responsible upon themselves and other teammates (mean=4.63, sd=0.49). They also need to include all of their teammates in every activity (mean=4.62, sd=0.49).

In addition, students show a professional behaviour with group work ethics (mean=4.53, sd=0.571). They also show awareness level to current situations (mean=4.53, sd=0.571), self and group problem-solving (mean=4.46, sd=0.571) and also orally and verbally deliver information that can be easily understand by their other teammates (mean=4.47, sd=0.507).

Other than that, students also show that they are able to explore issues or problems that they are facing (mean=4.43, sd=0.504), carried out their responsibilities with integrity and trust (mean=4.43, sd=0.563), identify problems that are written and implied (mean=4.43, sd=0.626), proactively helping their friends (mean=4.43, sd=0.504) and also give respond to the questions asked (mean=4.43, sd=0.636).

Figure 2: Process of Implementation



The result based on min analysis show that students have the knowledge in gaining information regarding the tourism area such as Gunung Bromo. There are also some togetherness values throughout the programme for example, the discussion and the process of making decisions. They also played their role and were responsible to their task in order to make the edutourim to Universitas Jember a success and actively involved in generating funds. Hence, the process of implementation is the basic component to make sure the programme is successful as well as giving a positive impact in the long run.

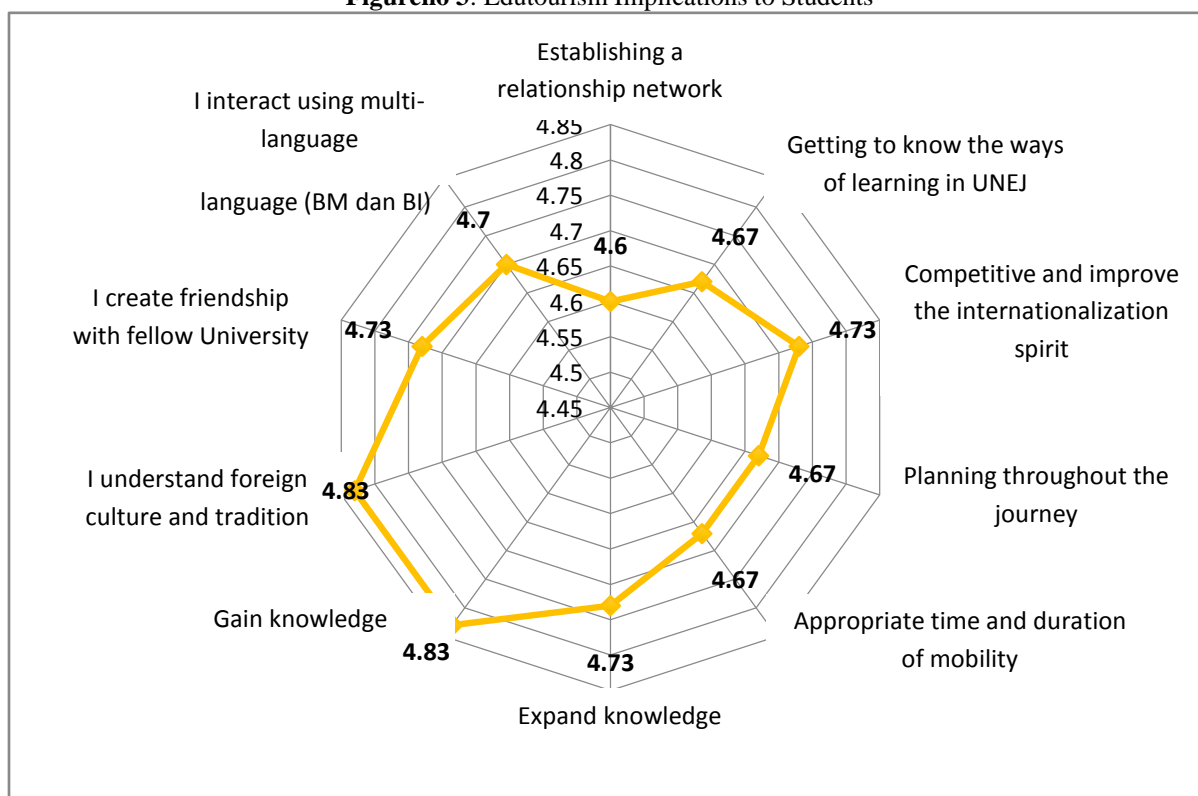
Next, students were learning several skills such as proper time management, referring and finding additional reference material to obtain information skill, to hear and give out instructions from time to time. Throughout the process of implementation, the students also felt a high accountability. It is whether for their group or for themselves. So, they are analytical and holistic with detail towards and more focus with every activity that were carried out.

Implication of Visit to Universitas Jember and Gunung Bromo

The result shows a high interpretation for all mobility implication items. There are two highest min which are gaining different life experience through socializing with the local communities (mean= 4.82, sd= 0.379) and also the implication in understanding local cultures and tradition (mean= 4.83, sd= 0.379). Not only that, mobility implication also show that students are competitive in increasing the internationalization spirit (mean= 4.73, sd= 0.45), expanding knowledge (mean= 4.73, sd= 0.45), and also forging friendships with fellow University (mean=4.73, sd= 0.45). Next, students used multi-language (BM and BI) to interact and communicate (mean= 4.70, sd= 0.466). Mobility education also gives an impact to students from the management, time and sharing knowledge aspects with the students of UNEJ (mean= 4.67, sd= 0.479). There are also a relationship network that were created among the students (mean= 4.60, sd= 0.498).

Students who participated in this programme received various positive responds other than creating experience such as education experience, aesthetic and entertainment. The visit have prepared students with education elements, systematic relationship as well as proactive involvement from both parties. Entertainment experiences were also gained by the students because they experienced the different environment first-hand that are usually out of the norm of their college and University. Implication from the scientific aspect is the college gives special attention in increasing the knowledge of learning while travelling in generating knowledge (awareness) as well as creating new opportunities (tourism).

Figure 3: Edutourism Implications to Students



Experience Throughout the Programme

Overall, students' mobility experience have shown high interpretation for all items. From the aspect of accommodation, students have neither objection nor discomfort during their stay. There were three prepared lodges for them which are Bilik Inap Universitas Jember, Hotel Cembra Indah di Bromo and Hotel Quest Surabaya. During their stay, they received a warm hospitality by the inn staffs (mean= 4.47, sd= 0.504). Followed by a conducive environment (mean= 4.73, sd= 0.45) and also accommodations that meets their needs (mean= 4.63, sd= 0.49).

Next, from the aspect of transportation, it shows that the students accept it well because it were equipped with air-conditioner and eased their journey from a place to another (mean=4.53, sd= 0.629). Students also explained that the time and journey to different places were pleasant (mean= 4.50, sd= 0.63). In terms of driver's drive, they felt that the driver are driving in a safe and careful manner (mean= 4.40, sd= 0.77). Transportation used during their trip was the Universitas Jember's bus and tour bus. The students' visited Bromo by Bison service (taxi) and Jeep. The result shows that the transportation used by students gave them new experience and entertainment.

Furthermore, the students' visit to Universitas Jember (UNEJ) create new experiences. Min result shows that it was well-accepted by the students (mean= 4.90, sd= 0.305). This is due to the exciting experiences that were offered by UNEJ while they were in the Universitas compound (mean= 4.80, sd= 0.407). This is because during their visit, there were a lot of must-visit destination that were led by a representative of Universitas. For example, Pasar Kreanova which is the Pasar Mahasiswa, Masjid Roudhatul Muchilisin which is a tourist attraction because of its unique architecture, Coffee and Cocoa Science Techno Park that provides disclosure of product's original production method and other marketed products. KTHO students were also given the chance to see themselves the uniqueness of Pantai Payangan and Teluk LOVE. Next, UNEJ had organized collective activities, events and programmes (mean=4.47, sd= 0.43).

Various activities were prepared to strengthen the two- way bond between the students of KTHO and UNEJ. Some of them are volleyball competition between the students of KTHO and UNEJ, 'mencanting batik' and having bilateral discussion related to college products and programs organized by residential colleges. Students also stated that UNEJ have an interesting, beautiful and organized hospitality (mean= 4.60, sd= 0.563). This is due to the strategic location of UNEJ because it is located at the downtown and have an easy access to public transport to different destinations. Same goes to the learning environment that is conducive and effective to UNEJ students.

Specifically, the students felt like the tour operator gave a good help in the form of giving information and management at Jember, Bromo and Surabaya (mean= 4.77, sd= 0.43). so does the recreational area that is

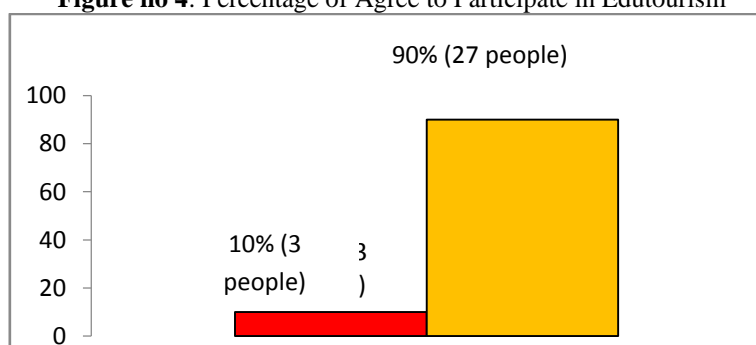
adequate, safe, comfortable and user-friendly (mean= 4.67, sd= 0.606). This can be proven throughout b the trip to Bromo's Mountain where the access from destination to another are comfortable and gave unexpected experience to the students. This is because their safety were being taken care of during their visit (mean= 4.63, sd= 0.49). Same goes to the great services they received and affordable prices in order to join in different visit activities (mean= 4.63, sd= 0.556). overall, the main attractions were also conducive (mean= 4.63, sd= 0.556). The visit to destinations that had been set also show realistic image just as pictured as the students (mean= 4.56, sd= 0.626), shows affordable offered prices (mean= 4.50, sd= 0.572), clean environment and not polluted (mean= 4.40, sd= 0.621) and the cleanliness and quality of the food premise is clean (mean= 4.00, sd= 0.871).

Tableno 2: Student's Experience

Component	Mean	Standard Deviation
Accommodation that fulfil needs	4.63	0.490
Conducive accommodation	4.73	0.450
Warm hospitality by the inn staff	4.77	0.504
Efficient transportation infrastructure	4.53	0.629
Trip from a destination to another	4.50	0.630
Safe and careful drivingmanner	4.40	0.770
Interesting, beautiful and organized hospitality	4.60	0.563
UNEJ offered exciting experience	4.80	0.407
UNEJ organized collective activities, events and programme	4.77	0.430
UNEJ great welcome	4.90	0.305
Tour operator gave good help with giving information and tourism management	4.77	0.430
Recreational area that is adequate, safe, comfortable, and user-friendly	4.67	0.606
Safe assurance while doing activities at a destination	4.63	0.490
Organization of various programme at the tourism area	4.60	0.621
Restaurants have good cleanliness	4.00	0.871
Services provided are great ad offered affordable prices	4.63	0.556
Interesting main attraction	4.63	0.556
Affordable prices	4.50	0.572
Unpolluted environment	4.40	0.621
Pictured and real life were as imagined	4.57	0.626

Edutourism programme is worth doing in the future. Analysis result shows a total of 90.0% (27 people) agree to participate 81%-100% times while the remaining 10.0% chose 61%- 80%.

Figure no 4: Percentage of Agree to Participate in Edutourism



V. DISCUSSION

Learning based on product and tourism destination

Students of KTHO visit stresses the concept of tourism and education. While being at Universitas Jember, they were exposed with bilateral education between students and lecturer, an education system that stresses the bilateral concept, leadership organization of Majlis Mahasiswa structure and then the teaching and learning environment which are different with the education in the National University of Malaysia. Students of KTHO were also exposed to the student body organization that focuses on academic, leadership skills, politics

and multi-discipline. On the other hand, KTHO stresses the academic college with vision and goal that complete the students of KTHO with soft skills, research and innovation that gives academics impact.

In addition, the learning at Gunung Bromo shows KTHO's student understood the traditions and cultures of Tengger community. They also obey the taboo that exist at Tengger's community holy place to pray. KTHO students' visit to each must-visit place give an exciting experience to them because it was totally new. Tolerance and less usage of *Bahasa Melayu* created a good bond between the students and the service provider. Not only that, the horse-riding experience for 6 km (to and fro), climbing 250 staircases to reach the peak of Gunung Bromo require their energy and strong physical mental.

New Experience during the Visit

Main factor of edutourism among the students of KTHO is to strengthen their international bond with Universitas Jember and also to travel to the must-visit Gunung Bromo. Thence, these both factors is the main attraction for them to visit Indonesia. Therefore, the main activity of the visit is to forge relationship and research cooperation as well as exchange opinions about impactful and leadership programme. In addition to that, it is also to experience first-hand being at the Gunung Bromo together with other teammates. There are several destinations that were visited in both location.

To get the picture of the experience by the students of KTHO, that had made social media platform such as Facebook, Twitter, Instagram and many more to connect and to keep memories of their adventures. This is because website has the best service in providing interaction and at the same time getting the right information. Based on the responds of the students, it shows that they are satisfied with the accommodation where they agree that it has quality, clean, comfortable and it is close to their destinations. The transportation was also great.

Cooperative research and innovation

Tun Hussein Onn Residential College, National University of Malaysia (UKM) is committed in carrying out an impactful research. Next, having an exchange of knowledge and offer academic services with international relation such as UNEJ. By this sharing, it will build strong cooperation in the future. Through this sharing, it also connects with the multi-discipline aspect by having cooperative research and innovation in the research both Science Social and Science aspect. Thus, commitment of the University is reinforced in the effort to empower researcher through the research system support. With this cooperation, the research will produce a competitive graduates. It also increase the number of graduates that have high confidence, added values and stand out among other graduates instead of in-classroom learning only. It also create a high engagement culture between all parties.

VI. CONCLUSION

Generally, edutourism sector is an important tourism sector in this century. This is because the edutourism sector is gaining popularity among the students all across the world to continue their studies in their preferred tertiary education. Students who wish to continue their studies can not only get a quality education but they also get to travel around the world of their desired institute. Edutourism can be seen as an important role in the aspect of improving the income of the society and the country's economy. The existence of a leading university that offers various academic and expertise are able to attract students to continue studying in Malaysia. This is because recognition and qualification of programme through accreditation, skills and expertise of an academic, eligibility of lecturer, marketability of graduates through programme recognition, safety and comfortable and conducive learning environment attracts foreign students to study in Malaysia.

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Author's Background

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