

Communal Attitudes on English Educational Tourism in Eastern Indonesia

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Received: 1 June 2021
Reviewed: 12 March 2022
Accepted: 1 June 2022
Published: 30 June 2022

Abstract

English educational tourism (EET) is a new breakthrough in the tourism industry in eastern Indonesia, carrying the concept of a global village to promote economic development, education, and tourism. Research on this topic has been well documented in the literature; however, it is necessary to understand the communal attitudes from a local community perspective. It seeks to explore the public's perception of this innovation based on three dimensions of attitude: (affective, behavioral, and cognitive). This study employed an exploratory case study through an online self-perception survey and interviews with the local communities. Data generated from the online survey and focus group interviews were analyzed using thematic analysis. As a result, the study found that local communities have positive emotions (thoughts and feelings) towards the global village initiative and generally believe that it will bring significant contributions to the local communities' economic growth, education, and tourism. Thus, they will participate and take necessary actions to promote the village in the global societies. This program will enhance community economic growth, English immersion education, and the tourism industry in eastern Indonesia. In other words, this village will catalyze the growth of small and medium enterprises (SMEs) in the hospitality industries, such as transportation, accommodation, recreation, and food and beverage businesses.

Keywords: Communal attitudes; global village; EET; economic growth; and English education

Introduction

The global village initiative is one of the long-term endeavors to increase communal well-being for a better sustainable life. This concept carries three main goals: to provide English immersion education for visitors and local communities, promote the development of the tourism and hospitality industry, and improve the quality of communal well-being. However, information on the views and preferences of local communities towards this initiative is still scarce and understudied. There is a call for collective participatory actions to increase communal engagement in building sustainable implementation. Gursoy et al. (2018) observed that cultural background and social environment influenced the residents' attitudes toward tourism development. With this in mind, it is necessary to look at the communal attitudes to understand the residents' preferences and views on the global village initiative.

This study explored the residents' attitudes from affective, behavioral, and cognitive perspectives. The affective component encompasses the people's emotions and feelings associated with the local communities' experiences regarding the program (Godovykh & Tasci, 2020). It relates to how people construct their opinions, social views, and feelings about the village. Meanwhile, the cognitive aspect is associated with their knowledge and beliefs about how the program will benefit the communities. Before developing a destination marketing strategy, it is critical to understand communal beliefs to segment the tourism market (Pezeshki et al., 2019). Thus, these affective and cognitive components will impact the people's behaviors on how they will participate and take actions to support the program.

This paper presents how affective, cognitive, and behavioral aspects of EET shaped the local community attitudes as social representations of identity, positioning, and self-other relations (Andreouli, 2010). By all means, understanding communal attitudes on EET helped the program organizer to situate and infuse the socio-cultural characteristics into the village designs, educational plans, business models, and marketing strategy. The following questions guided this study:

- RQ1: What are the local people's perceived opinions, emotions, and feelings about EET (affective aspect)?
- RQ2: What do the local people's perceived knowledge and beliefs in EET (cognitive aspect)?
- RQ3: How are the local people's perceived willingness to take action and participate in the EET program (behavioral aspect)?

Literature review

Components of attitudes

Attitude falls within the social psychology that relates to how people use their socio-semiotic senses to touch, feel, and act against a particular situation. In other words, it is how individuals respond to situations and see things (Pickens, 2005). Ostrom (1969) illustrated the relationship between affective, behavior, and cognitive components of attitude.

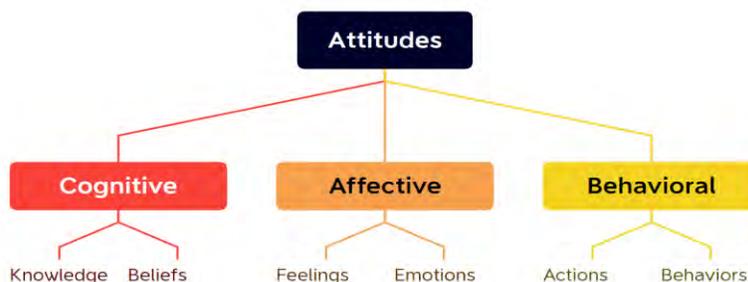


Figure 1. The multicomponent model of attitudes (Maio et al., 2019)

According to Maio et al. (2019), attitude is a judgment of liking/disliking or favoring/disfavoring a specific problem, thing, or person. It helps us synthesize the various ideas, emotions, and behavioral experiences we identify with a topic, object, or individual. Table 1 presents how scholars classified the components of attitudes from time to time.

Table 1. The components of attitudes

Author(s)	Descriptions
Ostrom (1969)	[components of attitudes] - Affective - Behavioral - Cognitive
Pickens (2005)	[Tri-component Model of Attitudes] - Feeling - Belief - Action
Fabrigar et al. (2005)	[Types of Attitude-Relevant Information] - Affective - Cognitive - Behavioral Bases
Choi & Murray (2010)	[Conceptual model of residents' attitude toward support for tourism] - Environmental sustainability - Tourism planning - Community participation - Community attachment - Support for tourism - Positive impacts - Negative impacts
Maio et al. (2019)	[The Multicomponent Model of Attitude] - Cognitive - Affective - Behavioral
Godovykh & Tasci (2020)	[Components of customer experience] - Emotional - Cognitive - Conative - Sensorial

English Educational Tourism (EET)

This subsection attempts to conceptualize educational tourism as a novel and innovative tourism activity (Maga & Nicolau, 2018). There are many different components to define tourism ranging from the tourist itself, the tourism industry, and even the destination. One aspect of education that deserves attention is English education tourism (Ritchie, 2003). He also highlighted three essential aspects of managing educational tourism: 1) destination marketing, 2) regional development, and 3) educational tourism. EET is a merged strategy between English education and tourism, thus allowing people to learn English while traveling and enjoying holidays with friends and family. The most prominent English corner in China, Yangshuo, is developed and reorganized as an EET environment where locals began to operate their family enterprises, such as restaurants, hotels, and caterings for tourists (Gao, 2012). It has become a popular spot to relax, enjoy the scenery, and grab some traditional food and drinks, while at the same time they also learn to speak English. In other words, the EET improves the sustainability of the local economy (Tomasi et al., 2020). They argued that each institution organizing or managing educational programs should consider the tourist component to maximize the environmentally-based learning prospects.



Figure 2. The three main goals of English Educational Tourism (EET) (Authors’ emphasis)

EET carries three main goals: 1) mediating English education, 2) promoting tourism destinations, and 3) growing the local economy. The expansion of Edu-tourism destinations in Asia and beyond demonstrates the significance of education to tourism development and community economic growth. Therefore, university-community partnerships necessitate a reliable management system (Abubakar et al., 2014; Abduh, A., & Rosmaladewi, R., 2018) incorporating several core principles of Edu-tourism, such as a community-based economy, technology integrated services, environmentally-based education, and participatory management. For example, Grunwell & Ha (2015), in collaboration with the local community, were engaged in revitalization efforts to re-design and reconstruct a small historic rural object as a tourist destination. As a result, they identified several influential factors in how the university, local communities, business owners, and visitors should participate and collaborate to support the initiative. In other words, it is vital to comprehend the needs and interests of the community to encourage university-community collaborations for sustainable growth (Groulx et al., 2021).

Table 2. The university-community partnership in Edu-tourism development

Author(s)	Contexts	Types of Edu-tourism
Campbell et al. (2008)	Uganda	Projects development in communities surrounding national parks

Gao (2012)	West Street (Xi Jie), Yangshuo town, Guangxi Zhuang Autonomous Region in southern China	The transformation of a rural area into an English-speaking tourist destination.
Hill et al. (2014)	Newark, New Jersey	The Newark Fairmount Promise Neighborhood
Grunwell & Ha (2015)	Southern Appalachian region of the United States	Revitalization of a small historic rural tourism
Ekasani et al. (2020)	Pare, Kediri, Indonesia	Kampung Inggris
Massaro et al. (2021)	Central Pennsylvania	Sustained change in a central Pennsylvania Coal Town
Preradović et al. (2022)	Croatia	Service-Learning for the Rural Development—RURASL (https://rural.ffzg.unizg.hr/)

Table 2 shows several best practices of university-community partnerships in developing the Edu-tourism industry around the globe. Research on this area has been popular in the US and other parts of the world. However, EET has not received much attention from the universities and local communities in Indonesia. In Indonesia, Pare-Kediri is the most popular EET environment that offers the students to experience an authentic English immersion education. People visit the community just for one purpose: to learn and practice their English.

Relevant studies on community attitude towards tourism

Chandralal (2010) coined that growing tourism attractions requires social inclusion, efficient communication, the capacity to perceive tangible and visible benefits, and sustainable tourism practices. Job prospects, housing prices, the city's identity, the aesthetics and infrastructure of the town, and the citizens' enhanced satisfaction in their community. It is then echoed by Arcodia et al. (2020) that creating a better education tourism needs to build social and professional networks and innovative educational methods. In Indonesia, Ekasani et al. (2020) found that Kampung Inggris has created an ecology of English immersion education, where English teachers, learners, English courses, expatriates, travel bureaus, hotels, local small businesses, and culinary are bound educationally, socially, and economically. It has brought significant changes to the community, such as creating new jobs, increasing the local people's income per capita, generating domestic and foreign visitors to visit the village, and providing an authentic English language learning environment for the local communities and beyond.

The residents' attitudes toward tourism development have become essential for identifying tourism-related factors. Sonmez & Sirakaya (2002) discovered seven key elements: 1) social interaction with guests, 2) positive cultural contributions, 3) welfare benefits, 4) detrimental interference with everyday life, 5) financial impact, 6) sexual permissiveness, and 7) feeling of crowding. The social interaction with the domestic or foreign tourists will engage them in conversations, presentations, and meaningful discussions. It will also build their intercultural communication competence and sensitivity to communicate their cultural identity (Gelan, 2017). However, Babolian (2016) asserted that EET has positive and negative effects on institutions and the surrounding community. Her study sought to understand the positive and negative impact of educational tourism in Jakarta. Even though numerous factors influence the development of EET, most locals believe that educational tourism has helped society (Liang et al., 2021).

Research method

Research setting and design

This study was situated within the global village of an attractive tourism destination in eastern Indonesia. The local authority claimed that the number of visitors has tripled since restrictions on communal activities were relaxed. This situation has triggered an increase in visits to the global village. The community is nestled in a pine forest, which provides beautiful views and fresh air to visitors. With this in mind, this study strives to explore the communal perceived feelings, emotions, opinions, knowledge, beliefs, and willingness to participate in the EET program. Grounded in an exploratory case study (Mills et al., 2010), the researchers examined the residents' affective, cognitive, and behavioral attitudes towards the global village initiative. A self-perception survey and interviews with the local people and visitors were employed.

The survey consists of five sections: 1) biographical information, 2) residents' perceived opinions, emotions, and feelings, 3) residents' perceived knowledge and beliefs, 4) residents' willingness to participate in the program, and 5) residents' reflections on the global village initiative. Following this survey, focus group interviews (FGI) with local communities were conducted (Rabiee, 2004). The FGI was organized to explore the communal beliefs and how they would suggest the organizer for future development.

Participants

The "global village" is a communal area where people in the community share benefits, build social interactions, learn English, and run their businesses. Many people are involved in the community, such as hotel owners, food/drink vendors, transportation services, educational practitioners, parking attendants, public services, photographers, equipment rentals, telecommunication services, tourist guides, etc. These residents live near the village and contribute to local tourism development socially and economically. With this in mind, the researchers approached them and negotiated their participation in the study. Seventy-five residents (including a few non-residents) agreed and consented to participate in the survey, while twenty-four continued to participate in the FGI.

Table 3. The characteristics of the participants

Types of residents	Resident status			Qty
	Permanent	Temporary	Non-resident	
Hotels, lodgings, villas, and inns owners	7	3	0	10
Food merchants	11	2	2	15
Drink merchants	8	2	2	12
English course owners	2	4	0	6
Motorcycle taxi drivers	4	0	2	6
Rental car drivers	4	2	1	7
Horse handlers (equestrian tour)	4	0	0	4
Tourists guides	2	0	1	3
Parking attendants	2	0	0	2
Photographers	2	0	0	2
Telecommunication services	2	1	0	3
Public services (government officials, such as police, school teachers, health practitioners, etc.)	2	2	1	5
Total				75

Table 3 shows the characteristics of the residents who live and work near the village. The resident's status is categorized into permanent, temporary, and non-resident. Permanent residents are local natives who live and work around the village, whereas temporary residents are those who temporarily live around the area. They commonly rent a property for a food or beverage business that can change places if the contract is finished. Meanwhile, non-residents are people who don't live near the area. They commute into the village to work, such as someone who lives in a nearby community.

Data collection and analysis

The survey was developed in Google form and shared electronically with participants. Then, the participants filled out the survey. The survey results are recorded in the Google form database that can be downloaded for analysis. On the other hand, as the FGI generated extensive text data, many rounds of thematic analysis were done to identify emergent themes and subthemes (Braun & Clarke, 2006; Miles et al., 2014, p. 75). The thematic analysis went through several stages, where the researchers: 1) watched the FGI recording several times to familiarize themselves with the data, 2) conducted initial coding to generate themes and subthemes, 3) categorized the themes and subthemes (axial coding), 4) interpreted the coded data, and 5) wrote the report.

Findings

This section presents the communal attitudes toward EET from affective, cognitive, and behavioral perspectives. The results presented in this article are based on an exploratory case study in the micro-reality context of a global village initiative in eastern Indonesia. The researchers explored the communal perceptions about the EET and how they reflected on it for future development. We begin by presenting the teachers' opinions, feelings, and emotions, then continue with their knowledge and beliefs in the EET. The following subsection also presents how they participated and took action toward the EET, thus representing what they think, feel, and believe about the program.

Communal perceived feelings, emotions, and opinions

Informed by the communal perspective about their perceived feelings, emotions, and opinions, they all feel satisfied with the global village initiative's concept, design, and implementation. Most participants agreed that it is a creative pedagogical innovation that carries an authentic learning experience and enjoyment for the community. They also realized that the local community received a lot of benefits from this project, including the creation of new job opportunities and an increase in income from a wide range of economic sectors. The hospitality industry, which consists of enterprises such as hotels and villas, restaurants, and service companies, is a part of the economy expanding at a rapid rate. However, Figure 1 shows the communal attitudes toward the village's promotion to the public. Residents lament the absence of promotional acceleration on-site and via internet marketing. In addition, they criticized the lack of initiative to create cooperation with industry and local government, resulting in a lack of coordination between program managers, the tourism office, and local enterprises.

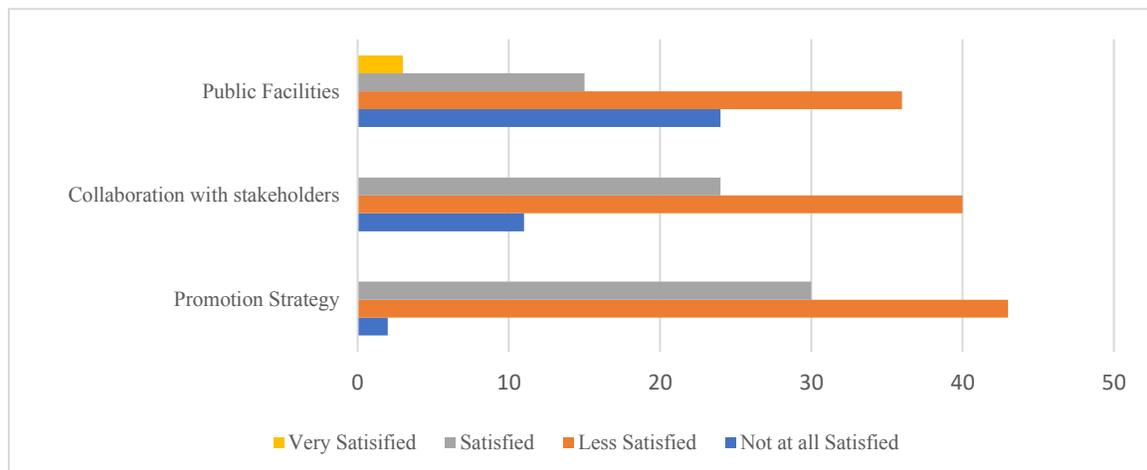


Figure 1. Communal perceived attitudes toward the village's promotion

The residents' views on EET presented through vignettes 1, 2, and 3 were in Indonesian and have been mediated into English.

Residents' vignettes 2: Promoting tourism destination

FGI participant # 1

If the public is not adequately informed about the program's advantages and benefits, they will not visit the place. Therefore, managers must be more aware of the significance of establishing social and business communication with the community via the Internet or digital marketing. Therefore, all parties must be involved, particularly the government through its tourism agency and local stakeholders. We must employ all existing human resources so that the presence of the area can benefit the surrounding community.

FGI participant # 2

The most crucial factor, in my opinion, is the provision of sufficient public facilities, such as restrooms, places of worship, places to relax, photo booths, ample parking, and health services. When people visit a location, they commonly comment on its public facilities, accessibility, and visitor services. So, the first impression should be eye-catching, attractive, and excellent service.

FGI participant # 3

I would like to conclude Indra's and Irma's remarks by stating that the area must be communal. All stakeholders present in the community have a shared responsibility to develop, sustain, and increase the capacity of their services to attract visitors. Thus, the community will profit.

They argue that the village should be used as a communal area where everyone can participate and develop the tourism education potential as a joint effort to improve the welfare of the local community. The residents concluded that there are two approaches to overcome their challenges: developing cooperation with the government and local stakeholders. They assert that the government's tourism agency should support the villages' growth as a type of investment with the potential to improve regional income.

Residents' vignettes 3: Growing local economy

FGI participant # 1

I have observed a slight increase in the number of tourists since the establishment of the village. Indeed, it is beneficial for the community when SMEs begin to expand and have a socio-economic influence. People are beginning to open their businesses on a small scale. At least they have begun and are conscious of the importance of communal spaces to economic progress in the region.

FGI participant # 2

I am a parking attendant, and since the number of visitors has increased, so has the number of vehicles parked. As a result, I am part of a community that has benefited from greater employment and revenue. I hope that the number of tourists will increase in the future and that the government will assist in providing sufficient parking spots so that people feel safe parking their automobiles.

FGI participant # 2

I am thankful that an educational village program exists because I am a food vendor. Then, hungry visitors visited my booth and purchased food (laughs). My hope for the government is that this location will be revitalized and beautified in the future to attract more visitors. For instance, we have a suitable food court area so that tourists are also comfortable when eating.

It was obvious to them all that the place was advantageous economically. According to them, their revenue has increased considerably, but it's not by significantly. Eventually, they'd like to see the local government pay more attention to the village's economic potential as a catalyst and engine for the people's prosperity. Parking attendants, photographers, motorcycle taxi drivers, and rental vehicle drivers, for example, are among the professions that are expected to see an increase in demand shortly.

Communal knowledge and beliefs

This section describes the communal knowledge and beliefs in EET as an innovative strategy for mediating English teaching, promoting tourism destinations, and enhancing the local economy. They all believe that EET can help people learn English in an authentic, immersive, and environmentally-based environment. They believe that visitors can enjoy the pine forest's natural beauty and may also directly learn English. The English Immersion Program encourages everyone in the area to speak English for verbal and nonverbal communication.

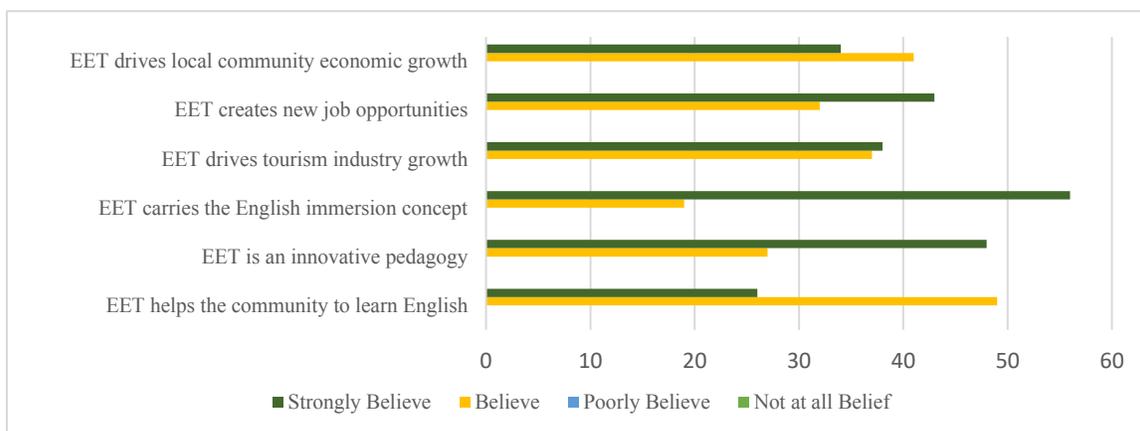


Figure 2. Communal beliefs in EET

On the other hand, they believe that EET with a strong communal management system will promote the growth of the education tourism industry, generate new jobs, and improve the well-being of residents. Indicators of the growth of the tourism industry include the vast number of tourists who visit a location and the frequency of subsequent return visits. They believe EET can boost the number of visitors, particularly from schools, courses, study groups, and individuals who seek to learn English while traveling. In addition, small SMEs, such as hawkers, food vendors, parking attendants, horse-drawn taxis, etc., began to grow in the village area. Moreover, according to this school of thought, a large population is seen as a positive sign for business.

Residents' vignettes 1: Mediating English education

FGI participant # 1

This concept reminds me of a similar program in Pare-Kediri, East Java. Many people from various places in Indonesia come to learn English there. So I think this concept is cool because it combines the concepts of education and tourism as a new breakthrough in English language education. So, people don't need to come to Kediri to learn English.

FGI participant # 2

Initially, I did not speak English, but I now run my food business in a place where everyone speaks English. At first, I eventually learned the basics, such as how much? What do you want? How may I assist you? etc. In any case, I find it entertaining when my speech and grammar are incorrect.

They all agreed that the village had benefited everyone, including the sellers who work there. They acknowledged that their English proficiency grew, although it was still very limited and passive. They appreciate the significance of a common space where everyone can congregate and share information, ideas, and benefits. Despite their beliefs in the potential for education, they are also very optimistic about the economic benefits if the area is managed properly and professionally.

Residents' vignettes 3: Growing local economy

FGI participant # 1

I represent SMEs operating in this area and am optimistic about the program's future. If all parties collaborate and create synergy, the village will become a hospitable, educational, and economically valuable educational tourism destination. As long as the location is a communal space and not a private enterprise, I believe the educational tourism industry will flourish and positively impact the entire community.

FGI participant # 2

I hope that the commercial sector does not manage this area, as it will inevitably be profit-driven and limit the participation of locals. Managers, government, stakeholders, and the local community must collaborate and establish synergy to develop a tourist destination that is communal and accessible to all.

FGI participant # 3

I believe this EET initiative has huge potential; however, it appears that they are operating independently and without government or stakeholder assistance. As a small-sized business, the number of visitors to the village determines our revenue. In other words, the more visits we receive, the more revenue we produce.

Concerning the management of the economic resources, residents expect that a community space such as this is not used as commercial property by a group of entrepreneurs or simply a few people. However, the government as a policymaker must consider educational, social, cultural, and economic aspects as important elements in its development.

Communal behaviors and actions toward the EET

As community members, the locals are mindful of the region's significance as a catalyst for expanding the EET. They will engage in promotional activities such as social media marketing, word-of-mouth advertising, tourism platforms, and print and electronic media to attract many guests. This section presents the residents' behaviors on how they will take part and participate in developing that communal area. Currently, they are focusing on two key goals: attracting as many guests as possible and improving recreational, educational, and public facilities in the area. Although they are not the initiators of EET, they are vital elements and integral parts of the community. They act as hosts and service partners for visitors. Therefore, this section also presents their self-initiative, self-determination, and self-efficacy in initiating participatory actions. Thus, the residents' communal behaviors and actions toward the EET are illustrated in Figure 3 below.

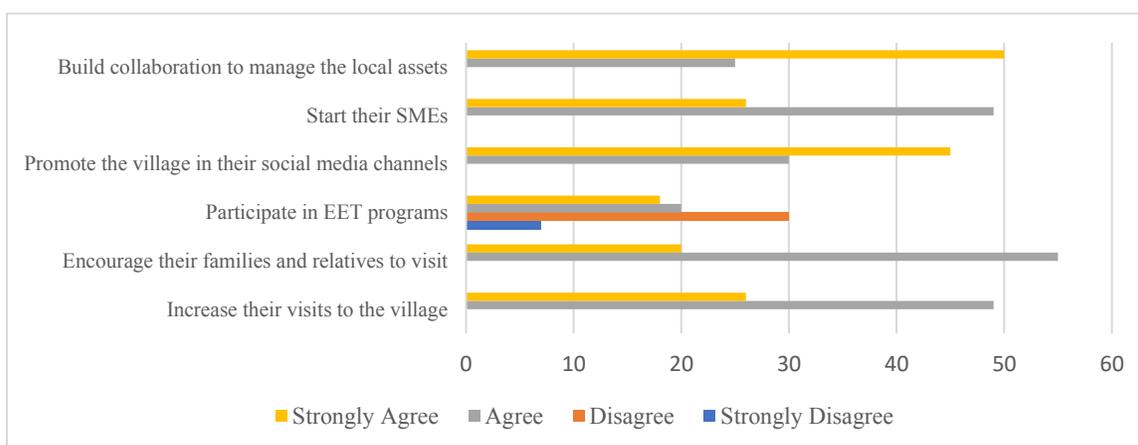


Figure 3. Communal behaviors and actions toward EET

There are several efforts they have made as an implication of the development of the EET area. It includes increasing the frequency of visits, inviting their family and relatives to travel, participating in EET programs, promoting EET on their social media channels, building collaborations related to community asset management, and starting businesses in the area. They argue that local natives as hosts must demonstrate an interest in program creation before guests enliven the community. This type of community engagement and active participation will shape the public's perception of the village's identity and image.

Residents' vignettes 2: Promoting tourism destination

FGI participant # 1

I believe that this tourism destination is both educational and attractive, where visitors may enjoy the scenery while learning English. I did a little but impactful action. I created and posted the videos to Tik-Tok, and the responses from netizens were generally positive and interested in a visit.

FGI participant # 2

I have shared a few amateur videos and photos with the family, relatives, and community WhatsApp groups that there is a new tourist destination with educational and communal nuances. I also asked them to share it with their groups too.

FGI participant # 2

I believe that the Tik-Tok platform can make the village go viral. Now that practically the entire millennial population is on Tik-Tok, the dissemination of information will be extremely rapid and influential.

They claim that social media marketing will contribute to the socialization of the area. They chose Tik-Tok as a promotional channel since the millennial generation is now using the platform and its rapid, huge, and viral spread. It indicates that attempts are being made to market the area as an educational tourist destination. In other words, the residents have positive behaviors toward the EET development. They participated voluntarily using their resources and are not bound by any affiliation. They took the social media initiative as one of the communal efforts they could afford to promote the village. In the following section, the researchers discuss the findings and provide critical reviews of the emerging themes in the data.

Discussion

The results of the analysis highlight four key findings: 1) the call for an active communal engagement, participation, and collaboration in developing the village for EET, 2) the need for an effective digital marketing strategy, 3) EET management should be communal instead of commercial entities, and 4) the need for public and entertaining facilities. EET is perceived as a socio-educational entity that requires social inclusion (Chandralal, 2010), social and professional networking (Arcodia et al., 2020), cultural sensitivity (Lo et al., 2014; Syarifuddin, S., Abduh, A., & Talib, A., 2017), and in-person learning (Anas et al., 2020). Grounded in social inclusion theory (Gidley et al., 2010), the role of community participation in developing environmentally-based education is essential. All relevant parties must initiate a communal strategy to create a holistic approach to enabling the residents to participate and collaborate within the community. Thus, EET interrelates sustainability's economic, social, cultural, environmental, and educational aspects (Muresan et al., 2016; Abduh, A., Wello, M. B., & Asnur, M. N. A., 2021). Myriad earlier research has demonstrated that it is absurd to construct an EET independently. It must be implemented with community engagement, coordination with government authorities, and local education and training (Kala, 2018). In other words, EET is a communal area where residents from different socio-economic, cultural, and educational backgrounds are actively involved as hosts and service partners for visitors.

On the other hand, increasing the number of visitors is currently a significant challenge. One of the causes of low tourist visits, according to the report, is the insufficient acceleration of promotional activities. There is a need for community capacity building (CCB) to prepare the community to tackle the barriers to tourism development (Aref, 2011; Aref & Redzuan, 2009). Accelerating effective digital marketing strategies through social media can be a solution for promoting EET (Aref, 2011; Hajli & Lin, 2014). For example, Tik Tok marketing is a prospective and impactful strategy for digital marketing since it has received an irresistible number of users' preferences in the last few years (Peng, 2021). Vignettes 2 concerning the residents' attitudes toward promoting tourism destinations also favor Tik Tok's capacity to socialize the village to the

public. With this in mind, the residents should have self-initiative, self-determination, and self-efficacy to utilize their social media accounts to share information and promote the village.

Meanwhile, locals perceive that community activities have social and economic benefits. They want the management to remain communal and not be taken over by the commercial sector. Thus, all stakeholders can contribute and profit from the village's existence. According to Ritchie (Ritchie, 2003, p. 259), managing educational tourism must consider the economic, social, environmental, marketing, and long-term personal benefits. SMEs, parking attendants, tourist guides, motorcycle taxi drivers, rental car drivers, hawkers, and horse handlers are mostly the locals who receive long-term personal benefits. If the corporate sector handles EET, profits will be prioritized over education. It will limit residents' access and control their actions. Thus, EET's communal concept will be hard to achieve, and little social value can be built because of their restricted interactions.

EET carries some essential values: educational, environmental, cultural, economic, social, and technological aspects of tourism. From the educational perspective, EET encourages the growth of an immersive, authentic, and engaging learning environment. The interaction pattern provides a natural learning sensation, and people will come to travel while learning. Kampung Inggris, located in Pare, Kediri, East Java, is a similar educational tourism concept (Ekasani et al., 2020). However, the global village notion differs slightly from the English village from an environmental standpoint. Kampung Inggris focuses on local culture and culinary tourism, while the global village focuses on the concept of environmental tourism and natural entertainment for visitors. For this reason, there is a need for public and entertaining facilities to support the development of the area. The local government must participate in efforts to create tourism industrial zones and community areas. Local people as hosts must be empowered to develop a pleasant public space. For instance, providing enough training and support facilities for the community is necessary. In addition to this, teachers as facilitators who are involved in EET program must also improve their technological, pedagogical, and intercultural communication skills. They must be able to explore, communicate, collaborate, and reflect on their practices (Anas et al., 2022; Abduh, A., & Rosmaladewi, R., 2019).

Conclusion

Informed by the findings and results of data analysis, the study concludes that EET is perceived potential to promote educational tourism and grow the local economy. Nevertheless, many things need to be improved, such as creating partnerships with the tourism industry, government, and other stakeholders to enhance the quality of public facilities and entertainment services. The local people's attitudes toward EET are considered positive and supportive, in which they receive personal benefits from their businesses. With this in mind, universities, local government agencies, stakeholders (SMEs and service industry), and residents must actively collaborate to develop a communal area for English educational tourism. Each party plays a crucial role in situations where EET cannot be constructed instantly and requires synergy and active participation among community members. For example, managing locals' assets (e.g., properties, lands, houses, and public places) must involve the landowners, local authorities, property managers, and tourism experts. The implication of this study suggests increasing community participation and involving relevant stakeholders in the future development of EET.

Declaration of conflicting interest

The authors declare that there is no conflict of interest in this work.

Funding acknowledgement

We would like to express our sincere gratitude to the Direktorat Penelitian dan Pengabdian Kepada Masyarakat, DIKTI, for funding this study under the scheme of Penelitian Terapan Unggulan Perguruan Tinggi (PTUPT) tahun 2022.

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