

International Journal of Language Education
Volume 7, Number 2, 2023, pp. 304-318
ISSN: 2548-8457 (Print) 2548-8465 (Online)
Doi: <https://doi.org/10.26858/ijole.v7i2.45783>

The Impact of English Educational Tourism on the Growth of Local Economy: A Systematic Literature Review

Muhammad Basri

Universitas Negeri Makassar, Indonesia
Email: muhammadbasri@unm.ac.id

Farzana Sharmin Pamela Islam

East West University, Bangladesh
Email: farzanaislam80@gmail.com

Muhammad Azwar Paramma

UIN Sultan Aji Muhammad Idris Samarinda, Indonesia
Email: azwarparamma@gmail.com

Ismail Anas

Politeknik Negeri Ujung Pandang, Indonesia
Email: ismailanas@poliupg.ac.id

Received: 5 June 2022

Reviewed: 1 January 2023 to April 2023

Accepted: 30 May 2023

Published: 30 June 2023

Abstract

This systematic literature review (SRL) examines the impact of English educational tourism (EET) on the growth of local Small-Medium Enterprises (SMEs). Through a comprehensive search of academic databases and systematic assessment of study quality, a total of 49 studies were selected for inclusion. The studies varied in design, location, and intervention, but all focused on the relationship between English educational tourism and the growth of local SMEs. This SLR focuses on the typology of SMEs in EET, its impact on rural economy and local community empowerment, and SMEs' challenges in growing their businesses. The findings suggest that English educational tourism can have a positive impact on local SMEs and rural communities, including increased revenue, community empowerment, cultural preservation, and poverty reduction. However, it is crucial to ensure that the benefits of EET are distributed fairly and that local communities are actively involved in the decision-making process to maximize positive impacts and mitigate potential negative impacts. Overall, the results suggest that English educational tourism can be a promising strategy for promoting the growth of local economy, but more research is needed to fully understand the conditions under which this impact is most effective.

Keywords: EET; SMEs; Entrepreneurship; revenue; local economy

Introduction

Educational tourism, also known as edu-tourism, is a phenomenon that combines education and tourism altogether (Abubakar et al., 2014; Arcodia et al., 2020; Maga & Nicolau, 2018; Poletaeva et al., 2022). In Indonesia, the government has recognized the potential economic benefits of English educational tourism and has made efforts to promote it as a strategy for boosting the growth of SMEs. For example, in 2016 the Indonesian government launched a campaign called "*Wonderful and Pesona Indonesia*" to promote the country as a cultural and tourism destination. This campaign included initiatives such as offering scholarships for international students to study in Indonesia, promoting cultural activities, and improving the quality of English language instruction.

Globally, English educational tourism is also on the rise, with millions of students traveling to English-speaking countries such as the United States, United Kingdom, Canada, and Australia each year. This growth is driven in part by the increasing demand for English language skills in the global workforce, as well as by the desire to experience new cultures and make international connections. As a result, English educational tourism has become an important source of revenue for many countries, particularly those with well-established language education sectors.

Despite its potential benefits, the impact of English educational tourism on SME growth is an area that has received relatively little attention in the literature. While there have been some studies that have examined the economic impact of international education more broadly, few have specifically focused on the impact of English educational tourism on SMEs. This gap in the literature is particularly important given the role that SMEs play in the Indonesian economy, where they account for around 60% of employment and contribute significantly to GDP. Understanding the potential impact of English educational tourism on local SMEs is therefore crucial for policymakers and business owners in Indonesia and other countries around the world.

This systematic literature review was guided by the following questions:

1. What is the typology of SMEs in English education tourism?
2. What is the impact of EET on rural economy and local community empowerment?
3. What are the challenges of the local SMEs in growing their businesses?

Research method

The review process went through three stages: 1) planning the review, 2) conducting the review, and 3) report the review. In the first stage, researchers formulate their research questions and develop a review protocol that outlines the methodology they will use to conduct the review. This protocol serves as a blueprint for the review process, ensuring that it is conducted in a systematic and rigorous manner. As described by Xiao and Watson (2019), Figure 1 illustrates the review protocol developed by the researchers.

The second stage involves conducting the review itself. This typically involves searching for relevant literature, screening studies based on pre-determined inclusion and exclusion criteria, and extracting data from the selected studies. Depending on the scope and complexity of the review, this stage can be time-consuming and require significant effort and resources.

The final stage of the review process involves reporting the review, which typically includes synthesizing the findings of the selected studies and presenting them in a clear and concise manner. This stage is crucial as it enables researchers to communicate their findings to their peers and the broader scientific community. The report may take the form of a systematic review, meta-analysis, or other types of review articles, depending on the research questions and methodology used.

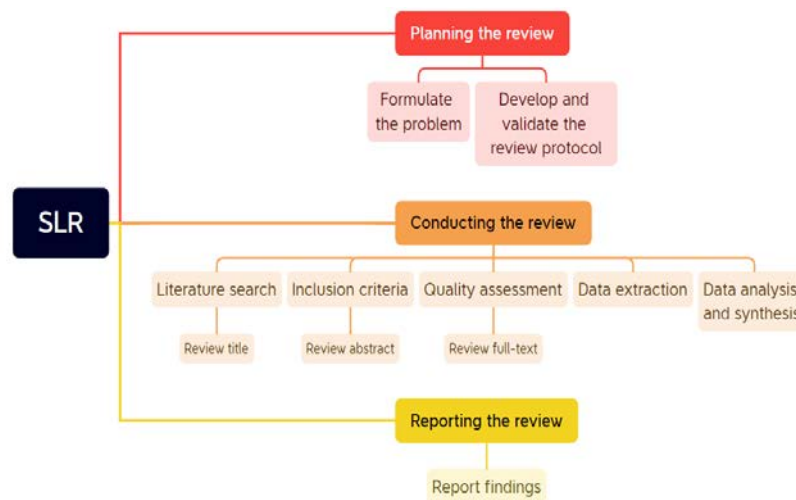


Figure 1. SLR protocol (Xiao & Watson, 2019)

Literature search and evaluation

Inclusion criterion. The systematic literature review's inclusion criteria play a crucial role in ensuring that only high-quality and relevant qualitative studies are included in the analysis. To be included, studies must have a specific focus on the impact of English educational tourism on the growth of local small business enterprises (SMEs) and must have been published in top tier journals and peer-reviewed according to rigorous academic standards. The studies must also have been published between 2010 and 2022 and use clear and detailed methods of data collection and analysis, primarily qualitative research methods such as interviews, case studies, and focus groups. Additionally, studies must either have SMEs as the primary research topic or provide significant analysis of SMEs in relation to the impact of English educational tourism. This comprehensive inclusion criteria aims to provide a robust analysis of the impact of English educational tourism on the growth of local SMEs, utilizing qualitative research methods as the primary data source.

Literature identification. For this systematic literature review, we referred to Galvan's (2017) and Wee & Banister's (2015) guide to conducting literature search. We used predefined keywords such as "English Educational Tourism," "Small Medium Enterprises (SMEs) ", " and " local economy " to search for relevant articles in Google Scholar, Scopus, and Crossref databases. We applied inclusion criteria such as English language, publication date of 2000-2023, and relevance to the research topic. We conducted an initial search, screened titles and abstracts, excluded duplicates and irrelevant articles, and conducted a full-text review of the remaining articles. We also performed a manual search of reference lists and relevant journals. This search strategy aimed to identify all relevant articles related to the impact of EET on SMEs, EET and the local economy, and EET and community well-being.

The search began with browsing through Google scholar using three keywords "English educational tourism, small medium enterprises, and local economy". We used *Publish or Perish (PoP)* software to generate publications from the database and found 958 potentially relevant papers. Papers were sorted and found 508 related papers from top tier publisher categories such as

Elsevier, Taylor & Francis, Routledge, Springer, and Emerald. We then screened all the titles and selected 59 related articles.

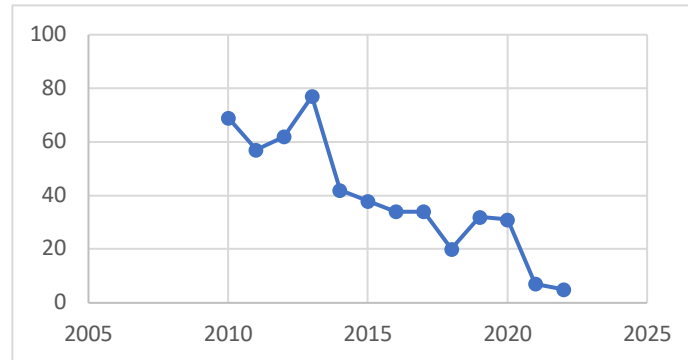


Figure 2. Publication distribution from 2010 to 2022

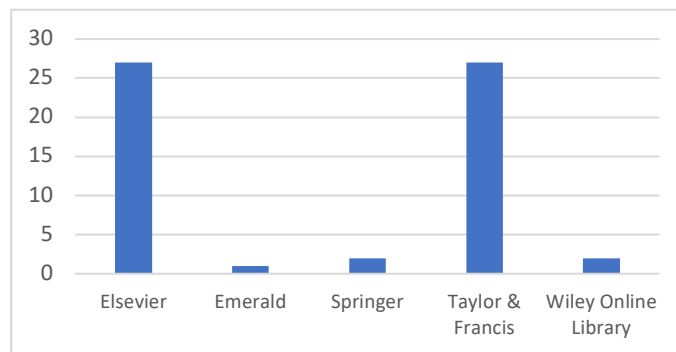


Figure 3. Selected articles from top tier publishers

A search on Scopus database using keywords “educational tourism and local economy” returned 87 records of peer-reviewed papers. Further screening was then conducted to identify their relevance to the research topic. We found eight papers related to educational tourism and the growth of local economy. The next search was on Crossref database using the keyword “English educational tourism”, where we found 1000 potentially relevant articles (196 publishers). We then screened the articles using top tier publisher as category filter (e.g., Elsevier, DeGruyter, IGI Global, Routledge, Sage, Springer, and Wiley) and found 64 potentially related articles. We continued screened the articles by reading the titles carefully and found forty-one related articles.

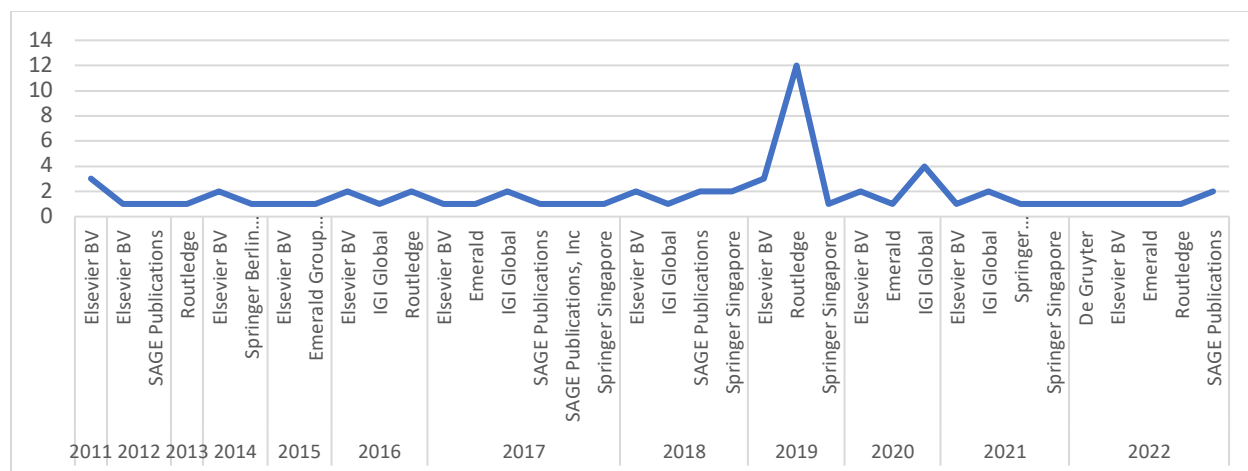


Figure 4. Number of publications on Crossref by top tier publishers from 2010 to 2022

Screening for inclusion. The papers selected from the three largest scientific databases were screened for inclusion, including Google scholar (fifty-nine papers), Scopus (eight papers), and Crossref (forty-one papers). A total of 108 papers were screened by reading all the abstracts to decide whether they are relevant to the research topic and eligible for further analysis. After reading all the abstracts, we decided to include forty-nine papers in our study based on their relevance and eligibility criteria.

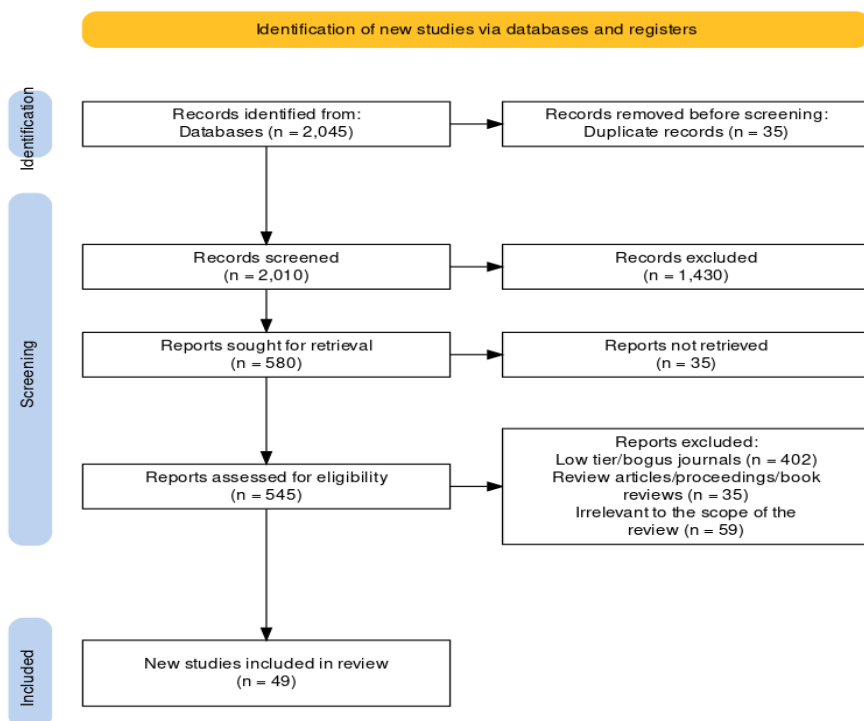


Figure 5. Article screening procedure

Article quality assessment. All the papers had gone through multiple screening processes to ensure the quality and eligibility. We use strict and high-standard screening filters to ensure that the articles reviewed meet quality academic standards. The quality assessment was executed by

local SMEs by creating new jobs and increasing local revenue. Moreover, it helps to reduce poverty by providing local residents with employment opportunities and generating income for them. Therefore, the promotion of educational tourism can be a useful strategy to foster sustainable economic development in local communities.

Table 1. Typology of SMEs in educational tourism

Type of SMEs	Stakeholders	Description
Language school/ educational providers	- English courses	Educational services provided to visitors who wish to learn English
	- English corners/clubs	English learning community by local residents
	- Tour guide service	Local tourist guide is a professional who provides guided tours and information to visitors
Hospitality industry	- Hotel/inn/villa	Accommodation services within the communal area of EET
	- Urban home/ homestay	Resident houses which are rent to visitors
Meal and drinks	- Local food/drink merchants	Local residents who run traditional food merchants or restaurants around the communal area of EET
	- Hawkers	Hawking is common way local residents walk around the area and sell goods to visitors
Cultural organizations	- Local attractions	local cultural arts performances by the cultural community to attract visitors
	- Equestrian tour	Local residents who provide a horseback riding service to visitors
	- Souvenir shops	Local residents who sells local handicrafts.
Transportation	- Local transport	Local residents who provide local transport service, car rent, etc.
	- Car rent	

Table 1 presents a comprehensive typology of Small and Medium Enterprises (SMEs) in the educational tourism industry, which is an increasingly popular travel trend among people seeking to combine learning opportunities with recreational activities. The table classifies the SMEs into five different types based on the services they provide to visitors, including language schools and educational providers, hospitality industry, meal and drink providers, cultural organizations, and transportation services.

The first category, language schools and educational providers, offers a range of services to visitors who wish to learn English, including English courses and English corners/clubs, which are community-based initiatives where local residents interact with visitors and help them learn the language. Additionally, tour guide services provided by local guides are also an important component of this category. These SMEs play a significant role in promoting educational tourism, and several studies have been conducted to explore their contributions to the industry. For instance, Cardoso et al., (2023) and Ekasani et al., (2020) investigated the impact of language schools and educational providers on the local economy and their potential to stimulate employment opportunities. For example, the growth of local tourist guide (Mcgladdery & Lubbe, 2017), English corner/club (Gao, 2012; Ritchie, 2003), and equestrian tour (Cardoso et al., 2023); Sigurðardóttir & Steinthorsson, 2018).

The hospitality industry is another important type of SME in educational tourism, providing accommodation services such as hotels, inns, and villas, as well as urban home and

homestay rentals. These businesses cater to the needs of visitors and contribute to the development of the local economy. Tomasi et al., (2020) studied the effect of hotel accommodations on the growth of educational tourism, while Kontogeorgopoulos et al., (2015) explored the potential of urban home rentals to attract more visitors to local communities.

Meal and drink providers are also an integral part of educational tourism. Local food and drink merchants, as well as hawkers, provide visitors with the opportunity to experience local cuisines and beverages. These SMEs are often run by local residents and contribute to the development of the local economy by creating job opportunities and generating revenue. Gao, (2012) studied the impact of meal and drink providers on local economic development, while Cardoso et al., (2023) explored the potential of hawker services in promoting educational tourism.

Cultural organizations are another important type of SME in educational tourism, offering visitors a range of activities related to local cultural arts and performances, equestrian tours, and souvenir shops. These SMEs are run by local residents who have a deep understanding of their culture and traditions, and play an essential role in preserving and promoting local heritage. Anderson, (2015) studied the impact of cultural organizations on the growth of educational tourism, while Sigurðardóttir & Steinthorsson, (2018) and Arcana & Wiweka, (2016) explored the potential of equestrian tours and souvenir shops, respectively, in attracting more visitors to local communities.

Lastly, transportation services, including local transport, car rentals, and local parking services, are also an important component of educational tourism. These SMEs provide visitors with convenient and accessible means of transportation, which in turn promotes the growth of the industry. Studies conducted by Ekasani et al., (2020) and Kala, (2018) have explored the impact of transportation services on the development of educational tourism.

Overall, the typology of SMEs presented in Table 1 provides a useful framework for understanding the various stakeholders and their contributions to the educational tourism industry. By studying the impact of these SMEs, policymakers can develop effective strategies to promote sustainable economic development in local communities and ensure that visitors have a positive and authentic experience.

Rural economy and local community empowerment

Studies have shown that EET can contribute significantly to the growth of small and medium-sized enterprises (SMEs) in rural areas, which are often the most disadvantaged in terms of economic development. For example, Ekasani et al., (2020) found that language schools and educational providers were the most common type of SME in EET, followed by hospitality industries such as hotels and homestays. The study also found that EET had a positive impact on the local economy, particularly in terms of generating revenue for SMEs and creating employment opportunities for local residents. Similarly, Tomasi et al. (2020) demonstrated that the hospitality industry plays a critical role in EET, as visitors require accommodation during their stay. The study found that rural areas that embraced EET had a higher demand for accommodation, resulting in increased revenue for local businesses and higher employment rates for local residents.

Growing creative economy

The impact of English educational tourism on the creative economy is also an important aspect to consider. The creativity in local economy development include the creative person, process, product, and environment (Richards, 2011). The creative economy encompasses industries such as arts, crafts, design, and entertainment, which are driven by creativity, innovation,

and intellectual property (Boccella & Salerno, 2016). EET has the potential to stimulate the creative economy by promoting local cultural heritage, traditions, and artistic expressions. For example, cultural organizations such as local attractions, equestrian tours, and souvenir shops, which are mentioned in Table 1, can showcase the unique aspects of the local culture and provide visitors with an authentic experience.

The involvement of local residents in the creative economy can also lead to increased cultural entrepreneurship and innovation, as they develop new products and services to meet the needs of visitors. For example, Sangchumngong, (2019) reported that Klong Kone Mangrove has created jobs for local residents, including day laborers, fisherman, aquaculture farmers, shrimp paste, boat rent, little shops, food merchants, and government officers. This can create new job opportunities and increase the income levels of local residents. In addition, EET can encourage the development of new skills and knowledge among local residents, particularly in the areas of marketing, business management, and creative production. This can lead to the development of new businesses, increased competitiveness, and higher levels of innovation in the local creative economy.

The impact of English educational tourism on the rural economy, local community empowerment, and creative economy is significant. It has the potential to generate revenue for SMEs, create employment opportunities, and enhance the standard of living of local residents. Moreover, it can empower local communities by enhancing their cultural identity and sense of ownership, as well as providing educational opportunities and increasing social mobility. Finally, it can stimulate the creative economy by promoting local cultural heritage and encouraging cultural entrepreneurship and innovation.

Empowering community well-being and encouraging poverty reduction

Empowering community well-being and encouraging poverty reduction is another important aspect of English educational tourism. EET has the potential to generate income and create employment opportunities for local communities, especially in less developed regions. By involving local residents in the tourism industry, EET can help to promote community empowerment and economic growth. Additionally, EET can promote cultural exchange and cross-cultural understanding, which can lead to increased social cohesion and a sense of community pride. This can have positive impacts on the overall well-being and quality of life of local residents.

Research has shown that tourism can have positive impacts on poverty reduction in developing countries (Anderson, 2015; Holden et al., 2011). However, it is important to ensure that the benefits of tourism are distributed fairly and that local communities are involved in the decision-making process. Sustainable tourism practices, such as responsible tourism and community-based tourism, can help to ensure that tourism benefits local communities and contributes to poverty reduction (Snyman, 2016).

Studies have shown that community-based tourism can have positive impacts on community well-being, including increased levels of social cohesion, improved self-esteem, and enhanced cultural preservation (Grunwell & Ha, 2015). Additionally, EET can provide opportunities for local residents to engage in meaningful cultural exchange with visitors, fostering mutual understanding and respect between cultures. Furthermore, EET can also help to reduce poverty in rural areas by providing income-generating opportunities for local residents. A study by Kontogeorgopoulos et al., (2015) found that the development of homestays and other forms of community-based tourism in rural areas can lead to increased income levels and improved livelihoods for local residents. Similarly, a study by Muresan et al., (2016) found that cultural

tourism can provide employment opportunities and improve the quality of life for local residents. Overall, EET has the potential to promote sustainable development and poverty reduction in rural communities through community-based tourism initiatives that benefit both visitors and local residents.

SMEs' challenges

Access to finance support

Nurturing educational tourism enterprises for economic growth is influenced by financial support for SMEs (Camilleri, 2018), as well as government policies and infrastructure development. In order to encourage the growth of educational tourism enterprises, it is important to provide financial support to small and medium-sized enterprises (SMEs) operating in this sector (Turner et al., 2016). In Rwanda, for example, it can be achieved through a variety of measures such as tax incentives, grants, and loans (Daniel & Faustin, 2019). In addition to financial support, government policies also play a crucial role in nurturing educational tourism enterprises. Governments can create a favorable regulatory environment by reducing bureaucratic red tape, simplifying licensing procedures, and offering incentives for investment in this sector.

Infrastructure development is another important factor that influences the growth of educational tourism enterprises (Lam et al., 2011). The availability of high-quality infrastructure, such as well-maintained roads, airports, and public transportation systems, can make it easier for tourists to access educational attractions and facilities. Overall, nurturing educational tourism enterprises for economic growth requires a multi-pronged approach that involves financial support for SMEs, favorable government policies, and infrastructure development. By creating a supportive environment for the growth of educational tourism, countries can not only boost their economies but also promote cultural exchange and global understanding.

Table 2. Types of financial support for SMEs

Types of financial support for SMEs	Providers	Beneficiaries
Grants	Government agencies, private foundations, business associations,	Food merchants, researchers, local SMEs
Soft loans	Banks, creditors, and other financial institutions	English course, training camps
Equity financing	Investors, joint ventures	Hospitality industries (e.g., hotels, restaurants, transportation agencies.
Tax incentives	Government agencies (e.g., tax agencies, customs)	All taxpayers
Business incubators	Mentorships in marketing, product development, market research, and business support services	Business starters, universities through community services, SMEs associations.

Table 2 shows a resource for understanding the different types of financial support that are available to small and medium-sized enterprises (SMEs). By presenting a typology of financial support along with the providers of each type, the table provides a comprehensive overview of the options that SMEs have for financing their operations and pursuing growth opportunities. This information can be especially valuable for SMEs that may be struggling to access the resources they need to succeed.

In addition, Table 2 highlights the important role that government agencies and other organizations play in providing financial support to SMEs. Grants, tax incentives, subsidies, and business incubators are all forms of support that are often offered by governments and other entities that are committed to promoting entrepreneurship and economic growth. By understanding the range of options that are available to them, SMEs can make informed decisions about how to secure the financial resources they need to succeed and thrive over the long term.

The decrease in visits to EET

The decrease in visits to English educational tourism areas can be attributed to several factors:

1. **COVID-19 pandemic:** The ongoing COVID-19 pandemic has significantly impacted the travel and tourism industry worldwide. Many countries have imposed travel restrictions, lockdowns, and social distancing measures, which have resulted in a decrease in international and domestic travel, including visits to English educational tourism areas.
2. **Travel costs:** The cost of travel, including airfare, accommodation, and other expenses, can be a deterrent for many potential visitors to English educational tourism areas. Economic challenges, currency fluctuations, and rising travel costs can affect the decision to visit such areas.
3. **Safety concerns:** Safety concerns, such as terrorism threats, civil unrest, or crime rates, can affect the decision to visit a particular destination, including English educational tourism areas. Travelers may be hesitant to visit areas perceived as unsafe or unstable.
4. **Changing travel preferences:** Travel preferences and trends are constantly evolving, and tourists may be choosing alternative destinations or types of travel experiences. English educational tourism areas may face competition from other destinations or travel options that are more appealing to modern travelers.
5. **Shift to online learning:** With the advent of online language learning platforms, many people may prefer to learn English remotely from the comfort of their own homes rather than traveling to English educational tourism areas. Online learning offers convenience, flexibility, and cost-effectiveness, which may impact the number of physical visits to these areas.
6. **Environmental concerns:** Increasing awareness of environmental issues and sustainability concerns may also influence travelers' decisions. Some travelers may choose to avoid long-haul flights or destinations with high carbon footprints, which could impact visits to English educational tourism areas that require air travel.

A combination of factors, including the COVID-19 pandemic, travel costs, safety concerns, changing travel preferences, shift to online learning, and environmental concerns, may contribute to the lack of visits to English educational tourism areas. It is important for stakeholders in the tourism industry to understand and address these challenges to attract visitors and promote sustainable tourism in these areas.

Discussion

The first category, language schools and educational providers, offers a range of services to visitors who wish to learn English, including English courses and English corners/clubs, which are community-based initiatives where local residents interact with visitors and help them learn the language. Additionally, tour guide services provided by local guides are also an important component of this category. These SMEs play a significant role in promoting educational tourism, and several studies have been conducted to explore their contributions to the industry. For instance,

Basri et al., (2022) and Ekasani et al., (2020) investigated the impact of language schools and educational providers on the local economy and their potential to stimulate employment opportunities. The growth of local tourist guides (Mcgladdery & Lubbe, 2017), English corners/clubs (Gao, 2012; Ritchie, 2003; Abduh, & Rosmaladewi, 2017), and equestrian tours (Sigurðardóttir & Steinthorsson, 2018) have been studied in previous works.

The hospitality industry is another important type of SME in educational tourism, providing accommodation services such as hotels, inns, and villas, as well as urban home and homestay rentals. These businesses cater to the needs of visitors and contribute to the development of the local economy. Tomasi et al., (2020) studied the effect of hotel accommodations on the growth of educational tourism, while (Kontogeorgopoulos et al., 2015) explored the potential of urban home rentals to attract more visitors to local communities.

Meal and drink providers are also an integral part of educational tourism. Local food and drink merchants, as well as hawkers, provide visitors with the opportunity to experience local cuisines and beverages. These SMEs are often run by local residents and contribute to the development of the local economy by creating job opportunities and generating revenue. Gao, (2012) studied the impact of meal and drink providers on local economic development, while Basri et al., (2022) explored the potential of hawker services in promoting educational tourism. Cultural organizations are another important type of SME in educational tourism, offering visitors a range of activities related to local cultural arts and performances, equestrian tours, and souvenir shops. These SMEs are run by local residents who have a deep understanding of their culture and traditions, and play an essential role in preserving and promoting local heritage. Anderson, (2015) studied the impact of cultural organizations on the growth of educational tourism, while Sigurðardóttir & Steinthorsson, (2018) and Arcana & Wiweka, (2016) explored the potential of equestrian tours and souvenir shops, respectively, in attracting more visitors to local communities. Lastly, transportation services, including local transport, car rentals, and local parking services, are also an important component of educational tourism. These SMEs provide visitors with convenient and accessible means of transportation, which in turn promotes the growth of the industry. Studies conducted by Ekasani et al., (2020) and Kala, (2018) have explored the impact of transportation services on the development of educational tourism.

The findings also suggest that EET can have significant positive impacts on rural communities, including economic growth, community empowerment, cultural preservation, and poverty reduction (Ghaderi & Henderson, 2012; Holden et al., 2011; Snyman, 2016; Tomasi et al., 2020, Abduh et al., 2018).). By promoting SMEs, stimulating the creative economy, involving local residents in the tourism industry, and fostering cultural exchange and understanding, EET can contribute to sustainable development and well-being of rural areas. However, it is important to ensure that the benefits of EET are distributed fairly and that local communities are actively involved in the decision-making process to ensure that the positive impacts are maximized and any potential negative impacts are mitigated. Implementing sustainable tourism practices, such as responsible tourism and community-based tourism (Stone & Stone, 2011), can help ensure that EET contributes to the well-being and empowerment of local communities in rural areas.

Camilleri, (2015, 2018) argues that financial support for SMEs, including grants, soft loans, equity financing, and tax incentives, is crucial for nurturing and promoting the growth of tourism enterprises. This is further supported by Turner et al., (2016), who emphasize the importance of providing financial support to SMEs operating in the tourism sector, including educational tourism, to foster economic growth.

In addition to financial support, government policies and infrastructure development are also identified as significant factors influencing the growth of educational tourism enterprises. Government policies, such as reducing bureaucratic red tape, simplifying licensing procedures, and offering incentives for investment, create a favorable regulatory environment for entrepreneurship in the tourism sector (Daniel & Faustin, 2019). Lam et al., (2011) highlight the importance of high-quality infrastructure, including well-maintained roads, airports, and public transportation systems, in facilitating tourist access to educational attractions and facilities. Furthermore, Table 2 provides a comprehensive overview of the different types of financial support available to SMEs, including grants, soft loans, equity financing, tax incentives, and business incubators, along with the providers and beneficiaries of each type. This table underscores the significant role that government agencies and other organizations play in providing financial support to SMEs, including those in the tourism sector, to promote entrepreneurship and economic growth.

Finally, the decrease in visits to English educational tourism areas can be attributed to various factors, including the COVID-19 pandemic, travel costs, safety concerns, changing travel preferences, shift to online learning, and environmental concerns. Addressing these challenges, including providing financial support, creating a favorable regulatory environment, and developing high-quality infrastructure, can contribute to the growth and sustainability of educational tourism enterprises, benefiting rural communities and promoting economic growth.

Conclusion

SMEs play a significant role in promoting educational tourism, with language schools and educational providers, hospitality industry, meal and drink providers, cultural organizations, and transportation services being important components of this initiative. Studies have shown that educational tourism can have positive impacts on rural communities, including economic growth, community empowerment, cultural preservation, and poverty reduction. However, it is crucial to ensure that the benefits of educational tourism are distributed fairly and that local communities are actively involved in the decision-making process to maximize positive impacts and mitigate potential negative impacts. Financial support in the form of grants, soft loans, equity financing, tax incentives, and business incubators, as well as favorable government policies and infrastructure development, are crucial for nurturing and promoting the growth of SMEs in educational tourism. Challenges such as the COVID-19 pandemic, travel costs, safety concerns, changing travel preferences, shift to online learning, and environmental concerns need to be addressed to ensure the growth and sustainability of educational tourism.

Declaration of conflicting interest

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

Funding acknowledgment

We would like to thank all the parties that have provided support to this study, including KEMENDIKBUDRISTEK, LP2M Universitas Negeri Makassar, Beasiswa Pendidikan Indonesia (BPI), and the Indonesia Endowment Funds for Education (LPDP).

References

Abduh, A., Rosmaladewi, R., & Basri, M. (2018). Internationalization awareness and commitment of Indonesian higher education. *The New Educational Review*, 51(1), 162-172.

- Abduh, A., & Rosmaladewi, R. (2017). Taking the Lextutor on-line tool to examine students' vocabulary level in business English students. *World Transactions on Engineering and Technology Education*, 15(03), 283-286.
- 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, 58–62. <https://doi.org/10.1016/j.tmp.2014.04.002>
- Alek, A & Nguyen, V.T. (2023). Verbal Phatic Expressions in EFL Student Teachers' Classroom Interaction. *Journal of Language Learning and Assessment*, 1 (1), 44-56.
- Anderson, W. (2015). Cultural tourism and poverty alleviation in rural Kilimanjaro, Tanzania. *Journal of Tourism and Cultural Change*, 13(3), 208–224. <https://doi.org/10.1080/14766825.2014.935387>
- Arcana, K. T. P., & Wiweka, K. (2016). Educational Tourism's Product Strategy at Batur Global Geopark, Kintamani-Bali. *The 12th Biennial Conference of Hospitality and Tourism Industry in Asia (ATF-16) Educational*, 310–316.
- Arcodia, C., Novais, M. A., Cavlek, N., & Humpe, A. (2020). Educational tourism and experiential learning: Students' perceptions of field trips. *Tourism Review*, 76(1), 241–254. <https://doi.org/10.1108/TR-05-2019-0155>
- Cardoso, L. M., Aeni, N., & Muthmainnah, M. (2023). Mobilizing Metacognitive Strategies Through Zoom for EFL Classrooms: An Innovative Practice Amidst Covid 19. *Journal of Language Learning and Assessment*, 1(1)19-25.
- Boccella, N., & Salerno, I. (2016). Creative Economy , Cultural Industries and Local Development. *Procedia - Social and Behavioral Sciences*, 223, 291–296. <https://doi.org/10.1016/j.sbspro.2016.05.370>
- Camilleri, M. A. (2015). *Responsible tourism that creates shared value among stakeholders. 8316*(October). <https://doi.org/10.1080/21568316.2015.1074100>
- Camilleri, M. A. (2018). Nurturing travel and tourism enterprises for economic growth and competitiveness. *Tourism and Hospitality Research*, 18(1), 123–127. <https://doi.org/10.1177/1467358415621947>
- Daniel, T., & Faustin, G. (2019). Effect of tax incentives on the growth of small and medium-sized enterprises (SMEs) in Rwanda: A case study of SMEs in Nyarugenge district. *Journal of Accounting and Taxation*, 11(5), 89–98. <https://doi.org/10.5897/jat2019.0339>
- Ekasani, K. A., Bhuanaputri, N. K. A. W., Yosephanny, P., & Alberta, F. J. (2020). The role of educational tourism for Indonesian development. *Journal of Business on Hospitality and Tourism*, 6(2), 170. <https://doi.org/10.22334/jbhost.v6i2.217>
- Galvan, J. L. (2017). *Writing Literature Reviews: a Guide for Students of the Social and Behavioral Sciences* (Sixth Edit). Routledge:Taylor & Francis Group. <https://doi.org/10.1016/j.wneu.2016.11.058>
- Gao, S. (2012). The biggest English corner in China: How the town of Yangshuo has become famous for educational tourism and English-language learning. *English Today*, 28(3), 34–39. <https://doi.org/10.1017/S0266078412000296>
- Ghaderi, Z., & Henderson, J. C. (2012). Sustainable rural tourism in Iran : A perspective from Hawraman Village. *TMP*, 2–3, 47–54. <https://doi.org/10.1016/j.tmp.2012.03.001>
- Grunwell, S., & Ha, I. "Steve." (2015). How to revitalize a small rural town? An empirical study of factors for success. University-community collaboration with a small historic rural tourism town. *Journal of Rural and Community Development*, 9(2), 32–50.
- Holden, A., Sonne, J., & Novelli, M. (2011). Tourism Planning & Development Tourism and

- Poverty Reduction : An Interpretation by the Poor of Elmina , Ghana. *Tourism Planning & Development*, 8(3), 317–334. <https://doi.org/10.1080/21568316.2011.591160>
- Kala, D. (2018). Barriers to local community participation in tourism development: Evidence from mountainous state Uttarakhand, India. *Tourism: An International Interdisciplinary Journal*, 66(3), 318–333.
- Kontogeorgopoulos, N., Churyen, A., & Duangsaeng, V. (2015). Homestay Tourism and the Commercialisation of the Rural Home in Thailand. *Asia Pacific Journal of Tourism Research*, 20(1), 29–50.
- Lam, J. M. S., Ariffin, A. A. M., & Ahmad, H. J. A. (2011). Edutourism: Exploring the push-pull factors in selecting a university. *International Journal of Business and Society*, 12(1), 63–78.
- Maga, A. A., & Nicolau, P. E. (2018). Conceptualizing educational tourism and the educational tourism potential (evidence from ASEAN countries). *Advances in Economics, Business and Management Research (AEBMR)*, 39, 343–348. <https://doi.org/10.2991/cssdre-18.2018.72>
- Mcgladdery, C. A., & Lubbe, B. A. (2017). Rethinking educational tourism: Proposing a new model and future directions. *Tourism Review*, 72(319–329). <https://doi.org/https://doi.org/10.1108/TR-03-2017-0055>
- Muresan, I. C., Oroian, C. F., Harun, R., Arion, F. H., Porutiu, A., Chiciudean, G. O., Todea, A., & Lile, R. (2016). Local residents' attitude toward sustainable rural tourism development. *Sustainability*, 8(100), 1–14. <https://doi.org/10.3390/su8010100>
- Poletaeva, O., Moroz, N., & Lazareva, O. (2022). Educational tourism as an engine in learning foreign languages. *Proceedings of the IX International Scientific and Practical Conference "Current Problems of Social and Labour Relations" (ISPC-CPSLR 2021)*, 646, 343–348. <https://doi.org/10.2991/assehr.k.220208.060>
- Richards, G. (2011). Creativity and tourism: The state of the art. *Annals of Tourism Research*, 38(4), 1225–1253. <https://doi.org/10.1016/j.annals.2011.07.008>
- Ritchie, B. W. (2003). *Aspects of tourism: Managing educational tourism*. Channel Biew Publications.
- Sangchumnonng, A. (2019). Development of a sustainable tourist destination based on the creative economy : A case study of Klong Kone Mangrove. *Kasetsart Journal of Social Sciences*, 40, 642–649.
- Sigurðardóttir, I., & Steinthorsson, R. S. (2018). Development of micro-clusters in tourism: A case of equestrian tourism in northwest Iceland. *Scandinavian Journal of Hospitality and Tourism*, 18(3), 261–277. <https://doi.org/10.1080/15022250.2018.1497286>
- Snyman, S. L. (2016). The role of tourism employment in poverty reduction and community perceptions of conservation and tourism in southern Africa. *Journal of Sustainable Tourism*, 20(3), 395–416. <https://doi.org/10.1080/09669582.2012.657202>
- Stone, L. S., & Stone, T. M. (2011). Community-based tourism enterprises : Challenges and prospects for community participation ; Khama Rhino Sanctuary Trust , Botswana. *Journal of Sustainable Tourism*, 19(1), 97–114. <https://doi.org/10.1080/09669582.2010.508527>
- Tomasi, S., Paviotti, G., & Cavicchi, A. (2020). Educational tourism and local development: The role of universities. *Sustainability*, 12, 6766. <https://doi.org/10.3390/su12176766>
- Turner, M., Sermcheep, S., Anantasirijkiat, S., & Srisangnam, P. (2016). Small and medium-sized enterprises in Thailand: government policy and economic development. *Asia Pacific Journal of Public Administration*, 38(4), 251–269. <https://doi.org/10.1080/23276665.2016.1256545>
- Wee, B. Van, & Banister, D. (2015). How to Write a Literature Review Paper? *Transport Reviews*, 36(2), 278–288. <https://doi.org/10.1080/01441647.2015.1065456>

Xiao, Y., & Watson, M. (2019). Guidance on conducting a systematic literature review. *Journal of Planning Education and Research*, 39(1), 93–112. <https://doi.org/10.1177/0739456X17723971>.