Educational Tourism as an Effective Learning Model at Vredeburg Fort Museum Yogyakarta Indonesia

by Ani Wijayanti

Submission date: 19-Jul-2019 01:49AM (UTC+0700)
Submission ID: 1152985835
File name: 3_E-Journal_of_Tourism_Vol_5_No_2_2018.pdf (682.69K)
Word count: 5666
Character count: 32636

E-Journal of Tourism Vol.5. No.2. (2018): 94-104

Educational Tourism as an Effective Learning Model at Vredeburg Fort Museum Yogyakarta Indonesia

Ani Wijayanti

Hospitality Department BSI Tourism Academy
Yogyakarta Indonesia

Corresponding author: ani.awi@bsi.ac.id

ARTICLE INFO

Received
25 August 2018
Accepted
13 September 2018
Available online
20 September 2018

ABSTRACT

The Vredeburg Fort Museum became the main destination of educational tourism. Edu-tourism attractions offered by Vredeburg Fort Museum able to realize educational tourism experience and become a source of learning, not just a source of information. This research is a descriptive survey research. Data were obtained through a survey of 200 respondents selected by purposive sampling and analyzed using three box method. The survey results recorded Vredeburg Fort Museum offers a very varied tourist attraction, with a high index value, which is 150.71, while the learning experience of history science is 145.5. The results is Vredeburg Fort Museum applied cooperative learning concept through the implementation of several elements in the management of educational tourism, including; the team of planners, tourism content, events, local community involvement, tour operators, media, curriculum, teachers, educators, tour flow, and organization. The concept of learning is formed in two spaces, namely classroom and practical experience involving various stakeholders. The concept of learning is very effective to understand the historical messages offered by managers through collectibles, as well as bridges between educational institutions and Vredeburg Fort Museum to get practical training for learners.

Keyword: edu-tourism, learning model, tourism experience, educator, museum

INTRODUCTION

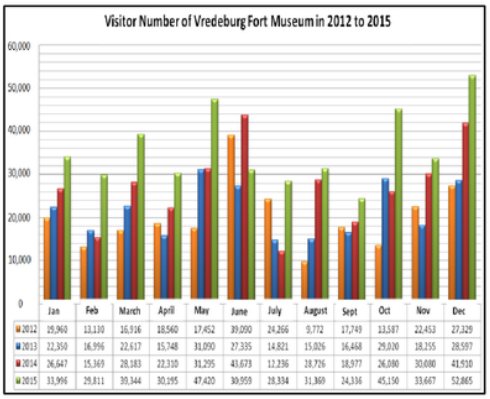
Background

One of the tourism education programs is the study tour which becomes the annual routine agenda of a number of educational institutions. The study tour program is designed to provide a learning experience for students, through visits to several places, including; historical sites, colleges, and cultural heritage. The visit aims to provide object recognition to learners and provide a direct description of historical events that occurred in the past.

The learning experience gained from study tours contributes to the success of learning in educational institutions. Classroom theory's learning provides a basic understanding of a science, while field study deepens the understanding of that science. Learning experience itself can be realized optimally through the involvement of teachers in educational institutions and educators as mentors for field study. The study tour program enables learners to be actively involved and interact with the wider community. The process is able to change the character of passive learners into the initiative, critical thinking and problem-solving.

Vredeburg Fort Museum is a special history museum of national struggle located in Malioboro tourism area, Yogyakarta, Indonesia. The market segment at the Vredeburg Fort Museum is evenly distributed between men and women. Visitors are predominantly under 30 years old, ie high school and junior high school students from outside Yogyakarta and visit frequency 1 to 2 times (Field survey, 2016).

The number of tourists visiting Vredeburg Fort Museum from year to year has increased more than 20%. From 2012 to 2015 the number of tourists is 1,251,519 people, on average per year of 312,879 people. The highest number of tourists in June and December is 20 to 40 thousand people per month. The Graph of visitor numbers at Vredeburg Fort Museum can be seen in Figure 1.



Source: Vredeburg Fort Museum, 2016

Figure 1. Visitor Number of Vredeburg Fort Museum in 2012 to 2015

Some tourists do not experience learning process in the study tour program but only have limited information. This problem occurs because of several factors, including; lack of teacher counseling and very limited visit times. The content of educational tourism has not been able to meet educational objectives and targets, as tour operators have not yet familiarized themselves with the educational curriculum, do not understand the needs of learners, and do not make additional preparations. The educational tourism market has a demand for long life learning that is professionally managed by involving pedagogical elements. Meanwhile, not many tourism providers are able to design educational attractions with the involvement of pedagogical elements and managed by competent human resources. In this case, the academics are required to work with stakeholders to design a study tour that is able to facilitate learners to gain knowledge (Prakapienė and Olberkytė, 2013). Vredeburg Fort Museum is one of the tourist destinations that offer educational tourism with cooperative concepts and able to realize the history learning experience for learners.

Nowadays, some museums experience a shift in attributes to increase the number of visitors. The shift is in the form of expanding the museum collection, which has the potential to change the function and role of the museum itself. From a manager's perspective, the museum not only functions as a tourist attraction but also as a source of historical information and media for cultural preservation (Bagus et al., 2015).

Reseacrh Objective

Objective of the study was to evaluate the role of Vredeburg Fort Museum as an educational tourism

LITERATURE REVIEW

Educational tourism or edu-tourism is a travel program to a destination with the ultimate goal of gaining a learning experience that is directly related to the destination (Bodger, 1998). (Bodger, 1998) defines education tourism as a potential segment movement program to a particular location to acquire new knowledge related to their discipline. (William, 2010) states educational tourism is a tourism activity undertaken by people who travel through a journey for education and learning, either as a primary or secondary purpose. Hecht et al., (2007) convey education tourism is a special interest tourism, where the market segment has a desire to learn. For learners, education tourism is a means of understanding a tourism destination, whereas teachers define educational tourism as a means to transmit abstract knowledge and professionalism support facilities (Pitman, et al., 2010). Educational tourism enables

learners to understand global interconnects, enhance their learning experience in the field, out of comfort zones, and learn about critical thinking of real life, and global implications. Educational tourism is an experiential learning method that enriches the educational process by engaging learners through contributions to local communities to obtain mutually beneficial results. Learners implement academic skills to solve problems in the field and connect learning objectives with the field needs. Educational tourism is organized and involves the pedagogic process through the tour, where the learning experience as a core component with a lifelong learning agenda (Pitman, Broomhall and Mcewan, 2010). The lifelong learning process through diverse forums became a means of personal and social development (Strain, 1998). Educational tourism has tremendous potential to offer meaningful and lifelong learning experiences for travelers and practitioners (Watson, 2003). Educational tourism is implemented through educational programs to change the knowledge, skills, and cognitive behavior of learners (Bhuiyan *et al.*, 2010) and (Fidgeon, 2010) emphasize that educational tourism creates favorable conditions of learning for all ages.

Academics and tourism service providers understand the pedagogical function of educational tourism in different ways. Academics define learning components as non-recreational activities, formal and structured to gain knowledge. Meanwhile, tourism service providers understand it as a fun travel activity (Pitman, Broomhall and Mcewan, 2010). The success of the learning process in educational tourism is strongly influenced by the role of educators and tourism service providers. Educators conceptualize educational tourism in scientific qualifications with the primary goal of a learning experience for learners. Tourism providers enhance the learning experience by providing materials by educators (Pitman, Broomhall and Mcewan, 2010). Meanwhile, the website plays a role in assisting the management of educational tourism, as a provider of information. The website provides the information needed before, during and after the tour of educational tourism. Learners use the website to complete the data in the process of preparing the study tour report.

Tourists of educational tourism are those who travel far from the city or country of origin, and at least an overnight stay, whose education and learning are secondary objectives, but are considered an important way to pass the free time (Ritchie, 2003). Tourists take part in tour studies to improve or learn new skills. According to the (WTO, 2012), educational tourists are individuals or groups who travel to and live outside their environment for more than 24 hours, but no more than one year for study, business, recreation and other activities. Ritchie (2003) divides the educational tourism market segment into three groups, namely elderly, college students, and school students. Meanwhile, (Ankomah and Larson, 2000) divide the educational tourism market share based on the potential exchange of students, namely domestic, intra-regional, Europe, and North America.

The motivation for traveling is increasingly understood as a long-term psychological need and an individual life plan (Cohen, 1984). Towner (1996) suggests that education and learning tourism can take place both formally and informally depending on the individual's motivation and the type of experience requested. Today travel motivation is not only related to social and psychological needs but to the stage of one's life. The desire to travel and search for new knowledge and information continues to grow, so that exploration of the offer raises various types of educational tourism, including; journey to science (landscape, ornithology, ecology, and geology), cultural and heritage tours (archeology, ethnicity, patriotic military, religious cognitive and pilgrimage), study tour, sport tourism, and training program.

Characteristics of educational tourism as an innovative form of the educational institution should be based on goals, principles, and approaches of contemporary an education. Educational tourism interests are developed from childhood, through curriculum designs involving educational tourism (McGuire et al., 1987). Educational tourism programs are organized in a coordinated and structured manner by involving learners from childhood to create educational market segments and sustainable educational tourism. The educational tourism refers to a non-formal

education by performing a fun method of tourism learning activities. Such method of the learning process can be more quickly understood and remembered by the students (Wijayanti et al., 2018).

Educational tourism uses the concept of cooperative learning that is reciprocal for the lives of learners and the community. Cooperative education is a partnership between learners, educational institutions, and tourism service providers. Cooperative education becomes a bridge between educational institutions and industry, allowing learners to get practical training. According to (Ritchie, 2003) various stakeholders work together to meet the demand of tourists in the form of attractions and events th offer learning experiences, through resource specialists who are responsible or delivering learning components, and affinity travel planners from organizations that help plan and develop learning programs.

Significantly, the learning experience in educational tourism is able to go beyond actual tourist experience, ie interest in a particular topic and includes organized learning elements (Kalinowski and Weiler, 1992). Conservation progra as one of the tourism education programs can be used as an effective means to develop knowledge, skills, and attitudes by realizing a broad-based experience (Hiromi, 2009). Conservation programs are able to provide learning and research experiences for learners while building meaningful relationships with local communities through participation in resource and environmental management. The program provides learning opportunities from the past for future improvement efforts. Conservation programs are used to gain historical and cultural learning experiences. Conservation programs are organized formally and informally, including; field trips, camp programs, experiential and research activities, live lab study, and tours. Pine & Gilmore (1999) offer four types of experience, including educational, entertainment, aesthetic, escapist and referred to as "4E".

The process of educational tourism involves several elements, namely educational institutions, tourism service providers, and the government. Educational institutions determine the theme, content of activities, and academic environment. Tourism providers provide tourist attractions, lodging, and transportation. Meanwhile, the government provides facilities and infrastructure to facilitate the smoothness of educational tourism. Cooperation among various stakeholders is divided into two programs, namely classroom and practical experience. In the classroom program, learners gain a basic knowledge and a perceptual view of practical experience programs. In practical experience programs, earners travel to tourism destinations to actively participate and acquire skills to strengthen the knowledge gained in the previous class (Ankomah and Larson, 2000).

The learning process in education tourism consists of three forms, namely; deliberate learning, experiential learning, and structured learning (Ankomah and Larson, 2000). According to (Ritchie, 2003) educational tourism has two forms, namely learning and traveling. The learning, representing dedicated tourists by taking part in the education and training process. While the traveling, representing tourists who are interested in interpretive rograms. Ritchie et al., (2008) distinguishes two major groups of ducational tourism. The first group is a visit directly related to the education process, general subjects and a particular curriculum capable of extending formal education. The second group, the educational journey that performs the educational function but is not related to a particular subject and arranged in the non-formal education process.

Educational tour illustrates the activity on the journey across international borders to acquire intellectual services, in search of new experiences and cultures (Abubakar et al., 2014). It encourages local governments to market educational institutions for intellectual development by attracting foreign students to travel and experience a new culture. In addition, countries offering educational tourism are becoming very rich and competitive in the tourism sector (Rico & Loredana, 2009). The management of educational tourism requires competent personnel, including; knowledge, skills, abilities, and communication techniques (Procter, 2012; Wong & Wong, 2009).

Educational tourism is developed based on fundamental educational principles so that it becomes a very effective teaching technology (Zholobova, 2006; Belyaeva, 2007; Bhuiyana et al., 2010). Educational tourism organizes tourism as an educational activity to achieve its goals and meet the targets set by the curriculum. It focuses on the formation and development of individual qualities expressed as general and special professional competencies (Chen & Naquin, 2008; Hoffmann, 1999; McLegan, 1997). William (2010) presents a pedagogical and didactic basis for the development of the concept of educational tourism lies in the pedagogy sectoral (tourism), because its functional represent the educational process carried out outside the educational institutions.

The elements to be considered when designing a study tour, namely the student base, including physiological, psychophysical, emotional, social expression, the need for change, self-actualization needs, intellectual development, exploration and development of creative potential (Abubakar et al., 2014). The implementation of educational tourism involves several elements, namely; the team of planners, development of educational materials, exhibitions and visiting activities, local community involvement, tour operators, media, curriculum, teachers, and local and international organizations (Bhuiyan *et al.*, 2010). Implementation of educational tourism requires adaptation to the socio-cultural, environmental, and economic structures of the local community, as it is a process of increasing socio-economic capital, and empowering the community itself (Pitman, Broomhall and Mcewan, 2010).

RESEARCH METHODS

Reserach Location

Reseach was undertaken at Vredeburg Fort Museum Yogyakarta. This research is a descriptive survey research, focusing on historical learning process through study tour program at Vredeburg Fort Museum Yogyakarta.

Number of respondents

The number of respondent was 200 visitors who were visiting Vredeburg Fort Museum Yogyakarta who are at least 12 years old. The sample size is determined by consideration of five respondents for each variable manifest (Sugiyono, 2012).

Data collection and data analysis

Data collection was undertaken by survey method. The research instrument used 26 points of a statement and measured using a four-point Likert scale, to measure the attitude, opinions, and perceptions of tourists on four variables, namely tourist demand, tourism offerings, tourist attractions, and learning experiences (Djaali, 2008; Riduwan, 2009). The instrument test is performed using validity and reliability test. Validity test was performed by comparing Correlated-Item Total Correlation value with r-table value (Malhotra & Birks, 2007) and reliable test using alpha Cronbach coefficient (Umar, 2003; Urbina, 2004; Sekaran, 2006). Data were analyzed using three box method (Ferdinand, 2006) to find out the variable perception index used to analyze the learning process of history science at the Vredeburg Fort Museum. The three-box criteria analysis has three categories, namely 50.00-100 (low), 100.01-150 (medium), and 150.01-200 (high).

RESULTS AND DISCUSSION

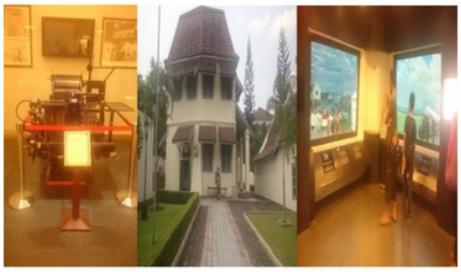
Tourist Attractions of Vredeburg Fort Museum

Vredeburg Fort Museum is a special museum of national struggle history which occupies the land owned by Yogyakarta Sultanate of 46,574 m2. Vredeburg Fort Museum is located at Jalan Jenderal A. Yani 6, Yogyakarta, Indonesia. The Vredeburg Fort Museum is rectangular with gates resembling a gigantic archway with classical European architecture. Scetch of Vredeburg Fort Museum can be seen in Figure 2.

Source: Vredeburg Fort Museum, 2016

Figure 2. Scetch of Vredeburg Fort Museum

Vredeburg Fort Museum visitors able to walk on foot or *onthel* (traditional bike) cycling. The Vredeburg Fort Museum has a library of historical and cultural books and presents various historical collections, including buildings, dioramas, historical events, paintings, models, maps, miniatures, sculptures, relics, and photographs. Some collection of Vredeburg Fort Museum can be seen in Figure 3.



Source: Field Observation, 2016

Figure 3. Collection of Vredeburg Fort Museum

The Learning Experience Process at Vredeburg Fort Museum

The effectiveness of learning process at Vredeburg Fort Museum is seen from perception index of respondents to four variables, namely tourism demand, tourism offerings, tourist attractions, and learning experiences. Perception index data is presented in Table 1.

Table 1. Perception Index Data of Respondent

Tourism Demand	Frequency of Respondent Answers				Index Value
	1	2	3	4	
Historical Tourism	4	36	126	34	174,5
Cultural Tourism	1	34	122	43	151,75
Language Tourism	3	32	139	26	147
Other Science Tourism	1	48	111	40	174,5
Information Services	1	16	104	79	165,25
Culinary Services	4	19	127	50	155,75
Souvenir Services	3	30	122	45	152,25
Total Average					**152,43**

No	Tourism Offerings	Frequency of Respondent Answers				Index Value
		1	2	3	4	
8	Edutourism Attractions	5	33	131	31	147
9	Parking Area	5	19	122	54	156,25
10	Information Services	8	25	133	34	148,25
11	Toilet	9	18	126	47	152,75
12	Culinary Services	4	43	119	34	145,75
13	Souvenir Services	5	31	123	41	130
14	Difable Facilities	3	33	122	42	150,75
Total Average						**147,25**

Tourism Attractions	Frequency of Respondent Answers				Index Value
	1	2	3	4	
Cultural Tourism	1	12	140	47	158,25
Conferences	6	39	119	36	146,25
Language Tourism	7	46	132	15	138,75
Research	1	31	144	24	147,75
Other Science Tourism	8	28	129	35	147,75
Historical Tourism	1	16	114	69	162,75
Learning New Technology	6	17	134	43	153,5
Total Average					**150,71**

No	Learning Experiences	Frequency of Respondent Answers				Index Value
		1	2	3	4	
22	Language Tourism	11	58	100	31	137,75
23	Cultural Tourism	11	59	87	43	140,5
24	Historical Tourism	8	50	94	48	145,5
25	Learning New Technology	15	65	94	26	132,75
26	Other Science Tourism	24	73	71	32	127,75
Total Average						**136,85**

Source: Field Survey, 2016

The results show the main purpose of visiting the Vredeburg Fort Museum is enjoying a tourist attraction that offers the experience of learning history, seen from the index value of 174.5. Tourist demand becomes the consideration of Vredeburg Fort Museum managers to design edu-tourism packages relevant to the tourist's needs. The gap between the tourism demand with the tourism availability give impacted to the less of tourism experience Wijayanti et al., (2017). Vredeburg Fort Museum cooperates with stakeholders to meet tourist demand of attractions and events that offer a history learning experience (Ritchie, 2003). In addition, the role of academics is needed to design a study tour that is able to facilitate learners to gain knowledge of history (Prakapienė and Olberkytė, 2013).

From Table 1, the availability of the product has been satisfied, as seen from the average perception index of respondents to the

availability of the product of 147.25. The tourist satisfaction is realized as a result of service quality provided by manager of Vredeburg Fort Museum. Service quality is a very important factor for service industry companies, such as museums (Amelia and Palupi, 2016).

Visitors assess the availability of parking lots and toilets very adequate and comfortable, with an index value above 150. Vredeburg Fort Museum provides adequate parking space in front of the west entrance, both for motor vehicles and cars. Toilets provided for the visitors amounted to 11 pieces, ie 2 in the south of the entrance, 1 in the between diorama two and three, and 8 in the south of the F building.

Overall visitors assess the tourist activities in the Museum Vredeburg Fort is very varied, with a high index value, which is 150.71, while the history learning experience of 145.5. Vredeburg Fort Museum implements cooperative learning concept by establishing partnerships with various stakeholders. This concept establishes a bridge between educational institutions, Vredeburg Fort Museum, and industry, also allows learners to get practical training. Cooperative learning at Vredeburg Fort Museum is able to realize effective learning which is organized by considering several elements, as follows (Bhuiyan *et al.*, 2010);

1. Planner team

   The planner team consists of academicians and managers of Vredeburg Fort Museum. In conducting the study tour, the academics and manager of Vredeburg Fort Museum cooperate with other stakeholders to achieve short-term and long-term targets. Study tours are conducted in a structured, not just an annual routine agenda.

2. Educational material development

   The material presented in accordance with the needs of the students, ie learning history. The academics prepare the theme and content of the activities (Ankomah and Larson, 2000). The academics presented the basic material knowledge of historical science to be studied at the Vredeburg Fort Museum, while the Vredeburg Fort Museum manager presents the material in a different form and delivered by the educator (Pitman, Broomhall and Mcewan, 2010).

3. Event

   The event becomes one of an alternative way of presenting tourism product at Vredeburg Fort Museum. Some events held at the Vredeburg Fort museum, among others; temporary exhibitions, Vredeburg fair, Historical explorations, and theatrical drama.

4. Local community involvement

   Local communities are one of the key elements who guarantee a tourist destination sustainability (Luh, et al., 2014). Vredeburg Museum management involves local communities to realize sustainable tourism and encourage local economic growth. The involvement of learners with local communities is also the goal of the study tour program to build a sustainable travel base in the future (Black, 2000), understanding the global interconnection, as well as developing critical thinking skills and problem-solving for learners.

5. Tour operator

   Tour operators as service providers are able to design tour packages for academics and Vredeburg Fort Museum so that the study tour program is well organized (Kennes, 1997). The study tour program generally has limited time with a fairly solid agenda of visits (Schejbal, 2013). In this case, the academics need a tour operator role to design an effective and efficient tour package.

6. The Mass Media

   Mass media has an important role in the development of study tour programs, including promotion and fulfillment of tourist information needs. The information available on the website is widely used by students to prepare study tour reports (Pitman, Broomhall and Mcewan, 2010). Mass media is needed to meet the information needs of pre, during, and post-study tour at the Vredeburg Fort museum.

7. Curriculum

   The curriculum plays a role in planning study tour program for learners to gain experience in learning history. The curriculum itself is able to increase the interest of educational tourism for

learners since childhood (McGuire et al., 1987). To provide study tour content in accordance with the needs of learners, Vredeburg Fort Museum manager must familiarize themselves with the curriculum of learners to meet the goals and objectives of education

8. Teacher

   The teacher presents the material in the program in the classroom (Ankomah and Larson, 2000). Teachers play a role in helping learners to cultivate an awareness of the learning of history in Vredeburg Fort Museum through classroom teaching.

9. Educator

   The educators provided materials in the program in the practical experience room (Ankomah and Larson, 2000) through the enhancement of the history learning experience at the Vredeburg Fort museum (Pitman, Broomhall and Mcewan, 2010). Edukator accompanies learners in understanding the historical messages conveyed by the manager through collectibles

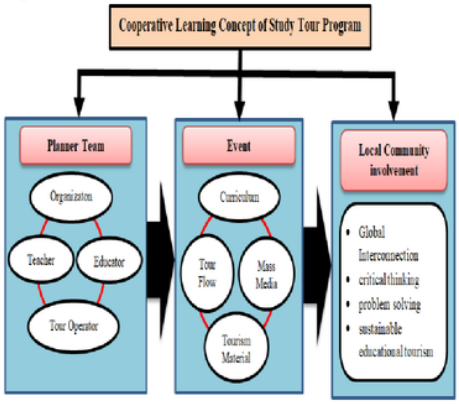
10. Tour Flow

    The tour flow influences the understanding of historical stories in the Vredeburg Fort Museum. The Vredeburg Fort Museum offers historical stories since the Diponegoro war (1825) until the New Order (1974) presented in four dioramas. The tour flow greatly influences the understanding of existing historical sciences (Berry at al., 2002). The incorrect tour flow causes learners unable to understand the historical message conveyed by the Vredeburg Fort Museum manager and not gain the experience of historical learning.

11. Local and Internasional Organization

    Local and international organizations play a major role in implementing study tours through various events. The Vredeburg Fort Museum cooperate with organizations organize various events, such as historical reviews, lectures, historical discussions, workshops, exhibitions, fashion festivals, Javanese song contests, theater, painting contests, coloring competitions, and cultural camps.

From the result of data analysis, it can be concluded that the concept of cooperative learning in study tour program involves three main elements, namely planner team, event, and local community involvement. Team planner designs various events involving pedagogical elements to encourage learners to engage with local communities in the learning process. Team planner consists of organizations, educators, tour operators, and teachers who work together in designing study tour program. Various events as a tourist attraction designed by considering four important elements, namely; curriculum, mass media, tourism content, and tour flow. Involvement with local communities aims to create global interconnection, cultivate critical thinking and problem solving, and realize sustainable educational tourism. The learning concept of study tour program is presented in Figure 4.



Source: Designed by Researcher, 2016

Figure 4. Cooperative Learning Concept of Study Tour Program

CONCLUSION

Vredeburg Fort Museum organizes educational tourism with the concept of mutual cooperative learning for learners, Vredeburg Fort Museum, and local communities (Urias and Russo, 2009). Cooperative education is a partnership between learners, educational institutions, and tourism service providers to meet educational goals and objectives in the form of historical learning experiences. Cooperative learning concepts integrate lessons in the classroom and in the practical experience space. Learning

in the classroom provides a basic knowledge of historical science to be studied at the Vredeburg Fort Museum. Practical space learning experiences take place at the Vredeburg Fort Museum to reinforce the knowledge of history that has been obtained in the classroom. Study tour at Vredeburg Fort Museum is well organized so that tourism products are offered not only as a source of information but a source of learning. The study tour program at Vredeburg Fort Museum considers some important elements, namely team planner, tourism content, event, local community involvement, tour operator, mass media, curriculum, teacher, educator, tour flow, and organization.

Research Contribution.

This research succeeds to design cooperative learning model of study tour program. The model can be implemented by educational institutions, tourism service providers, government, and other stakeholders to realize effective learning through study tour program.

REFERENCE

Abubakar, A. M., Shneikat, B.H.T., & Oday, A. (2014) 'Motivational factors for educational tourism: A case study in Northern Cyprus', *Tourism Management Perspectives*, 11, pp. 58–62.

Amelia, R. and Palupi, S. (2016) 'The Influence of Services Quality to Domestic Tourists' Loyalty through Domestic Tourists' Satisfaction at Mount Bromo Tourism in East Java Indonesia', *E-Journal of Tourism*, 3(2), pp. 98–104.

Ankomah, P. K. and Larson, R. T. (2000) 'Education Tourism : A Strategy to Strategy to Sustainable Tourism Development in Sub-Saharan Africa', *DPMN Bulletin (special issue on Tourism and African Development: Trends and Critical Issues)*, 7(1), pp. 19–24.

Belyaeva, A. (2007) *Integra-modular pedagogical system of vocational education*. St. Petersburg: Radom.

Berry, L. L., Carbone, L. P., & Haeckel, S. (2002) 'Managing the Total Customer Experience', *MIT Sloan Management Review*, 43(2), pp. 85–89.

Bhuiyan, M. A. H. *et al.* (2010) 'Educational tourism and forest conservation: Diversification for child education', *Procedia-Social and Behavioral Sciences*. Elsevier, 7, pp. 19–23.

Black, R. (2000) *Ecotourism and Education*. Charles Stuard University. AeburgWodonga, NSW.

Bodger, D. (1998) 'No Title', *Journal of Physical Education, Recreation & Dance*, 69(4), pp. 28–31.

Chen, H. and Naquin, S. S. (2008) 'Competency development, training design, assessment center, and multi-rater assessment', *Advances in Developing Human Resources*, 8(2), pp. 265–282.

Cohen, E. (1984) 'The sociology of tourism: approaches, issues, and findings', *Annual review of sociology*. Annual Reviews 4139 El Camino Way, PO Box 10139, Palo Alto, CA 94303-0139, USA, 10(1), pp. 373–392.

Djaali (2008) *Likert Scale*. Jakarta: Gramedia Pustaka Utama.

Ferdinand, A. (2006) *Management ResearchMethods: Research Guidelines for Essay, Thesis, and Dissertationof Management Science*. Semarang: Universitas Diponegoro.

Fidgeon, P. R. (2010) 'Tourism education and curriculum design: A time for consolidation and review?', *Tourism Management*, 31(6), pp. 699–723.

Hecht, B., Starosielski, N. & Dara-Abrams, D. (2007) 'Generating educational tourism narratives from Wikipedia', in *paper presented at the Fall Symposium of the Association for the Advancement of Artificial Intelligence (AAAI)*.

Hiromi, K. (2009) 'Current trends in conservation education in Japan', *Biological Conservation*, 142, pp. 1950–1957.

Hoffmann, T. (1999) 'The meanings of competency', *Journal of European Industrial Training*, 23(275–285).

Kalinowski, K. M. and Weiler, B. (1992) *Review. Educational Travel. In C.M. Hall & B. Weiler (Eds.)*. New York: John Wiley & Sons, Inc.

Kennes, W. (1997) 'Developing countries and regional integration', *The Courier ACP-EU*, 165, pp. 64–67.

Luh, N. *et al.* (2014) 'Destination Management and Imaging Kintamani towards Sustainable Tourism', 1(2), pp. 83–90.

Malhotra, N. . and Birks, D. (2007) *Marketing Research: An Applied Approach, 3rd European Edition*. Harlow, UK: Pearson Education.

McGuire, R., Dottavio, F ., & O'Leary, J. (1987) 'The relationship of early life experience to late life leisure involvement', *Leisure Sciences*, 11, pp. 255–260.

McLegan, P. A. (1997) 'Competencies: the next generation', *Training and Development*, 51, pp. 40–47.

Pine Joseph., & J. H. G. (1999) *The Experience Economy*. United States of America: Harvard Business Press.

Pitman, T., Broomhall, S. and Mcewan, J. (2010) 'Adult learning in educational tourism', *Australian Journal of Adult Learning*, 50(2), p. 20.

Prakapienė, D. and Olberkytė, L. (2013) 'Using educational tourism in geographical education', *Review of International Geographical Education Online*, 3(2).

Procter, L. (2012) 'What is abour Field Trips? Praxis, Pedagogy and Presence in Virtual Environments', *Social and Behavioral Sciences*, 55(980–989).

Rico, M., & Loredana, P. (2009) 'Higher tourism education in English — Where and why?', *Tourism Review*, 64, pp. 48–58.

Riduwan (2009) *Measurement Scale of Research Variables*. Bandung: Alfabeta.

Ritchie, B.W., Carr, N., & Cooper, N. (2008) *School Excursion Tourism and Attraction Management. In.: Fyall A, Garrod B., Leask A., Wanhill S. The Manegement of Visitor Attractions*. Oxford: Elsvier.

Ritchie, B. W. (2003) *Managing Educational Tourism*. Channel View Publications.

Schejbal, C. (2013) 'Tourism Product Design', *Acta Logistica Moravica*, 2, pp. 50–60.

Sekaran, U. (2006) *Research method for Business 4th eds*. Jakarta: Salemba.

Strain, M. (1998) 'Towards an economy of lifelong learning: Reconceptualising relations between learning and life', *British Journal of Educational Studies*, 46(3), pp. 264–277.

Subhiksu, I. B. K., Ardika, I. W. and Madiun, I. N. (2015) 'Museums as Cultural Tourism Attractions in Ubud Bali Indonesia', 6(10), pp. 278–285.

Sugiyono (2012) *Qualitative, Quantitative, and R & D Research Methods*. Bandung: Mandar Maju.

Towner, J. (1996) *An Historical Geography of Recreation and Tourism in the Western World*. Chichester: John Wiley.

Umar, H. (2003) *Business Research Methods*. Jakarta: Gramedia Pustaka Utama.

Urbina, S. (2004) *Essentials of Psychological Testing*. New Jersey: John Willey & Sons.

Urias, D. and Russo, A. (2009) 'Ecotourism as an Educational Experience', *AIEA Annual Meeting Presentation*, 1, pp. 1–8. doi: 10.1017/CBO9781107415324.004.

Watson, L. (2003) *Lifelong learning in Australia*. Department of Education, Science & Training.

Wijayanti, A., Janianton. D., Chafid, F., & S. (2018) 'ANALYSIS OF EDUCATIONAL TOURISM MANAGEMENT AT SMART PARK, YOGYAKARTA, INDONESIA', *Mimbar*, 34(1), pp. 1–15.

Wijayanti, A., Damanik, J. and Fandeli, C. (2017) 'Analysis of Supply and Demand to Enhance Educational Tourism Experience in the Smart Park of Yogyakarta, Indonesia', *Economies*. Multidisciplinary Digital Publishing Institute, 5(4), p. 42.

William, P. (2010) 'Educational tourism: understanding the concept, recognising the value. Tourism Insights'. Available at: http://www.cabdirect.org/abstracts/20103311195.html;jsessionid=B879911FD864074D7C5AB7009A83A170.

Wong, A., & Wong, C. K. . (2009) 'Factors affecting students' learning and satisfaction on tourism and hospitality course-related field trips', *Journal of Hospitality & Tourism Education*, 21(1), pp. 25–35.

WTO (2012) *No Title*.

Zholobova, V. (2006) 'Educational tours as a component of the system of forming professional competencies', *Tourism and business*, 5, pp. 33–48.

Educational Tourism as an Effective Learning Model at Vredeburg Fort Museum Yogyakarta Indonesia

ORIGINALITY REPORT

12%	8%	4%	8%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	pingpdf.com Internet Source	3%
2	Submitted to Southern Cross University Student Paper	1%
3	dergipark.ulakbim.gov.tr Internet Source	1%
4	www.econstor.eu Internet Source	1%
5	www.sportscience.ba Internet Source	1%
6	Submitted to HTMI/Hotel Management School Student Paper	1%
7	www.tandfonline.com Internet Source	1%
8	Md. Anowar Hossain Bhuiyan, Rabiul Islam, Chamhuri Siwar, Shaharuddin Mohamad Ismail. "Educational Tourism and Forest Conservation:	<1%

	Diversification for Child Education", Procedia - Social and Behavioral Sciences, 2010 Publication	
9	Submitted to Eastern Mediterranean University Student Paper	<1%
10	files.eric.ed.gov Internet Source	<1%
11	www.nmbu.no Internet Source	<1%
12	Submitted to University of Northumbria at Newcastle Student Paper	<1%
13	Rima Amanda, PInsap Santosa, M Nur Rizal. "Analysis of Tourists Preferences on Smart Tourism in Yogyakarta (Case: Vredeburg Fort Museum)", Journal of Physics: Conference Series, 2018 Publication	<1%
14	Submitted to Bournemouth University Student Paper	<1%
15	Submitted to Management Development Institute Of Singapore Student Paper	<1%
16	Submitted to Greenwich School of Management Student Paper	<1%

17	www.omicsonline.org Internet Source	<1%
18	link.springer.com Internet Source	<1%
19	Submitted to University of Surrey Roehampton Student Paper	<1%
20	Submitted to Middlesex University Student Paper	<1%
21	Submitted to University College London Student Paper	<1%
22	www.sweethaven02.com Internet Source	<1%
23	insis.vse.cz Internet Source	<1%
24	ahtmm.emu.edu.tr Internet Source	<1%

Exclude quotes	On	Exclude matches	Off
Exclude bibliography	On		