

The Development of Edutourism Research: A Bibliometric Analysis

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Abstract

This study delves into the development of edutourism during the 20th century, aiming to provide a comprehensive understanding of its evolution throughout the century. The primary objective of this research is to examine the growth of edutourism and identify existing gaps in the literature to guide future studies in this field. Utilizing a bibliometric approach, we analyzed a wide range of scientific publications on edutourism, which were obtained from multiple academic databases. By employing advanced visualization techniques, we were able to identify key trends and patterns that have emerged over time. The analysis highlights a notable increase in the integration of educational and tourism components, particularly in areas like environmental education. However, despite this growth, several aspects of edutourism remain under-researched and warrant further exploration. The findings of this study underline the significant potential of edutourism within the broader context of sustainable tourism, offering critical insights for both researchers and practitioners interested in deepening their understanding of this dynamic field.

Keywords: *Educational Tourism, Edutourism, Sustainable Tourism, Bibliometrics Area.*

Introduction

The development of tourism entering the 20th century is experiencing rapid development. The development of tourism turned out to raise new complex problems, especially in tourism damage, especially those based on nature (Tanjung et al., 2023). The response of various problems arising from tourism either environmental or social caused by the expansion of conventional tourism is then extracted into sustainable tourism (Trček & Koderman, 2018). Sustainable tourism is an initiative to ensure that tourist attractions can be enjoyed by future generations without damaging the environment and cultural heritage (Twidale, 2000). Sustainable tourism includes the efficient use of resources, conservation and protection of the environment, and community empowerment (Efriyeldi & Amin, 2022).

In supporting the goal of sustainable tourism, the development of educational tourism has begun in recent years (Abalakov & Khidekel, 2019). Educational tourism is one of the innovations in the world of tourism by connecting the elements of education and tourist experience (Kleftodimos et al., 2023). The study of edutourism has been developing since the early 20th century, although it does not directly say that it is included in edutourism. The beginning of the discussion about edutourism was only limited to environmental conservation efforts which then developed to include elements of education and culture (Awad et al., 2022; Medina et al., 2023; Sahrina et al., 2022).

Edutourism emphasizes knowledge of the environment, cultural heritage, and other skills (Ilhami et al., 2022; Myadzelets, 2021). As with the goal of sustainable tourism, edutourism focuses not only on economic growth but social, cultural, and educational aspects as well (Barton & Leonard, 2013). Edu-tourism can also take advantage of existing tours, then develop them into tours for tourists. The concept of educational tourism with tours is considered to add inner satisfaction for tourists, especially with educational tourism that includes spiritual and psychological elements (Qomaruzzaman & Rahman, 2019).

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Edutourism plays an important role in promoting learning and contributing to the environment and culture. Through learning, edutourism promotes human development through experiential learning and direct participation (Ohe, 2014). Travelers can experience and learn at the same time, unlike formal classroom and text-based learning. Educational tourism also not only provides experiences for tourists, but also empowerment and participation of local communities (Fafurida et al., 2020). Local communities can also participate as guides or tourist facility providers. This can improve human development not only for tourists but also with local communities who can interact with tourists (Tomasi & Cavicchi, 2023).

Although there have been many studies on edutourism, the gap and implementation of edutourism is still very limited. For this reason, the author attempted to analyze articles that have been published in the Scopus database. This study aims to see how the development of edutourism in this century and become a literature to illustrate the gaps for future studies.

Literature Review

Many studies on edutourism have developed since the 20th century. Most of the studies explain the development from conventional tourism to sustainable tourism (Abalakov & Khidekel, 2019; Fafurida et al., 2020). Sustainable tourism does not only focus on the environment in a conservative manner, but also on the utilization of resources around tourist sites. Resources can be in the form of communities that can participate in management or be helped economically. Up to involvement in the provision of experiential tours (Barriyah et al., 2019; Damayani et al., 2019; Platonova, 2017). The provision of the concept of sustainable tourism is often combined with the concept of education. The addition of educational elements in a tour adds an interesting impression and increases the value of the tour itself (Bancheva et al., 2014; Irfan et al., 2017; Ruhimat et al., 2018).

Previous research on Edutourism obtained in the last three years, emphasizing the importance of ecotourism development is considered as an effort to develop sustainable tourism by including elements of environmental education. Education as a key element to improve the quality of tourism services as well as efforts to preserve the local environment (Huang et al., 2023). This is supported by research from Kumar, Shastri, and Hoadley (2020) that discusses about the impact of ecotourism on sustainable development by combining environmental conservation, local economic development, and community involvement. In combining the three concepts of tourism development in realizing Ecotourism, careful planning is needed to minimize negative impacts.

In Indonesia itself, research on Edutourism has also been carried out several times. In addition to the environment, the development of edutourism can also be developed by utilizing biodiversity. As expressed by Putri, Suteja, and Abdullah (2023) in his research that explores edu-ecotourism development strategies through identifying local potential apart from natural landscapes. Flora and fauna diversity can be packaged together with natural landscapes as one of the potential edu-ecotourism packages that can be offered to tourists. This is reinforced by other studies that also use biodiversity and culture as the main assets in the development of edu-tourism. Through the SOAR technique, the identification of edu-tourism development is emphasized by utilizing the existing local potential (Kurniawan et al., 2023). In addition to the potential for flora and fauna diversity and natural landscapes, the development of edu-tourism can also be done by identifying other potentials such as cultural heritage and education related to the place. As expressed by Susanto et al. (2021) which revealed the potential for educational tourism around the Field Research Center of Gadjah Mada University in Kulonprogo which emphasizes agricultural education and accessibility.

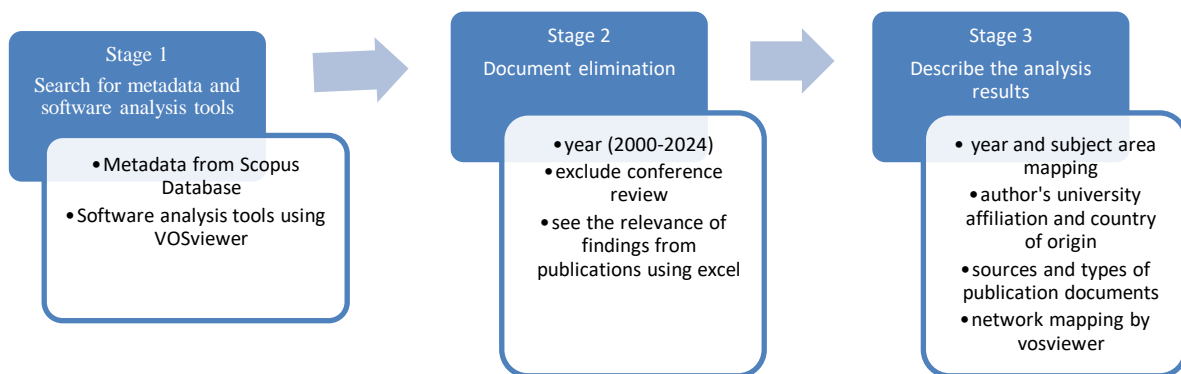
Most previous research focuses on case studies and educational development strategies ranging from potential identification to promotion strategies. However, few have discussed planning factors and security risks. Most only focus on potential and infrastructure development planning. While the analysis of inhibiting factors and things that are likely to be encountered during edu-tourism has not been discussed further. So an analytical study is needed regarding the gap in research topics regarding the development of edu-tourism on which elements have not been touched.

Methods

This article uses the bibliometric analysis method to examine scientific information about the development of edutourism obtained from the Scopus database. Bibliometrics is an analytical tool used to see the development of a study based on existing publications including quantitative analysis of patterns being studied, author collaboration and topics that often appear in research (Klarin et al., 2024; Rawat et al., 2023; Reejo, 2023). Data was retrieved from the Scopus database as it includes several research publications relevant to edutourism that have been verified as scientific (Merigó et al., 2019). The keywords “edutourism” OR “educational tourism” AND “area” were used to help find information in the title, abstract, and keywords in the Scopus database. To limit this research, researchers used Boolean search queries as follows:

(TITLE-ABS-KEY (“edutourism”) OR TITLE-ABS-KEY (“educational tourism”) AND TITLE-ABS-KEY (“area”)) AND PUBYEAR > 2000 AND PUBYEAR < 2024 AND (LIMIT TO (LANGUAGE , “English”))

Table 1 Research Method



Source. author's analysis

After obtaining metadata from Scopus, the data was extracted into RIS (Research Information Systems) format to facilitate visualization and citation formulation. Each research publication was eliminated by adjusting its relevance to the objectives of this study. To eliminate documents, the author uses excel and is done manually. In visualizing the data, the author uses the VOSviewer application which is able to map the network and relationship between studies (Del Vasto & Castro, 2024). VOSviewer was chosen as a compatible software in mapping the interrelationships between the topics that appear in several studies (Medaglia et al., 2024).

Results and Discussion

Year and Subject Area Mapping

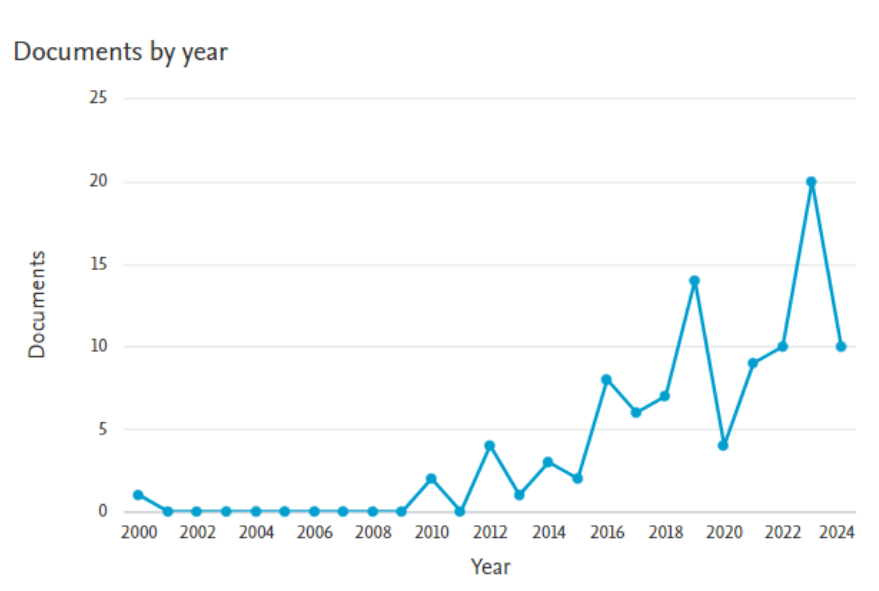


Figure 1. Research Publications on 20th Century

Source. Scopus Database

Based on figure 3, research on edutourism in this century shows development over time. The first research was published in 2000 which discussed the relationship between nature as a tourist spot and human intervention in it. Human involvement in the utilization of nature as a tourist attraction needs to be reviewed in terms of benefits so as not to damage nature, especially the rare rocks formed (Twidale, 2000). Research on Edutourism had stagnated in 2001-2009, then reappeared in 2010 with two studies in the form of books and articles that focused on the use of nature as a geopark and a fairly attractive tourism destination (Erfurt-Cooper & Cooper, 2010). The development of nature as tourism is usually associated with economic growth. But in its development, sustainable tourism development has sliced social and educational aspects that involve tourism planning and community contributions (Barton & Leonard, 2010).

Edutourism research was developed again in 2012 coinciding with the 5th International Conference on Sustainable Tourism. The conference began to mention edutourism implicitly by discussing sustainable tourism and the strategies offered for tourism trips not just limited to ordinary tourism. However, tourism must also consider the damage that will be a challenge and the history behind the tour (Gutiérrez-Yurrita et al., 2012). Sustainable development, education and conservation are priorities that will determine the requirements for achieving sustainable tourism (Fassoulas et al., 2012). Cultural, social, aesthetic and economic values can be the development of sustainable tourism extracted into an educational tour (Faridah-Hanum et al., 2012).

Edu-tourism has increased interest in tourism, tourists can not only enjoy what is in nature. But they can also get access to knowledge about cultivation, conservation and training that can be developed, especially for the younger generation (Bancheva et al., 2014; Nissa, 2016; Ohe, 2014). Although edu-tourism has a positive impact in several aspects, its development has not been too massive and there are still few tourists who know about educational tourism available in several locations. So that more promotion is needed

regarding edu-tourism that is developed (Hendijani, 2016; Irfan et al., 2017). Cultural and heritage aspects are an attraction for tourists to visit edu-tourism, maximizing these elements is one of the strategies in developing edu-tourism. Not only in infrastructure, but food, community hospitality, traditional games, flora and fauna are also included in cultural elements that can be a new attraction for edu-tourism (Barriyah et al., 2019; Damayani et al., 2019; Fafurida et al., 2020).

Documents by subject area

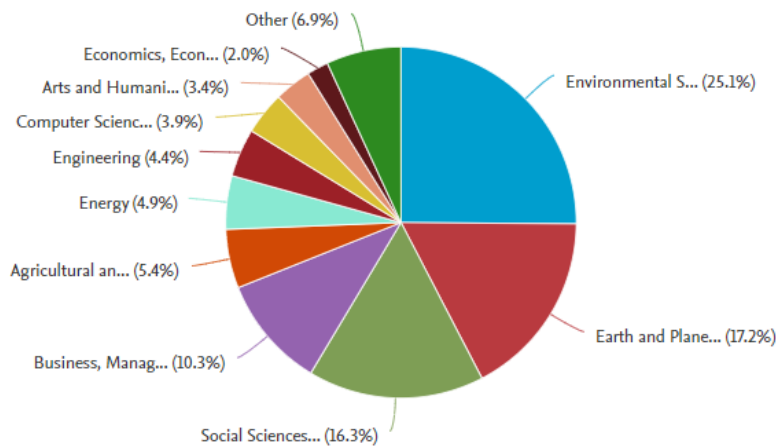


Figure 2 Subject Areas in Edutourism Research Publications

Source. Scopus database

Figure 2 explains that edu-tourism is not only fixated on the editorial words educational and tourism. However, 25.1% is related to environmental science and 17.2% is related to earth and planetary sciences, especially the relationship between sustainable tourism and natural conditions. Nature is often used as a tourist attraction either in the form of regular visits or outdoor activities (Gonia & Jezierska-Thöle, 2022). Edu-tourism is also related to 16.3% with social science and 10.3% with business management and 5.4% with Agricultural and biological science. Edu-tourism involves social aspects with community empowerment and economic improvement related to business in the area around the tourist attraction (Fafurida et al., 2020).

Overall aspects that intersect with tourism are also automatically related to edu-tourism. More than 10 branches of science are related to edu-tourism, which proves that the scope of edu-tourism can be reviewed from various scientific aspects. In addition to research on edu-tourism that has increased in this century, edu-tourism is also often reviewed based on sustainable development which has become a topic that has often been discussed in recent decades (Bancheva, 2015). The development of edu-tourism in addition to supporting sustainable development can also be one of the driving factors for the emergence of edu-tourism in other regions (Widayati et al., 2024). The success of edu-tourism planning will be considered as one of the successful developments not only in infrastructure but also in improving the welfare of tourist areas. In addition to generating profits for the owners of tourist sites, the existence of edu-tourism will also open up new jobs and benefits for the community so as to create a relationship between public and private (Chai et al., 2024).

*Contribution by Country and Affiliation***Documents by country or territory**

Compare the document counts for up to 15 countries/territories.

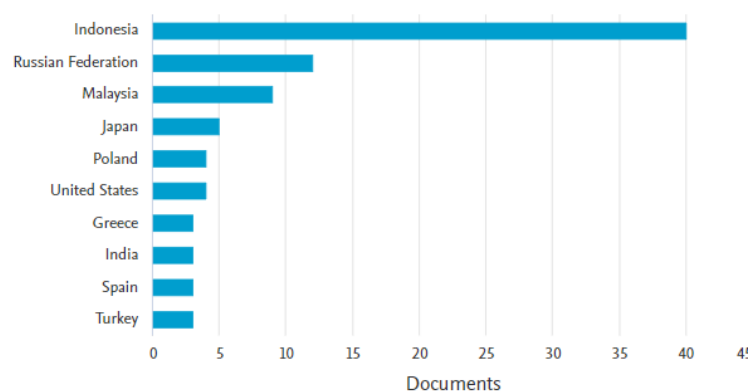
**Figure 3 Country of Origin of Researchers from Edutourism Research****Source. Scopus Database**

Figure 3 depicts data on the country of origin of researchers on Edutourism, most of which come from Indonesia. Supported by natural beauty, cultural diversity and local wisdom, Indonesia has very many tourism locations that have the potential to become edutourism (Maryani & Sugito, 2018; Maryani & Yani, 2016). The majority of the 40 studies discussed the relationship between the environment and the experience tourists get based on education (Hasanah et al., 2020; Sugiarti & Fauzia, 2019; Sukaesih et al., 2021). After Indonesia, followed by countries that also have the potential to develop educational tourism such as Russia, Malaysia, Japan, Poland, India (Frolova et al., 2017).

The article from Russia discusses the considerable potential of tourism in Russia by combining the available infrastructure with a combination of education and sustainable tourism development (Vavilova & Vyshkin, 2018). Malaysia and Japan also combine the concept of education and tourism by utilizing places that can be used as learning materials and new experiences for tourists (Ariffin et al., 2022; Ohe, 2017). Meanwhile, articles from Poland and India discuss the potential of natural tourism collaborated with scientific knowledge that provides an understanding of the facilities contained in tourist sites (Chauhan & Desai, 2023; Gonia & Jezierska-Thöle, 2022).

Researchers also come from developed countries such as the United States, Greece, Spain and Turkey which proves that Edutourism is also one of the interesting topics studied by writers in all circles of countries both developing and developed. The existence of educational tourism does not only focus on scenery and education, but facilities and adventurous activities that are less focused will be a threat to the sustainability of educational tourism (Solé-Benet et al., 2024). In addition, the development of educational

tourism also needs to provide socio-economic benefits, especially to local communities to help expand development (Karampotsis et al., 2024).

Documents by affiliation

Compare the document counts for up to 15 affiliations.

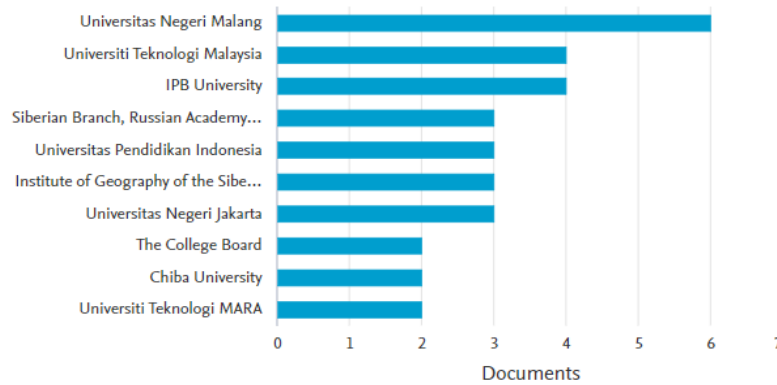


Figure 4 Author affiliation on Edutourism Research

Source. Scopus Database

Figure 4 illustrates the universities affiliated by researchers who have published research on Edutourism. The first place is occupied by *Universitas Negeri Malang* located in Indonesia, followed by *Universiti Teknologi Malaysia* located in Malaysia, *IPB University* located in Indonesia, *Siberian Branch, Russian Academy* located in Russia, and *Universitas Pendidikan Indonesia* located in Indonesia. Of the 5 universities affiliated with the author, 3 of them are from Indonesia, even in the top 10 there is also another university located in Indonesia, namely Jakarta State University. In line with figure 3, the majority of research on Edutourism, both objects and subjects, are from Indonesia.

One of the studies from Malang State University emphasizes strategies for activities and effectively managing educational tourism based on digital development (Insani et al., 2022). Meanwhile, one of the studies from Universiti Teknologi Malaysia discusses the promotion of educational tourism using social media to attract tourists (Irfan et al., 2017). Research originating from IPB University emphasizes conservation strategies for wildlife, especially protected ones, by maintaining environmental ecosystems to be used as educational tourism services (Rianti et al., 2023).

The Top Sources and Types of Publication Documents

Documents by type

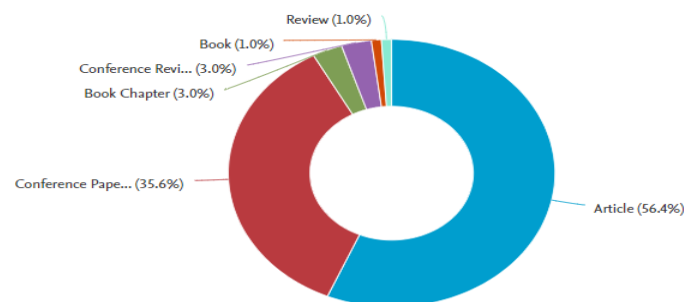


Figure 5 Document Type of Edutourism Research Publication

Source. Scopus Database

Figure 5 illustrates that research on Edutourism has different publications. A total of 56.4% of the research is outlined in research articles either in the form of case studies or exploration-based research. One study using a case study discusses the potential for education, history and infrastructure-based tourism that can be developed at Karunguzhi Fort (Narayanmugam et al., 2020). Published articles not only discuss Edutourism directly, there are also those that only allude implicitly to the achievement of Edutourism. The discussion of Edutourism in some articles is not directly explained but alludes to it as a tourism strategy and has a linear relationship with ecotourism (Astanin, 2023).

Other research is published in the form of Conference Paper, proving that the trend of EduTourism research has begun to be widely discussed in academia. Conference papers that are made can contain edutourism reviews both in the planning stage and those that have been running. Edutourism planning requires the potential that supports the region to develop by conducting a feasibility study (Insani et al., 2023a; Sharma et al., 2023). In addition, many conference papers also discuss the prevention of natural damage due to tourism. Prevention of natural damage can be anticipated through tourism revitalization and community empowerment in promotion and management (Irawan et al., 2023). In addition to articles and conference papers, research on Edutourism can also take the form of book chapters at 3%. One of the studies with book chapter publications discusses educational tourism as a means of sustainable community development that is not just a means of economic growth (Barton & Leonard, 2013).



Figure 6 Top 5 Sources of Research Publications On Edutourism

Source. Scopus Database

Based on figure 6, the top five sources that publish research on edutourism based on CiteScore, Scimago Journal Rank (SJR), Source Normalized Impact per Paper (SNIP). One of the best sources published from 2012 to 2014 is WIT Transactions On Ecology And The Environment with a CiteScore of 1.1 which discusses the economic benefits of tourism must be held by the local community (Gutiérrez-Yurrita et al., 2012; Ohe, 2014). From 2016 to 2019, one of the top sources with a CiteScore of 1.9, the Journal Of Environmental Management And Tourism, appeared again. One of the studies published in the source discusses the impact of edutourism on tourists' satisfaction and psychological peace Sustainable Switzerland is one of the best sources with a well-known CiteScore of 6.8 from 2017 to the present. The majority of research published in the source discusses educational tourism management efforts ranging from marketing strategies to improving the tourist experience focused on education (Guillén-Peñafiel et al., 2024; Ohe, 2017; Yang et al., 2023).

In 2018, there were two sources with similar CiteScore: Iop Conference Series Earth and Environmental Science (1.0) and E3s Web Of Conferences (0.9). Both are sources that are also outputs from conferences

on Tourism. With research that has been published at the conference, both sources consistently survive to this day in producing research on edutourism. Although the Iop Conference Series Earth and Environmental Science is currently stuck in its last research in 2023. However, most of these conferences discuss efforts to develop sustainable tourism based on Edutourim by utilizing opportunities, potential and the role and support of local communities (Arrasyid et al., 2021; Ruhimat et al., 2018; Saraswati et al., 2023). Whereas in the E3s Web of Conferences mostly discusses the development of Edutourism into various genres according to the circumstances and potential of the region such as Agroedutourism, Film Tourism, Air Photography, etc (Astuti et al., 2023; Dodilova et al., 2024; Indah Rahmani et al., 2023).

Network Mapping and Linkages

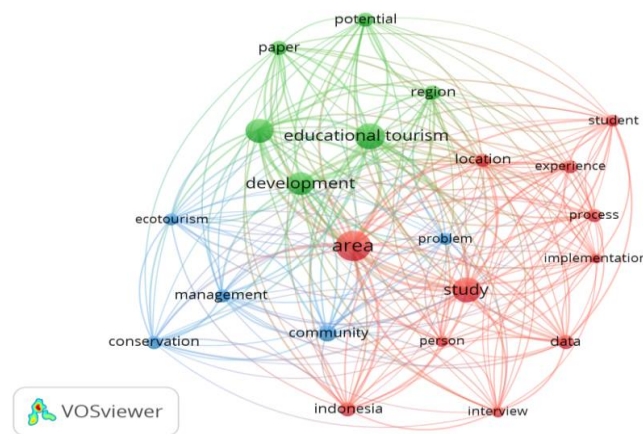


Figure 7 Visualization of Topics Related to Edutourism Research

Source. Vosviewer Analysis

Figure 7 above illustrates the analysis of topic trends that emerged in the research on Edutourism and their relationships. The analysis is visualized in a network model that illustrates the relationship between the visualized topic trends. Each circle represents the topic trends and keywords discussed in the published research. Meanwhile, the proximity between circles and the thickness of the connecting lines illustrate the attachment relationship. The closer the distance between the circles and the thickness of the connecting line, the closer the attachment relationship between topics. From the analysis of 101 extracted publications and 10 thresholds for the occurrence of the most topics, 3 clusters were obtained. Meanwhile, the 4 largest topics are educational tourism, development, area, study which illustrate that they often appear in Edutourism research publications. The relationship between these topics is discussed in a study on educational tourism, which is currently a sustainable tourism development that is not only a tourist spot, but also a learning arena for tourists (Khasheva et al., 2018). The topics are also in different clusters, which illustrates that the relationship is not only between items in the same cluster but also between clusters. However, clustering also addresses the specifics of frequently occurring research topics.

The relationship between clusters can also be seen in the presence of connected lines between one circle and another. If cluster 1 (red) emphasizes more on the element of the educational process in tourism. Cluster 2 (green) emphasizes educational tourism as a form of development. Cluster 3 (blue) emphasizes the elements of edutourism such as community participation, conservation and tourism management. These three clusters have a relationship that can be linked to each other. Educational Tourism involves the community in management and management as well as to implement their experience of local wisdom or learning in the location (Kamdi et al., 2016).

Cluster	Colour	Items	Total Items
1	Red	area, data, experience implementation, indonesia, interview, location, person, process, student, study	22
2	Green	development, educational tourism, paper, potential, region, tourism	6
3	Blue	community, conservation, ecotourism, management, problem	5

Table 2 Clusterization of Vosviewer Results

Source. Author's Analysis

Cluster 1 is depicted in red in figure 7 which consists of 22 items as listed in table 2. In this cluster is dominated by the area, the discussion of the area in Edutourism discusses the object area that was developed by adding educational elements (Chizhova et al., 2016). Edutourism development also involves a process of community empowerment, especially in the local area (Sumarmi et al., 2023). In addition, it is also discussed that in an Edutourism there should be an implementation of experience as a unique thing and become a characteristic of Edutourism in the region. So that it can increase promotion and has high potential in the development of sustainable tourism that can be viewed from an educational perspective (Platonova, 2017). In another case, there are topics about Indonesia in cluster 1 which shows that Indonesia is not only the subject but also the object of research. From several publications, most of them discuss Indonesia which has the potential to have an educational tourism location because of the diversity of local wisdom and a supportive environment (Hendijani, 2016; Maryani & Yani, 2016).

Cluster 2 is keyed to development and educational tourism. This cluster is visualized in green which is the second number of most topics that appear. This cluster emphasizes tourism, which is explained in several studies that educational tourism is one part of development. Educational tourism is an effort to achieve sustainable tourism, which is the main focus of development policy (Trček & Koderman, 2018). Other research also discusses Educational Tourism as a strategy to support sustainability and development (Lebedev, 2017). Thus, Educational Tourism has the potential to be developed in various countries, especially with potential natural and cultural landscapes such as Indonesia, China, Russia, and Japan (Wu et al., 2016).

Cluster 3 is depicted in blue which emphasizes community participation in supporting the development of Edutourism. The community can be interpreted as the people who live in the surrounding area, who are invited to manage educational tourism. So that there is interaction between tourists and local people who share new experiences in traveling (Tomasi & Cavicchi, 2023). Edutourism is also closely related to Ecotourism, both of which can be related. The difference is only in the facilities developed. If Ecotourism is still very much based on knowledge of nature while Edutourism is based on culture and experience in terms of historical knowledge and procedures, Edutourism is based on culture and experience (Bálint-Bálint et al., 2019). While in the development of educational tourism there are many complex problems, especially environmental safety issues. Conservation efforts are made to deal with environmental problems caused by the use of a natural location as a tourist attraction (Efriyeldi & Amin, 2022).

Discussion

Research on edutourism development has grown over the past 14 years. However, there is still a lack of studies in the research that has been done on this topic. The findings of this study indicate that the volume of publications is still low with a maximum of 20 in 2023 because it has not been widely implemented. This finding is in line with the opinion (Hasanuddin et al., 2018; Irawan et al., 2023; Wu et al., 2016). As stated by Siahaya et al. (2021), educational tourism planning is a tourism development strategy to attract tourists and preserve the environment. Given that measuring the effectiveness of this strategy requires evaluation and review. So there has not been much discussion about the application of educational tourism as a strategy for environmental conservation and tourist attraction (Cohen, 2016; Ohe, 2014).

This study found that there is a gap in the geographical aspect that the high level of publication is dominated by the Asian region. This is because the point of view of educational tourism still leads to countries that have diverse local wisdom and thousands of tourist attractions such as Indonesia. This finding is in line with the opinion of previous research (Damayani et al., 2019; Hendijani, 2016; Maryani & Yani, 2016; Sugiarti & Fauzia, 2019). This study found many scopes of knowledge and perspectives in responding to the development of eco-tourism began. As stated by Kubala et al. (2019), it is important to have a multidisciplinary approach in developing the potential of education-based tourism. However, most of them discuss through the perspective of environmental studies that lead to environmental conservation and preservation efforts (Ariffin et al., 2022; Fassoulas et al., 2012; Forleo & Palmieri, 2019; Narayanmugam et al., 2020). Many studies initially focused not on the development of educational tourism, but environmental conservation due to the impact of tourism, especially for nature-based tourism (Sukaesih et al., 2021; Trček & Koderman, 2018; Twidale, 2000).

Many studies initially focused not on the development of educational tourism, but environmental conservation due to the impact of tourism, especially for nature-based tourism (Hasanah et al., 2020; Irfan et al., 2017; Lebedev, 2017; Sugiarti & Fauzia, 2019; Yuliati & Utami, 2024). However, according to Barton & Leonard (2013), educational tourism development is not only a means of economic growth, but also contributes to the social conditions of the community. This study found that Edutourism affects the socio-economic lives of several marginalized groups including the surrounding community (Barriyah et al., 2019; Faridah-Hanum et al., 2012; Insani et al., 2023b; Karampotsis et al., 2024). However, existing studies are only normative in nature so that the evaluation of the existence of edu-tourism for socio-economic life. So that it ignores the problems and management challenges faced, especially in the socio-economic context.

The study also highlighted the relationship between the community and the government in the management of educational tourism. Collaboration between the private sector, local communities, government and NGOs is needed to maintain the sustainability of educational tourism (Mustain & Leonard, 2019). In addition, the findings also highlight the role of government as a provider and policy maker to protect tourism resources (Bidayani et al., 2024; Fafurida et al., 2020; Sugiarti & Fauzia, 2019; Yuliati & Utami, 2024). However, most of these studies only focus on suggesting the need for government participation in forming policies. No one has discussed in detail the division of portions and policies that have been implemented to regulate the sustainability of an educational tour.

These findings show that the development of educational tourism lies not only in the essence of formal education, but also education about local wisdom such as culture and history. Historical and cultural learning is packaged in a tour that can be guided by experienced community participation. The addition of historical and cultural elements in educational tourism, making tourists do not monotonously only look at nature or buildings (Damayani et al., 2019; Gutiérrez-Yurrita et al., 2012; Narayanmugam et al., 2020; Setianata et al., 2020; Sieber et al., 2015; Zaleckiene & Turcinskaite, 2019). According to Cohen (2016), the success of educational tourism can be seen from the difference in tourist attitudes before and after the tour. Tourists will get a lot of hands-on experience from the various activities presented and integrated with the beauty of nature (Isono & Itoh, 2021; Qomaruzzaman & Rahman, 2019). However, most studies only talk about culture in general, only a few of them reveal the details of the culture in question such as traditional games, food, and art.

Conclusion

This study shows the need to conduct more reviews on the development and implementation of educational tourism. Not only as a normative solution or strategy, but it should also emphasize the impact of educational tourism in terms of both positives and challenges that arise. Edutourism should not only rely on nature-based tourism as in most studies. It should also be applied in areas that have potential in both natural and cultural contexts. Conservation as an effort to support edutourism, not as a definite measure that conservation can form edutourism. Edu-tourism also often emphasizes cultural elements in its development. But cultural specifications are needed which are used as alternative potential in educational tourism. In the development of edu-tourism, there is still a need for a review that focuses on

the contribution of edu-tourism in a clear socio-economy in terms of implementation. Participation from the community, government and NGOs is needed to maintain the sustainability of educational tourism. However, another review is needed that emphasizes the division of roles and the implementation of policies that protect tourism.

Author Contributions

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Limitation And Declaration of Interest

This research is only based on publications indexed by Scopus and published during the 20th century starting in 2000. Future research is expected to widen the range of topics, publication years, and indexed journals from other databases such as Copernicus or Web of Science. Although bibliometric reviews can comprehensively discover the development trends and gaps of published research. However, it is still necessary to analyze through theoretical and qualitative foundations so that research gaps can be clearly seen.

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