

**THE FACTORS AFFECTING PBI STUDENTS' DECISION TO  
PARTICIPATE IN EDU-TOUR**

**THESIS**

Submitted by

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**THE FACTORS AFFECTING PBI STUDENTS' DECISION TO PARTICIPATE IN EDU-TOUR**

Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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A R - R A N Banda Aceh, 26 November 2021

Saya yang membuat surat pernyataan,



Muhammad Farhan

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Banda Aceh, 26 November 2021

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## ABSTRACT

Name : Muhammad Farhan  
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Thesis : The Factors Affecting PBI Students' Decision to Participate in Edu-tour  
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Edu-tour is a program where participants take a part of touring to a certain place in a group with the aim of gaining experience directly related to the location visited, and more. However, the students have their own reasons that affecting their decision to participate in Edu-tour. Therefore, this research focus on investigating the factor that affecting the decision of students in participating in Edu-tour. Hence, this research aims to find out the factors encouraging PBI students' decision to participate in Edu-tour program, and to identify the benefits of participating in Edu-tour program. In this research, the researcher used purposive sampling technique. Therefore, the researcher only selected 10 participants from 2019 PBI Edu-Tour. As the result, gaining more experience seems to be the most influential factor and plays important role for students to participate Edu-tour since most of the respondents allude getting new experience either in the factors and the benefits. The researcher expects that by conducting this study, the awareness in participating Edu-tour can increase since it has many benefits. Edu-tour program is a good potential program for English Teaching Department because it can established the relationship between universities.

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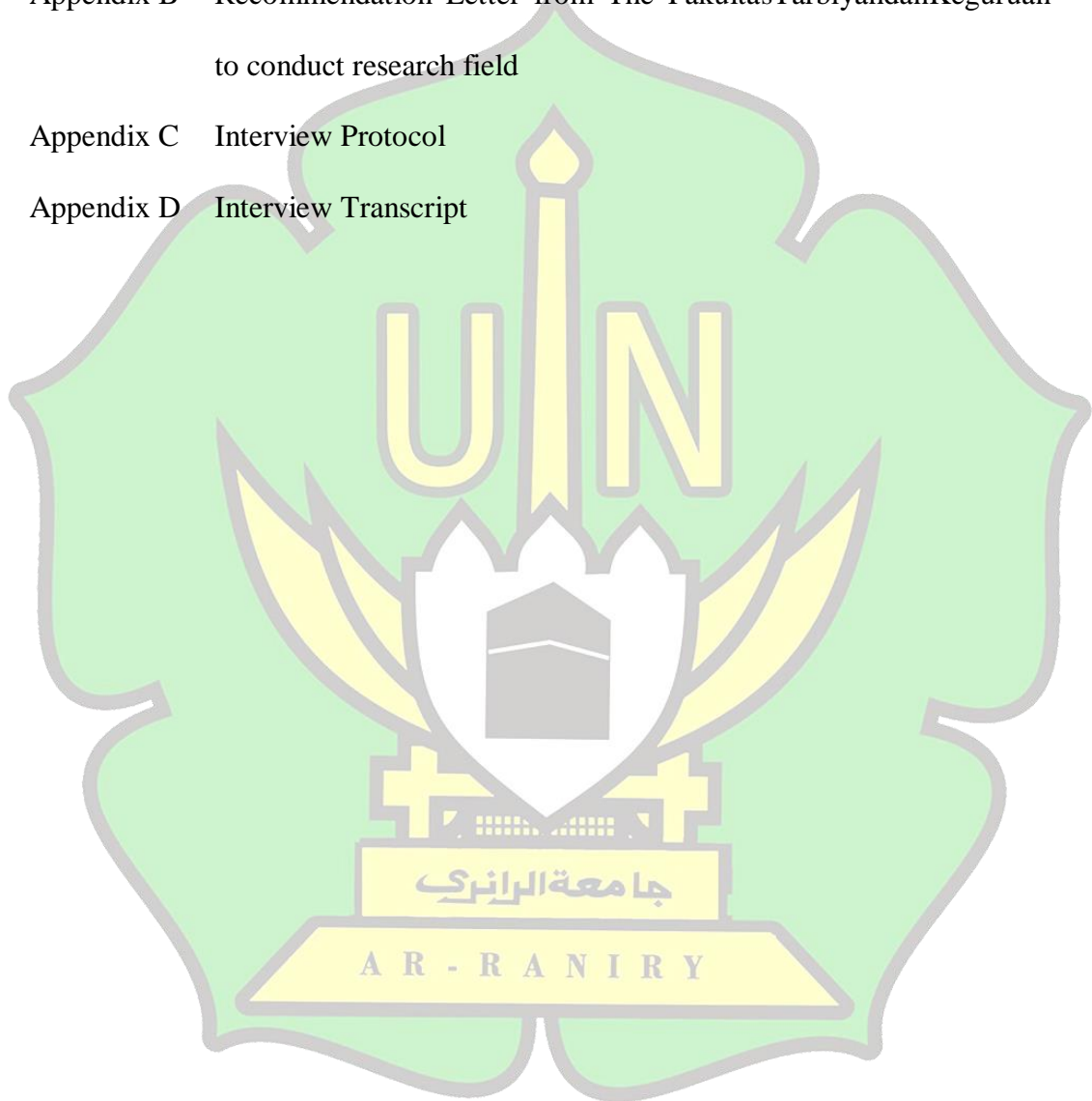
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# CHAPTER I

## INTRODUCTON

In this chapter present the introduction of the research paper. It is divided into several parts namely background, research questions, the aims of study, the significance of the study, and terminology.

### A. Background of Study

One of the factors that make a university have grade A is having relationship between national and international campus. English Education Department of Ar-Raniry Islamic University has a program called Edu-Tour. This program has been running for two years. The aim of the program is to have a relationship between national and international university. With this program, the students who participate in the student exchange program to study in foreign university or vice versa, will be facilitated with transfer credit system which can be converted with the examination results in their own university.

Edu-Tour opens up a student's mind to explore and experience more on international a student's life, international culture, and international background of study. Educational tourism is seen as an approach of learning and gaining knowledge (Yousif&Salindo, 2018). This is one of the campus policies to improve student's ability not only in study, but also the skill of adaptability and communication. By joining Edu-Tour, students have opportunities to perform globally by promoting their own campus and cultural values. Students also have a chance to discuss with international students from other campuses and exchange

views on many aspects that provide clear vision on the students of the real world. Moreover, the students will get to know more about the campus they visited that will boost them to consider studying in that campus for Master or Doctoral degree.

According to Bodger (1998), Edu-Tourism is a program where participants take a tour of a certain place in a group with the aim of gaining experience directly related to the location visited, and more. Edu-tour program can be in the form of eco-tourism, heritage tourism, farm tourism, community tourism, and student exchanges. Educational tourism is seen as an approach of learning and gaining knowledge. It is referred to any type of educational program in which travellers move to another location mainly for the purpose of gaining a learning experience in that location.

Basically, many students are eager to study abroad because it will give them a lifetime treasure they will never find in their own country, namely the culture, the society, the education system, and the expensive personal experience they will collect during their days abroad. However, not all of the students who participate in the Edu-tour Program have the same objectives. Therefore, researchers wanted to investigate the factors affecting university students to participate in the Edu-tour. Students also have their own reasons in deciding to participate in Edu-Tour. Decision making is a process of choosing alternatives conducted by a certain people in an organization (Sola, 2018). Student's decision means that the students make their own judgment, perspectives and policy to involve in the program. The factors that affecting the decision making in joining

Edu-Tour program among students improve better cooperation and relations between local campus and the international campus.

Another similar research was conducted by Hutchins (1996) to investigate the impact of international education study tours abroad on American students. The inquiry focuses on how the overseas education program gives impact on international, global, and intercultural perspectives of the student, and whether the professional growth and personal development of the participants reflects these changes.

Another similar research was also conducted by Laguador(2014) to determine the effectiveness of educational tours on the learning experience of the students is an utmost importance. This study contributed to the school curriculum as the school received positive response from the participants of the Edu-tour and also from the international school/university. It may increase the participants joining the next Edu-tour from the campus and widen the educational relation between local and international campus.

The student who has experienced in participating Edu-tour is more likely to have a better personal development and enhance global networking which will be needed in future carrier. Therefore, this research focuses on the factors that affect the PBI students' decision to participate in Edu-Tour.

## **B. Research Questions**

Based on the background study above the writer formulated two research questions:

1. What are the factors encouraging PBI students decision to participate in Edu-tour program?
2. What are the benefits of participating in Edu-tour program?

## **C. Research Aims**

The aims of this research are:

1. To find out the factors encouraging PBI students decision to participate in Edu-tour program.
2. To identify the benefits of participating in Edu-tour program

## **D. Significance of Study**

The researcher expects to give clear information on factors that affect students' decision to participate in Edu-tour as it will enrich students' knowledge about the concept of Edu-tour and its benefits. Meanwhile, for the English teaching department, it will help increasing the accreditation grade of major which is crucial for the faculty and the campus.

## **E. Terminology**

To avoid misunderstanding of the readers, the writer would like to clarify the terms as in the following:

### **1. *Decision Making***

According to the Convention on the Rights of the Child, students have a basic right to participate in deciding on issues that affect them. From their early age, students denied the opportunity to participate actively in making decisions (Mati, 2016).

### **2. *Edu-Tour***

According to Kennedy (2014), one of the significant parts during an educational tour is that the students are enjoying the tour while learning something new at the same time. Taking students to a place they have never been before is a convenient occasion for them to have the chance to go in an adventure with their friends and contribute their knowledge to the places they are going with each other. These bustles allow them to be united with their peers and it will make them relish at the same time.

Edu-tour is an academic activity. Usually, the participations are college student or knowledgeable human beings. In this research Edu-tour is the program between universities for student to visit some universities and destination in other country, like PBI student have done before they visit to Brunei and Malaysia. They follow study tour to Sultan Syarif Ali Islamic University, Kolej University Ugama Seri Begawan, University Brunei Darussalam, and Islamic University Antara Bangsa Malaysia. So, the student know how the international life. They have the interaction with international student.



## CHAPTER II

### LITERATURE REVIEW

In this chapter, the researcher attempts to explain the theoretical foundation that includes definitions of perception, student decision, and Edu-tour.

#### **A. Decision Making**

In general, decision-making is an alternative selection process carried out by certain people in an organization. Accurate decisions can solve or answer problems, needs, and boost the creativity of decision-makers. The decision-maker must follow every step of the decision-making itself. In general, there are many stages in decision making, starting from the clarity of the problem, developing alternatives, assessing alternatives by determining specific criteria, selecting the best alternative to make decisions, implementing them, and controlling their implementation, especially the decisions taken. Irregular, infrequent, and special judgment, intuition, and creativity are keys to successful and effective decision-making (Sola, 2018).

Interest is one of the internal factors in decision-making. Interest is the desire of somebody toward something as influenced by the environment where they live. Student interest can be seen in what the individual likes to do, watch, listen to, and read, as the individual gains specific satisfaction or pleasure from the activity they put a desire in. But, an individual's interest can also decrease when they do not gain satisfaction or pleasure from what they did. Here are some definitions of interest according to experts.

Winkel (1983) states that interest is a stable trend in the subject, interest is a certain case, and pleasant to involve in that case. He adds that positive judging would build a sense of satisfaction, happiness, and sympathy while negative feeling builds the sense of laziness, unpleasantness, hateful and afraid. Moreover, Sabri (1998) said that interest is a tendency toward something to be frequently notified and recalled gaudily. Interest is closely relative to feel, mainly a pleasure. Therefore, interest would be happening because of pleasure toward something.

People must be able to gather knowledge and generate alternate options when it comes to making alternative decisions. Individuals must be able to evaluate the benefits and risks of a decision, see the impact of decisions that will be implemented, and make judgments based on numerous accessible alternatives when it comes to risks and consequences. Aspects of making decisions include the ability to plan decision execution and commit to previously made decisions. People must be able to assess the outcomes of previous decisions, evaluate the impacts of executing the resolution, and plan future choices after making a decision. In the disruption era, every worker must have the power to make decisions. Before graduating from college, students who are enrolled in institutions should prepare themselves by honing their decision-making abilities. As part of the education 4.0 preparation, it is critical to research on university students' decision-making abilities. The goal of this research was to determine pupils' decision-making ability as a sign of their preparation to enter the disruptive age (Astuti, Lestari, & Bhakti, 2019).

This kind of study was also conducted by other researchers. Student decision-making about tertiary education choices has attracted a great deal more research attention in the last two decades (Linda, 2005). This study shows that the ideology of student choice does not enable non-traditional students to capture the necessary information to make good decisions. Some studies show that decision-making is not the rational, linear process it is proclaimed to be (Tyler, 1998).

From the discussion above, it can be concluded that interest is a motivation that encourages someone to do something they want. In addition, interest is also a mental device consisting such as feelings, hopes, convictions, and afraid. Therefore, interest is something that makes someone excited and curious about a situation or object.

#### **B. Edu-Tour**

The term "study tour" refers to a type of educational tourism. A study tour is an activity that tries to learn about tourist destinations on the spot, including culture, historical sites, and so on. In general, study trips are helpful educational tools for changing the learning experience outside of the classroom (Goh, 2011). The study trip activity's goal is to promote student learning and practical understanding of actualization in the targeted destination. Study tours enhance schools or campuses by providing important experiences in addition to improving student learning. Students benefit from study tours in a variety of ways. This exercise can provide sources that can be used to supplement factual knowledge. In addition, study trips can provide experiences outside of the classroom through items, places, circumstances, and human interactions.

Edu-tourism also is an economic activity that attaches great interest in many countries. It is knowledge-intensive, high value-added, and offers long-term socio-economic benefits. All economies, however simple, are based on knowledge. Knowledge plays an important role in the economy of any country. The knowledge economy is an economy in which knowledge is the foundation resource (Houghton&Sheehan, 2000). The emergence of the knowledge economy has significantly influenced the internal benefits of higher education globally. The popularity and prominence of higher education in providing quality human capital capable of contributing to the world economy is on the increase with Edu-tourism providing the platform for knowledge transfer(Ojo &Yusofu, 2013).

Educational tourism is defined as a type of short-term tourism in which education seekers (often students) and education providers are important players to impart knowledge, learning, and education using a variety of educational tools. According to its objective, means, types, and processes, educational tourism is also known as self-actualization experience, professional development, educational trips, seminar holidays, skills enhancement, educational cruises, foreign internships, and so on. Italso benefits all participants on various levels; it increases a country's social and economic capital, empowers learners and knowledge seekers, and raises the degree of education and knowledge base for them as well as for local and worldwide communities. Furthermore, educational tourism motivates educational institutions and society to improve their educational systems, hence improving learning quality and increasing demand for international tourism (Yousif&Salindo, 2018).

The educational tour plays an important role in education because it provides the students with direct experience that has relation to the syllabus and theories being discussed in their fields of study. It also answers to the principle of learning by doing where students could able to experience and perform some tasks as part of the Outcomes-based education (An, 2014).

The index in this information shows that there is rising knowledge intensity in the world economic system with educational institutions producing the knowledge while Edu-tourism is acting as an agent of knowledge transfer and distribution. Thus, affirming the link between education, tourism, and the economy. Cant (2004) Emphasis the need for people to develop some key global skills, knowledge, and the right attitude which are necessary to keep them prepared, productive, innovative, and competitive in the contemporary global business environment. It needs has increased international students' search for a better quality of higher education around the world (Enders, as cited in Teichler, 2004) Edu-tourism services providers and marketers need to be more aware of the underlying factors been considered by these scholars while choosing university of study. Thus, it becomes a sustainable approach for them to survive the current Edu-tourism competitive market (Ojo&Yusofu, 2013).

A tourism activity that provides a new learning experience that combines education with tourism is called Edu-tourism. Edu-tourism objects consist of ecotourism, cultural heritage, tourism of village/ farming, and student exchange among educational institutions. Geography literacy is knowledge of geography ability to make a decision based on space. This article aims to describe a process

of man to decide on some types of a tourism destination that could give learning experience from the visited tourism objects. The method used is descriptive qualitative with documentation study techniques from relevant references. This research results in the sample of destination options, from nature to cultural tourism that will increase the insight based on geographic literacy(Siti Hasanah, 2019).

Today's tourist sector includes educational tourism. Tourist program education can be a technique to increase tourism development on a national level (Samah, 2013). One type of educational tourism is a study tour. A study tour is an activity aimed at learning about tourist sites on the spot. This exercise was carried out for pupils to obtain direct experience of the scenario in a tourist attraction. It is done to avoid bringing every incident into the classroom to be observed and studied (Mahika, 2011).

Educational tourism is one of the items that has been steadily growing in the global tourism sector. Educational tourism offers an experience to visitors of all ages and backgrounds. Tourism programs are typically structured around travel to a destination such as an amenity forest, national park, island, or forest reserve, to have fun while learning about various topics. For example in Malaysia, educational tourism programs have been identified as one of the methods for enhancing the country's tourism development. In 2001, the Ministry of Culture, Arts and Tourism collaborated with the Ministry of Education to promote tourism education (Hamzah, 2004).

Study abroad programs differ in terms of duration, goals, and time of year. Each of these features has a direct impact on the program's cost. For instance, housing and other living expenses become increasingly expensive as the program lengthens. The higher the expense, the more ambitious the program's travel itineraries, tours, and other objectives are. Then, in terms of plane fares and lodgings, programs offered during conventional tourist seasons are likely to be significantly more expensive than those offered during off-peak months. In times of limited resources, it is therefore vital to strike a balance between the ideal and the practical to build and offer a curriculum that would achieve the educational objectives of the program while also meeting the budgetary limits that students face (Evans, Finch, Toncar, and Reid, 2008).

In tourist education, study tours are instructional instruments that are used to change the learning experience outside of the classroom in general (Goh, 2011). The goal of the study tour is to improve student learning and practical understanding of current events in the destination. Study trips provide schools with important experience, particularly in the field of tourist education, in addition to increasing student learning (Port, 1997). Students benefit from study tours in a variety of ways. This exercise can provide sources that can be used to supplement factual knowledge. Study tours can also provide experiences through objects, places, circumstances, and human relationships that are not available in the classroom. In addition, this exercise also can educate kids on various sectors of employment or vocations that they can pursue based on their interests, as well as provide a relaxing environment during the sometimes tedious classroom routine.

The Edu-Tour of PBI is an educational tourism program that combines tourism with learning. In this program, participants will be invited to see the beauty of the Brunei Darussalam while experiencing life as students in the country. It is can open the eyes and insight of students majoring in English education for generations to come and gain international experience.

The Edu-Tour PBI program can be open the participants' knowledge about the Brunei Darussalam by inviting participants to experience directly being Indonesian students who are studying in Brunei Darussalam. In the same line, students also gain experience interacting with international and Indonesian students who are studying in Brunei Darussalam. In addition, this program also aims to collaborate with several campuses in Brunei Darussalam to UIN Ar-Raniry Banda Aceh, for example, the Sultan Sharif Ali Islamic University campus and the College University College of U gama Seri Begawan.

### **C. Factors PBI Students' Decision to Participate in Edu-tour**

According to studies, a number of factors influence international students' decision to study in a certain country. 'Push' and 'pull' variables have been found as influencing foreign students' decision to study abroad (Mazzarol&Soutar, as cited in McMahan, 1992). There are some factors affecting PBI students' decision to participate in Edu-tour:



### 1) Push and Pull Factor

McMachon (1992) explored the expanded era of international education in the 1960s and 1970s by looking at the movement of students from eighteen poornations to the world, and specifically to the United States, which might be explained by "push" and "pull" forces. In relevant study, a number of 'push' and 'pull' elements have been found. 1) a lack of access to local higher education, 2) perceptions of higher quality in overseas higher education, and 3) the availability of technology-based programs are all examples of 'push' causes. On the other hand, 'pull' factors include: 1) the language's commonality and the opportunity to improve a second language (English), 2) the host country's geographic proximity, 3) the institution's reputation for quality, 4) the range of available programs/courses and promotion and marketing efforts, and 5) the qualifications and credentials of the staff (Lists compiled from Bodycott et al, 2009).

### 2) Knowledge and Awareness of Study Destination

Mazzarol and Soutar (2002) found six additional criteria that influence the choice of a host country: 1) familiarity with the host nation, 2) personal recommendations, 3) financial concerns, 4) environmental concerns, 5) physical proximity, and 6) social ties. Maringe (2006) emphasizes the costs of living, as well as the availability of part-time work for potential students. Part-time work in working is one of the ways they can fund their HE overseas (Mazzarol & Soutar, 2002).

International students are more influenced by the following factors when choosing an institute, according to Soutar (2002): an institution's reputation for

quality; its links or alliances with other institutions familiar to the students; high-quality staff; alumni base; and the number of students enrolled at the institution and the recognition of students' qualifications. Overseas reputation of UK higher education is a factor that influences international students' decisions to study in the UK (Maringe & Carter 2007). Furthermore, according to Bodycott (2009), students examine amenities and accommodations, as well as the availability of scholarships, while making their decisions.

### 3) Availability of Course/Programme

When it comes to make a decision of studying, the availability of a chosen subject is the most crucial factor for students. When deciding between many colleges that provide a similar program, however, the prices of attending university are the most important factor to consider. According to Maringe (2006) findings imply that the three most important reasons foreign students choose courses and fields of study are no longer linked to intrinsic motivations of interest and passion for the subjects of study. They are no longer passive customers, as they have evolved to prioritize higher education as a career investment (Maringe, 2006).

When it comes to choosing a university overseas, students must consider 'value for money' (Petruzzellis & Romanazzi, 2010). According to Chen (2007) investigation, students' motivation and qualities are the most important elements that impact their decision to pursue higher education abroad, particularly in order to obtain personal happiness for their future profession. Students are 'buying' the benefits that a degree can give in terms of job, status, and lifestyle, according to

Binsardi and Ekwulugo (2003). In other words, the potential of a successful job is critical (Chen & Zimitat et al., 2009).

#### 4) Influences from Students' Network

Family members, relatives, friends, and teachers all have an impact on a student's decision to pursue higher education. Personal recommendations or word-of-mouth referrals from prior alumni, according to Mazzarol and Soutar (2002), are major impacts. Even though students make the final decision to study abroad, their family members, relatives, and friends have a tremendous influence on them by providing information and suggestions (Mazzarol & Soutar, 2002). According to Pimpa (2003), the influence of family on Thai students varies depending on the amount of education they intend to pursue. While the majority of the research focused on the two categories of "recommendation" and "financial support," Pimpa (2003) increased this to five, including finance, information, expectations, competition, and persuasion. The main influences on Thai students were financial and aspirations. Furthermore, Mazzarol and Soutar (2002) found that parental influence on undergraduate students' choice of study destination is considerable, particularly among Indonesian and Taiwanese students.

#### 5) Students' Motivation in Studying Abroad

According to Ivy (2010), students' motivation to attend university differs based on their ethnic background. Students from Asia, Pakistan, and Africa, for example, are heavily impacted by their families when deciding where to pursue higher education. Afro-Caribbean students' motivation, on the other hand, is more strongly linked to their job, whereas Asian Indian students' motivation is more

strongly linked to social factors. Academic performance, ethnic group, gender, family engagement, and financial restraints are only a few of the personal elements that influence a student's decision (Ivy, 2010). China's one-child policy and Confucian background have the potential to have a substantial impact on their child's decision to pursue higher education abroad (Bodycott, 2009). Chinese parents wanted the best for their only child HE in the United States, knowing that it would give long-term social and economic benefits (Bodycott, 2009). According to Lee and Morrish (2011), HE marketers should target Chinese students and parents in a variety of methods. For example, HE institutes should emphasize to Chinese parents the institution's ability to provide the best for their children, while also emphasizing the institution's ability to aid Chinese students in obtaining a degree that reflects their best qualities as filial children.

From the discussion above, it can be concluded that the students' motivation in studying abroad which are, study at a university with a strong international reputation, improve your language skills, experience life in a different culture, and start building an international professional network. In addition, factor analysis shows that it consistently measures four dimensions that impact a student's decision to study abroad. These are (1) world enlightenment (that is, learning about the world), (2) personal growth, (3) career development, and (4) entertainment (Anderson, Hubbar, & Lawton, 2015).

#### 6) Attractiveness of HE Abroad from a Cultural Perspective

A cultural viewpoint has been used in certain study to better understand the aspects that influence how institutions should promote themselves to students.

Chinese students are pushed to study abroad higher-quality education and a desire to improve their foreign language skills, according to Counsell (2011). For example, the students choose to study in the United Kingdom. The reasons behind this include that UK degrees are thought to have more career worth than Chinese degrees, and that living and working in another country would enhance their future career. Chen and Zimitat (2006) believes attitudes or views of the HE in the study destination influence Taiwanese students' intentions to study in Australia, whereas family and peers influence Taiwanese students' ambitions to study in the US. The major reasons for choosing to study in Australia and the United States, they conclude, are to increase English fluency and skills, gain a better knowledge of western society, and boost career prospects (Chen & Zimitat, 2006). New Zealand, on the other hand, draws to Chinese students because of its low levels of corruption and high degree of honesty and justice (Chung, Holdsworth, Li, & Fam, 2009).

In conclusion, study abroad has many benefits. First benefits are gain great growth experiences. Students gain and learn new things while in abroad about their lifestyle and social. Second, provides the opportunity to travel around the surrounding. They can learn more as the students travel around to gain more info about the foreign country and others. Then, develops students personal skills by adapt the situation and slowly to cope with the social life in foreign country. Studying abroad also make students can interact with people from various cultural and linguistic backgrounds. In addition, by living and studying abroad, it has an impact on analytical and problem solving abilities. Therefore, the ability to

analyze and solve these problems are two important things to survive in the students career. Finally, study abroad enhances employment opportunities that are by the value of education and reputed institutions to broaden the chances to get a good job.

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#### **D. Previous Studies**

To conduct different research based on the study from the previous research, the following are several studies discussing overseas study tour including:

First, Juniarta, Antara, and Suardana (2018) conducted research entitled Motivational Factors for Students of SMK Negeri 4 Denpasar to participate in a

Study Tour to Java Island from Udayana University. Using confirmatory factor analysis, the results shows that the level of students' motivation in participating in a study tour is high. According them, here are four main factors that encourage the student in participating in a study tour; namely physical, cultural, social, and fantasy motivation. The cultural motivation factor turns out to be the dominant factor that influenced the student to take part in the study tour. Based on the analysis, all the variable can explain four factors which motivate students of SMK 4 Denpasar to take part in the study tour to Java.

Second, a research entitled Student Perceptions of and Preferences for a Short Overseas Study Tour was conducted by Evans, Finch, Toncar, and Reid (2008). This research mainly focuses on investigating students' perceptions of and preference for, different aspects of a short study tour. Results suggest that the students involved in this research, plays as the most important criteria, followed by the place or countries in which the tour will take place. Students aware the value of short study tours, and seem prepared to pay a reasonable price for the appropriate experience. The paper concludes with a discussion of the value of study tours to develop versus emerging market countries.

Third, a research conducted by Bretag and Veen(2016) on the title 'Pushing the boundaries': participant motivation and self-reported benefits of short-term international study tours. To ensure adequate representation of men and women, students of all class ranks (freshman, sophomore, etc.) and majors in the college of business, a quota sample was utilized in this study. Therefore, the writers found that the students' key motivations revolved around the allure of a

challenge, the desire to complete coursework quickly, experience cultural immersion, expand their networks, develop their 'soft' skills and to set themselves apart from other graduates in the future. The main self-reported benefits of the study tours centered on increased confidence from 'pushing the boundaries', enhanced intercultural understanding, improved interpersonal skills and the perception that career goals, particularly in relation to working overseas, had been clarified.

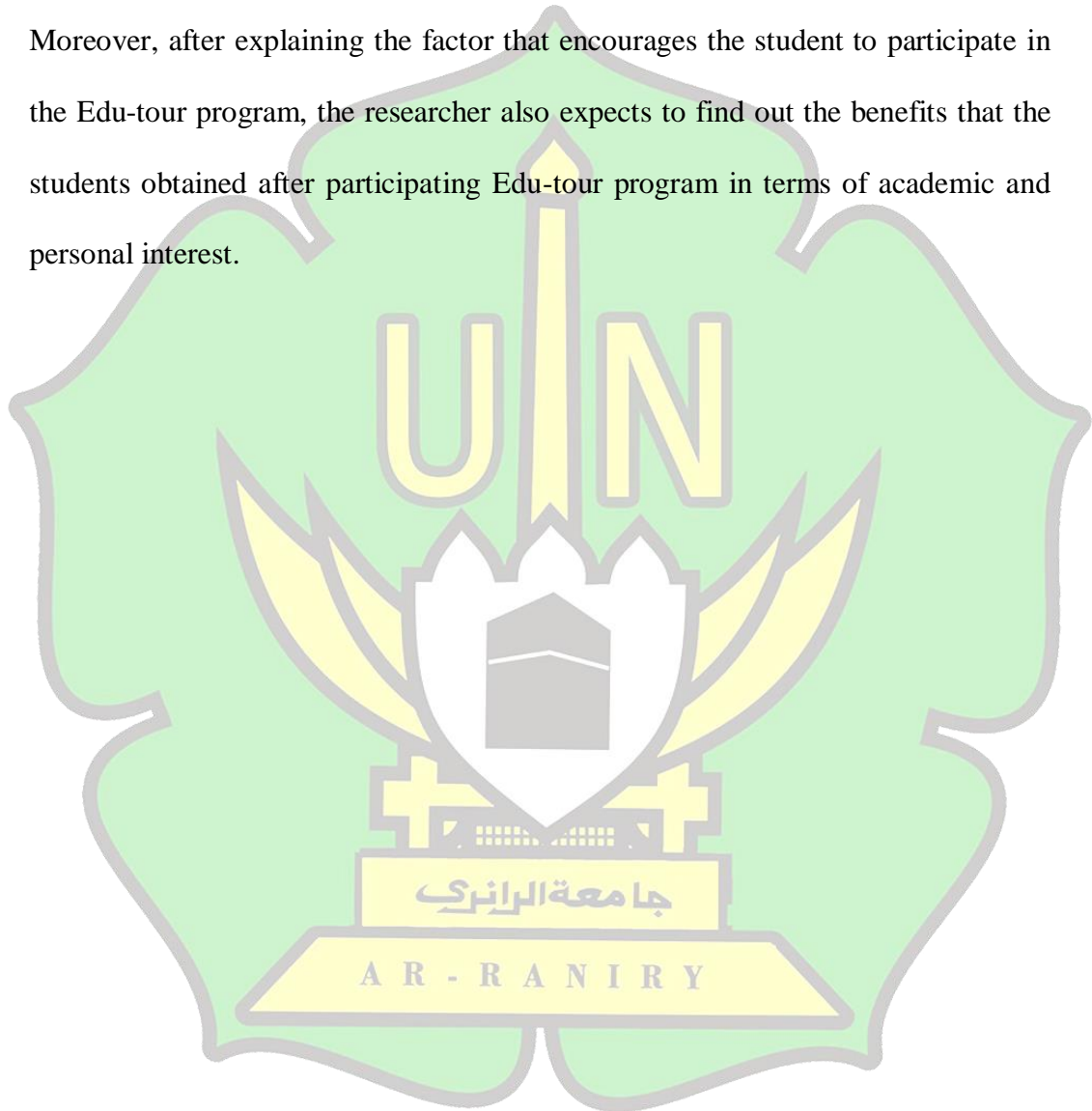
According to the studies above, it was shown that there are several factors that influence students' desire to take the Edu-tour program, one of which is the Besides, participating in the Edu-tour program, helps students. In relation to the above-mentioned research, the writer would like to examine whether some ideas mentioned above are in line to this research

The studies were mentioned above have a correlation with this study since they also focus on the participating in Edu-tour by the students. Of all the three studies mentioned above also allude the motivation and benefits that the students obtained by participating in Edu-tour. Therefore, those studies in line with this study since this study also focuses on those aspects. However, the writer in this study adds the aspect of decision-making by the students in deciding to participate in this study. Therefore, the factor that analyzed by the writer was not about the participation, however the decision to participate which happened pre-participation.

The writer also points out the lack of studies about Edu-tour participation in his region, which is in Aceh, Indonesia. By conducting this research, the writer



expects that the reader know more about educational programme in education institution in Aceh. It is also expected that the educational stakeholder in his area more aware about the willingness of Aceh's students to participate in this kind of programme so that they can give the opportunities for local students in Aceh. Moreover, after explaining the factor that encourages the student to participate in the Edu-tour program, the researcher also expects to find out the benefits that the students obtained after participating Edu-tour program in terms of academic and personal interest.



## CHAPTER III

### RESEARCH METHODOLOGY

This chapter discusses the research methodology which deals with research design, research participant, technique of data collection, technique of data analysis and brief description about research location.

#### **A. Research Design**

In this research, qualitative approach is used. Creswell (2008) stated that qualitative research is about immersing oneself in a scene and trying to make sense of it whether at a company meeting, in a community festival, or during an interview. Qualitative researchers purposefully investigate and make note of small clues in order to decide how to behave, as well as to make sense of the context and build larger knowledge claims about the phenomenon. Writer would like to investigate the factors that influence the PBI students to be participating in Edu-tour held by campus.

#### **B. Population and Sample**

##### **1. Population**

The population is a generalization area that consists of objects or subjects which become certain quantities and characteristics determined by researcher to be studied and can produce conclusions (Shukla, 2020). In other words, population is a set of all the units which possess variable characteristic under study and for which findings of research can be generalized. The population of this study was PBI students from UIN Ar-Raniry.

## 2. *Sample*

According to Cresswell (2008) “A sample is a sub group of the target population that the researcher plans to study for generalizing about the target population. It can be concluded that sample is the representative of population”.

One of the most important steps in the research process is the selection of the sample that will be interviewed. In this research, the researcher used purposive sampling technique. Purposive sampling is a technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources. This involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest (Lawrence in Cresswell & Clark, 2017). Hence, the researcher create the criteria for the participants of this study. There are two main criterias in choosing the sample for this study, which are for those who had participated in 2019 PBI Edu-tour and have GPA more than 3.25. Therefore, based on those criterias, the researcher selected 10 participants out of 25 who have participated in PBI Edu-tour 2019. The participants of this study were 1 male and 9 female. There were only 1 male participants in this study since the 2019 PBI Edu-tour program only had 1 male participants.

### **C. Technique of Data Collection**

The technique of data collection is a process of collecting information from all the relevant sources to find answers to the research problem. The technique of data collection applied in the research was interview.

Interview is an excellent way for writer to learn and gain more information on the research data. The researcher used semi-structured interview. According to Doryei (2007), semi-structured interview is a type of interview in which the interviewer prepared to be interviewed. The guiding questions and format of the questions is open-ended questions. The researcher had seven questions in each interview list have been asked to 10 students whom participated in PBI Edu-tour program to grasp their perceptions about their factor to join the Edu-tour program. The aim of this interview is to gain deeper information from the students about their effort and goal to participate in Edu-Tour program.

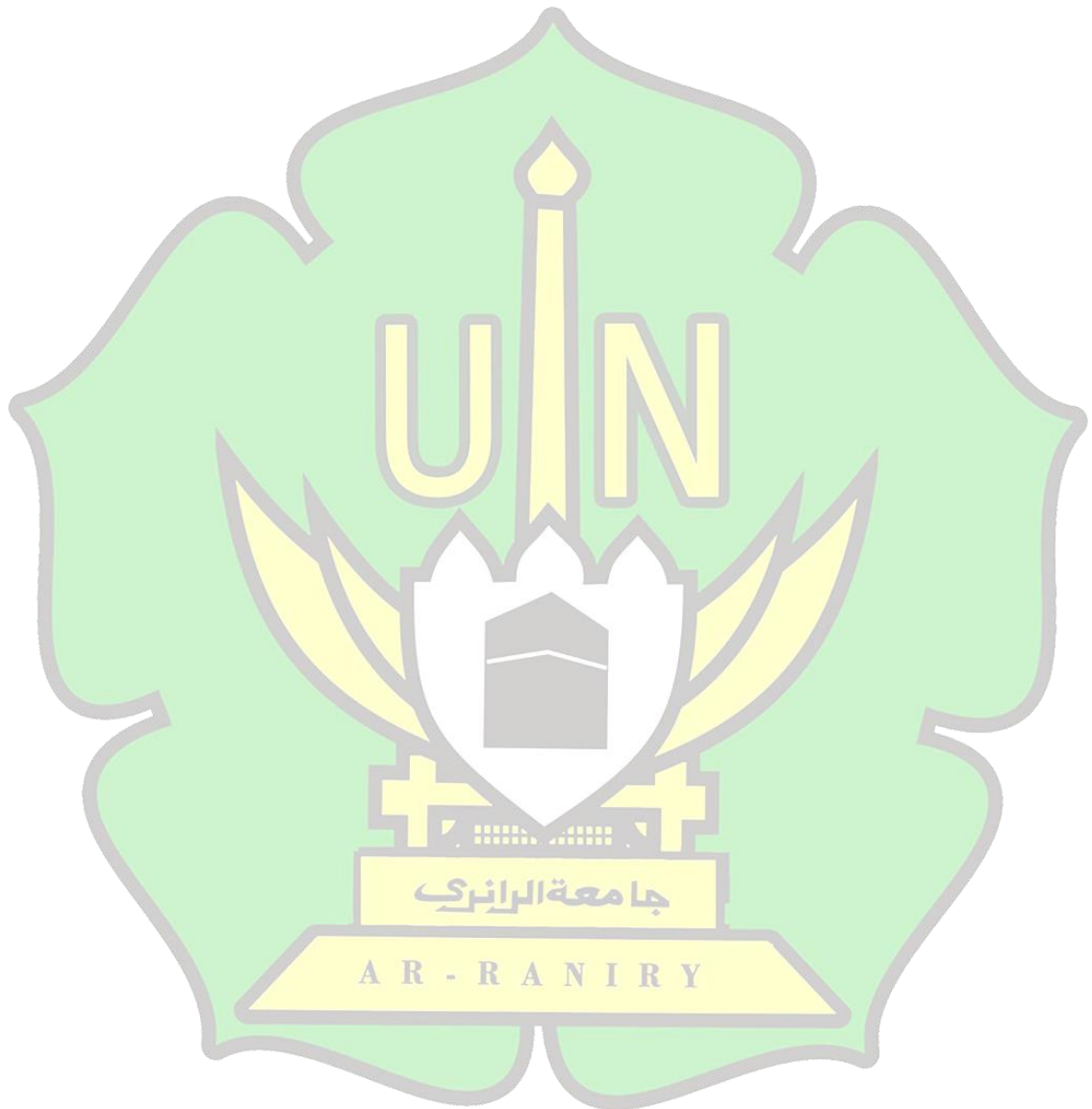
#### **D. Technique of Data Analysis**

Data Analysis is the systematic process done to help the researcher to build their own understanding towards the materials, the interview transcript, field notes, and other instrument (Kawulich, 2004). The data analysis aimed to describe all the findings related to feedback applied in the Edu-Tour program. In analyzing the data, the researcher did several steps as follows:

- a. First, the researcher recorded the participant's interview by audio recorder.
- b. Second, the items in the interview sheet were described in to transcript.
- c. Next, the transcripts of the interview ways analyze by using thematic analysis and describe descriptively.

The data analysis aimed to describe all the findings related to feedback applied in the Edu-Tour program. According to Patton (1987), there are three things occurs during analysis; data should be organized, data should be reduced

through summarization and categorization, and patterns and themes in the data should be identified and linked.



## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter is designed to explain the results of data interview analysis. This study is intended to find out the factors that encouraging PBI students decision to participate in Edu-tour program, and to identify the benefits of participating in Edu-tour program.

#### **A. Research Finding**

In conducting this study, there were ten participants involved that match with the purpose and criteria of this study. The participants were chosen 10 participants out of 25 as the students who had participated in PBI Edu-Tour in 2019. As mentioned in the previous chapter, the data was collected by doing an interview. The interview section was done on 19<sup>th</sup> October 2021. The duration of the interview was approximately about 7 minutes with 7 main questions together with few follow-up questions that appeared in the middle of interview section. Afterward, the results were transcribed and coded using open coding analytic process. The participants were mentioned as follow:

Table 1.

*List of initial participant*

No	Participant initial	Gender	Intake year
1	MJ	Female	2016
2	RK	Female	2016
3	CD	Female	2017
4	FM	Female	2016
5	SF	Female	2017
6	SM	Female	2017
7	OS	Female	2016
8	YL	Female	2016
9	ZN	Female	2017
10	RO	Male	2015

The researcher analyzed the data based on the research questions; (1) What are the factors encouraging PBI students decision to participate in Edu-tour program and; (2)What are the benefits of participating in Edu-tour program It was specified as follows;

**1. Factors that Encouraging PBI Students to Participate in Edu-tour Program**

**a) Expectation for GettingNewExperience**

Some students expect to have a great experience by joining Edu-tour program, because through this programs student can experience something new. There are 4 out of 10 students assumed by joining this program,they could broaden their experience.

MJ argued that:

*“Because I want to experience something different about other campus like how was their campus situation or how was their curriculum education, and what kind of method the lecturer use to teach the student and how was their library, how many books they collect in the library, and many others.”*

Furthermore, KH admitted that:

*“My motivation to join Edu-tour program is because I want to getexperience there and I want to know about good university in the differences between our college and there college.”*

CD also stated that:

*“I want to learn more from external environment. I believe that my newexperience will be my great lesson, especially if it is in overseas. We as English students can practice our skill with people there.”*



SM explained that:

*“I wanted to feel new experiences, new people, new face, environment, etc. Then, I wanted to open my mind through this Edu-tour”*

Based on the explanations of the interview as stated above, most students said that they gained a lot of experiences from this program. They could visit some campus like SulthanSyarif Ali University, Kolej University Ugama Seri Begawan, and University Brunei Darussalam. They also visited some other destinations, such as museum, and Indonesian embassy in Brunei. It was good policy for the student, if the program continues every year.

#### **b) Opportunity**

Joining Edu-Tour program can be a chance for student to get an opportunity in experiencing the new culture and meeting with different people from another country. Moreover, joining Edu-tour can broaden their insight about the education system and improving cultural understanding of a country. Based on the interview that had been conducted, there were 4 of 10 students argued that joining Edu-tour program could give a lot of opportunities for student in different fields.

FM argued that:

*“Actually I join the program at the last day before the program registration close, and then when I heard about the program from my friends I just really want to join. This opportunity to talk in reality with the student abroad.”*

Furthermore, OS admitted that:

*“In joining in this Edu-tour program I got a lot of benefits for me, like I got a new friends from overseas, I know about other country culture like Malaysia and Brunei, I have chance going to castle in Brunei Darussalam, and I have a chance to know the scholarship information that they have in their university in Brunei Darussalam and Malaysia, I had provided scholarship so by joining this Edu-tour I already know how to enroll for the scholarship.”*

MJ also stated that:

*“Because I have never go to different country, so I think go to Brunei be chance for me go to overseas”*

ZN stated that:

*“Edu-tour generally eye-opening and action-packed, offering opportunities to meet and mingle with colleagues from other countries, along the way, develops a stronger sense of self-confidence and independence.”*

Based on the statements above, there were a lot of students want to go abroad. But they claimed that they have no experience going overseas before. Due to this reason, some students suggested the lecturer to make an Edu-tour program to guide them and to make this as a new program for PBI students, and the result was some students were very excited to join, because the assumed that from this

program they can get some opportunities such as meeting with colleagues from different university and experiencing different culture.

### c) The Sufficiency of Financial

Financial factor also supports students to join Edu-tour program because it is considered that the fee needed is not too expensive. There were 2 out of 10 students stated that they excited to join Edu-tour program due to generous outcome.

CD stated that:

*“First, Financial, at that time, I have some savings. I think this Edu tour not too expensive because we went to 2 countries, some universities, and also some places.”*

SF also stated that:

*“I think the first factors that affect my decision to join Edu-tour because the price not really expensive at that time, so I decide to join this program.”*

Based on the student’s responses, one of the factors in following this tour is about financial availability. Some of them argued that they have their own saving from themselves. Because the fee that needed in this program is not really expensive, so it is motivated them to join this program, since it gives students a lot of advantages at the same time with a low price outcome.

## 2. *Benefit of Participating of Edu-tour Program*

### a) **Making Relationship**

Relationship commonly known as the connection between people which provides some benefits in certain things such as making cooperation and sharing each other. In line with this, having connection with student abroad personally is such a privilege for some students and by joining this program they can easily having connection with students from different countries and for the university it is can be a bridge to engage in cooperation. There were 4 from 10 ten students argued that joining Edu-tour can open their opportunity to connect with international students and can build the cooperation with the international university.

RK stated that:

*“By joining Edu- tour program a student we can have friend there, for networking from the outside our university and from other country. And also for having relationship between university.”*

Furthermore, CD argued that:

*“The benefit of follow this program are visiting some campus in overseas, improving English skills, getting new international friends, and increasing cooperative attitude.”*

ZM also stated that:

*“I always enjoy meeting new people, making friends and getting to know each other. Besides that, I also really like traveling. So those are factors that affect my decision to follow Edu-tour.”*

YL stated that:

*“There are much benefit that I get, I can get more friend, culture study, I get communication with international student directly.”*

Based on the student’s answer above, students believed that this program can raised a lot of positive effects. It was could make the participant have relationship and getting new friend with students from international universities. In addition, it was could build a strong connection and collaboration between the university as well such as introducing different culture, give opportunity to provide student exchange. It was also explained in memorandum of understanding in areas of cooperation such as exchange of scholars, exchange of staffs, exchange of students, and transfer of students.

**b) Introducing and Recognizing the culture**

Culture refers to the way people life and the activity among society. In case of introducing the culture to another country can give the positive impact to the improvement of the country development. Moreover it could broaden the positive perspective towardthe understanding of a country. In this research, there were 4 out of 10 students believed that by joining this program can promote the

culture of their country and recognize the culture from the another country that they visited in.

FM argued that:

*.....of course outside the classroom, not just from text books, but you can feeling by yourself the culture, tradition, the points of view people that you meet on the university you visit and can see side the university and you involved with their, seeing their learning process. And then the second one we can sharing about our culture each other and we performance our traditional dance to it was the chance for me to show in international.”*

Furthermore, SM admitted that:

*“This program allows us to experiencing new activities, meet new people, new environment and cultures, etc. It also helps us to open our mind.”*

OS also stated that:

*“In joining in this Edu - tour program I got a lot of benefit for me, like i got a new friends from overseas, I know about other country culture like Malaysia and Brunei, I have chance going to castle in Brunei Darussalam, and I have a chance to know the scholarship information that they have in their university in Brunei Darussalam and Malaysia, i had provided scholarship so by joining this Edu tour I already know how to enroll for the scholarship”*

YL explained that:

*“There are much benefit that I get, I can get more friend, learn about their culture, I get commutation with international student directly, and having fun with my friend.”*

Based on the statements above, students said that joining Edu-tour program could support the university to introduce the culture, and supports the student to recognize the culture from other universities from different countries. Moreover, students had the opportunity to present the traditional dance as a way to promote the culture and view the culture of the country that they visited in including the traditional dance, language, and traditional dress. This statement also have the similar objectives as stated in memorandum of understanding to establish, promote, and develop on a basis of direct cooperation and collaboration in the field of research, education, and in training programs of mutual interest.

**c) Gaining new experiences**

By getting new experience, student able to see a diverse things and diverse connection. Having an experience of joining Edu-tour give a chance to student to feel the different atmosphere of the system, situation, and connection that they got from another countries. There were 4 from 10 students agreed to have a new great experiences after joining Edu-tour program.

FM argued that:

*“The benefit to follow the program in my case and You can find in other case to, the first benefit you can get new experience”*

Furthermore MJ explained that:

*“To follow this program the benefits are I got new experience, I know what kind what country Brunei is, and how was the campus in Brunei, and how was the student there.”*

RK also stated that:

*“We can get best experience in our life. Its big chance to learn anything about their university.”*

SF added that:

*“It was new experience for me where I the first time going overseas and I can speak directly with the student from international university like UBD”*

YL also pointed out that:

*“Edu-tour program is very crucial for college student because we can get a lot information, experience, and learn about other country, education system and also the culture”*

ZN also stated that:

*“Edu-tour is very important for me because then I can get real experience and not just theory”*



Based on the statement above, it can be concluded that some students argued that with joining the Edu-tour program helped them to observe some different place from their origin country such as university, people, and environment. Thus, from the experience that they got it can be a motivation for them to learn more about the way other people life in different country including their education system.

#### d) Obtaining new knowledge

Indoing this Edu-tour people also seeing something new like, destination, universities, and their daily activity. They would know something new in their life. It was meant they got new knowledge or understanding something new.

SF argued that:

*zd “I can get a new knowledge just like we learn about the law in Unisa we join a short course and we learn about the law and it was teaching directly in English. So it was a very nice experience at that time.”*

Furthermore, RO also stated that:

*“Because the Edu-tour I can see how the other work and how the other student from another country learning process, so indirectly I can find the new knowledge related to their education system.”*

In the statement above that SF argued they get new knowledge from the short course that provided by Unisa, and RO stated that they the knowledge about their education system. Its mean in this program there is short course and visiting

around the campus to. In my opinion that they also get the knowledge everywhere when they see something new around them.

## **B. Discussion**

The purposes of this study are to find out the factors that encouraging PBI students decision to participate in Edu-tour program, and to identify the benefits of participating in Edu-tour program. This study purposely targeting the student who participated in Edu-tour program 2019.

In this research, there are 10 participants were interviewed with 7 question by the researcher. The participants are the students who were participating in Edu-tour 2019. For the first research question which are the factors encouraging PBI students' decision to participate in Edu-tour program. The researcher found out that there are three factors encouraging PBI student's decision to participate in Edu-tour program; expectation for getting new experience, opportunities, and the sufficient of financial.

Starting with expectation for getting new experience's factor, out of ten respondents, four of them are rely on this factor. This factor also the most dominant factor to participate in Edu-tour among the 10 respondents. According to them, by doing Edu-tour, it is expected that they could get new experience, especially in obtaining the knowledge in education, and culture in visited place. Then, in the second factor, in which obtaining the opportunities, the students who rely on this factor are three students among ten respondents. They assume that the Edu-tour is an opportunity for them to go abroad because despite the financial

factor, it was quite rare for an institution to create this kind of program in Aceh. Therefore, this factor is the second most dominant among 10 respondents. Lastly, the third factor, which is the financial factor. Among 10 respondents, 2 of them choose this factor as the factor to participate in Edu-tour. According to them, the cheapness of the price could easily affect them to participate in this program. Furthermore, the benefits they get by spending that amount the money was quite influential since they get a good accommodation and had a chance to visit two countries at once.

For the second research question which is the benefits in participating in Edu-tour program. The researcher found out that there are four benefits of participating in Edu-tour program; making relationship, introducing and recognizing the culture, getting new experience, and obtaining new knowledge.

Starting with making relationship benefits out of 10 respondents, four of them are rely on this factor. They stated that its can make the relationship between the student's and the relationship between the campus. Thus, both of campus could established a good relationship by having this program. Then, in the second benefits, in which obtaining the introducing and recognizing the culture. There are four of them are agree to this benefits. The benefits are specifically to know more about Brunei and Malaysian culture such as their language, fashion, music, art, and daily activities. They also really grateful in getting a chance to performed Aceh traditional dance with the artist in Brunei Darussalam. The third benefits, which is the getting new experience. Among 10 respondents, 6 of them choose this benefit as the benefits that they obtained in participating Edu-tour. The experience

that was they got like visiting new place, tasting new food that they did not tasted before, and getting new situation in their university. Lastly, in wich obtaining new knowledge. Among 10 respondents, 2 of them choose this benefit as the benefits that they obtained in participating Edu-tour.

The result of this study showed there are several factors and benefits for PBI students as participants in Edu-Tour Program. They are three factors encouraging PBI students' decision to participate in Edu-tour programs are for getting new experience, opportunities, and the sufficient of financial. While, there are four benefits of participating in Edu-tour program; making relationship, introducing and recognising the culture, getting new experience, and obtaining new knowledge. In this study shown that gaining more experience seems to be the most influential factor and plays important role for students to participate Edu-tour since most of the respondents allude getting new experience either in the factors and the benefits.

This idea support by An (2014) and Ivy (2010) the benefit and factor student in Edu-Tour program, they will get a lot of knowledge, information, make a real connection, improve their skill, upgrade theirselves dan get new experience. Moreover, Bodycoot (2009) commented that china's can get new experience, change their background, upgrade academic performance and career recognise the culture, make a relationship.

In the same line, Anderson H and Lawton (2015), shown that students' motivation in studying abroad which are, study at a university with a strong international reputation, improve your language skills, experience life in a different culture, and start building an international professional network. In addition, factor analysis shows that it consistently measures four dimensions that impact a student's decision to study abroad. These are (1) world enlightenment (that is, learning about the world), (2) personal growth, (3) career development, and (4) entertainment.

Furthermore, gaining more experience seems to be the most influential factor and plays important role for students to participate Edu-tour since most of the respondents allude getting new experience either in the factors and the benefits.



## CHAPTER V

### CONCLUSION AND RECOMMENDATIONS

This chapter is divided into two parts, conclusion and recommendation. The first part explains the summary of the finding. Meanwhile the second part, describes the benefit of this research for the future research.

#### A. Conclusion

Edu-tour is an academic program in which students from other universities either in the same region or abroad participates to join in partnership program. This program held to enrich students' experiences and obtain new knowledge in regard to the destination place and the cultures belong to the visited sites. However, there are several reasons for the students to participate on this partnership program include learning other's culture, networking, gaining new experiences, and future scholarship opportunities. In line to that, this study intended to find out the factors affecting students to participate in Edu-tour program.

This study was mainly separated into two research questions for the purpose of exploring the factors that encouraging PBI student's decision to participate in Edu-tour program, and to identify the benefits of participating in Edu-tour program. From the result, it showed that there are three factors encouraging PBI student's decision to participate in Edu-tour program; expectation for getting new experience, opportunities, and the sufficient of financial. Those factors that make the students interest in joining this Edu-tour.

Furthermore, this part is also to answer the second research question on what benefits of participating in Edu-tour program. The researcher found that there are three advantages of participating in Edu-tour program; making relationship, introducing and recognizing the culture, gaining new experience, as well as obtaining new knowledge.

As a result, gaining more experience seems to be the most influential factor and plays an important role for students to participate in Edu-tour since most of the respondents allude getting new experience either in the factors and the benefits.

## **B. Recommendations**

This research only focuses on the factors affecting student's decision in participating in Edu-tour program. The researcher suggests that for further research in this field to expand the area of research either adding research instrument or methodology of the study. For instance, in collecting data, not only using interview, but also by using questionnaire or observation. Furthermore, it is expected that for further research to expand the participants by choosing those students who had not yet participated in Edu-tour program. The researcher expects that by conducting this study, the awareness in participating in Edu-tour can increase since it has many benefits. Edu-tour program is a good potential program for the English Teaching Department because it can establish the relationship between universities. Furthermore, this program is beneficial for students too. It can make the student open their mind, obtain new knowledge, and gain an international network.

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APPENDICES



**SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY**  
**Nomor : B-8593/UN.08/FTK/KP.07.6/05/2021**

**TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN**  
**UIN AR-RANIRY**


**DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY**

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;  
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;  
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;  
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;  
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;  
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;  
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;  
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;  
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;  
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;  
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;  
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 30 April 2021
- Menetapkan** :  
**PERTAMA** :  
Menunjuk Saudara:  
1. Siti Khasinah, M. Pd  
2. Fitriah, M.Pd  
Untuk membimbing Skripsi :  
Nama : **Muhammad Farhan**  
NIM : **170203038**  
Program Studi : **Pendidikan Bahasa Inggris**  
Judul Skripsi : **THE FACTORS AFFECTING PBI STUDENTS' DECISION TO PARTICIPATE IN EDU-TOUR**  
Sebagai Pembimbing Pertama  
Sebagai Pembimbing Kedua
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

**MEMUTUSKAN**

A R - R A N I R Y

Ditetapkan di: Banda Aceh  
Pada Tanggal: 24 Mei 2021  
**An. Rektor**  
Dekan,

  
**Muslim Razali**

**Tembusan**

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY**  
**FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-16015/Un.08/FTK-I/TL.00/10/2021  
Lamp : -  
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,  
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan

Assalamu'alaikum Wr.Wb.  
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **MUHAMMAD FARHAN / 170203038**  
Semester/Jurusan : IX / Pendidikan Bahasa Inggris  
Alamat sekarang : Kajhu

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***THE FACTORS AFFECTING PBI STUDENTS' DECISION TO PARTICIPATE IN EDU-TOUR***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 21 Oktober 2021  
an. Dekan  
Wakil Dekan Bidang Akademik dan Kelembagaan,



Dr. M. Chalis, M.Ag.

*Berlaku sampai : 13 Desember  
2021*

## INTERVIEW PROTOCOL

*Assalamu'alaikumwarahmatullawabarakatuh*

My name is Muhammad Farhan, student of Faculty of Education and Teacher Training, English Education Department, UIN Ar-Raniry Banda Aceh. I am asking you to take part in this research. Before you decide if you want to take part or not, I want to tell you why the research being done and why you have been chosen. Please read carefully. Ask the researcher if you have any other question.

Thank you for reading this.

### 1. Research Title

The factors affecting PBI students' decision to participate in edu-tour

### 2. Invitation

I would like to invite you to take part in this research study. Before you decide to do so, it is important to you understand why the research is being done and what it will involve. Please take time to read the following information carefully. Ask the researcher if there is anything that is not clear or if you would like more information. Thank you for reading this.

### 3. Research purpose

This research aims to find out the result of the factors that encourage PBI students' decision to participate in Edu-tour program, and to identify the benefits of participating in Edu-tour program.

### 4. Why have I been chosen?

You were chosen because as the students who had participated in PBI Edu-Tour in 2019.

**5. Do I have to take part?**

It is up to you to decide whether or not to take part. If you do decide to take part you will be able to keep a copy of this information sheet and you should indicate your agreement to the consent form. You can still withdraw at any time. You do not have to give a reason.

**6. What will happen to me if I take part?**

You will be interviewed with several questions about what are the factors encouraging you to participate in Edu-tour program, and what are the benefits of participating in Edu-tour program?

**7. What do I have to do?**

Please give the information about what are the factors encouraging you to participate in Edu-tour program, and what are the benefits of participating in Edu-tour program.

**8. Will my taking part in this project be kept confidential?**

All the information that we collect about you during research will be kept strictly confidential. Data collected may be shared inform of an initial name to allow reuse by the research team and other third parties.

Thank you for taking part in this research.

**Title : The factors affecting PBI students' decision to participate in Edu-tour**

**Researched by : Muhammad Farhan**

**Consent Form for Participation in Research Interview**

Thank you for reading the information sheet about this study. If you are happy to participate please complete and sign the form below. Please initial the boxes below to confirm that you agree with each statement:



**Please Initial box:**

I confirm that I have read and understood the information sheet (interview protocol) and have had the opportunity to ask questions.

I understand that my participation is voluntary and I am free to withdraw at any time without giving any reason and without there being any negative consequences

I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with the research materials, and will not be identified or identifiable in the report or reports that result from the research.

I agree for this interview to be recorded. I understand that the interview recording made of this interview will be used only for analysis and that extracts from the interview, from which I would not be personally identified, may be used in any conference presentation, report or journal article developed as a result of the research. I understand that no other use will be made of the recording without my written permission, and that no one outside the research team will be allowed access to the original recording.

I agree that my participant's data will be kept for future research purposes such as publications related to this study after completion this study.

I agree to take part in this interview.

Participant's Name

Date

Signature

Muhammad Farhan

Researcher Name

Date

Signature

If you have any further question or concerns about this study, please contact:

Name of researcher : Muhammad Farhan

Telephone : 085270990240

E-mail :muhammadfarhanza50@gmail.com

Address : DusunTgk Dibaroh, Desa Alue Anou Barat, Baktiya,  
Aceh Utara.

### INTERVIEW QUESTIONS LIST

Informant's Name :

Questions for teacher

1. What do you know about Edu-tour program, can you explain it?
2. How many times have you followed Edu-tour?
3. What is your motivation to join Edu-tour program?
4. Is Edu-tour program important for you? Why?
5. According to you, what is uninteresting experience during the tour?
6. What is the benefit to follow this program?
7. What factors affect your decision follow Edu-tour?

## Transcript of Interview

### Respondent 1

3. What do you know about Edu-tour program, can you explain it?

So in my opinion, Edu-tour program is a program where the students go to a different school or different university in different country in order to see or to observe the learning method that they use in their place, and also it's like visited to know how was the school or university in other country.

4. How many times have you followed Edu-tour?

For me it was just once

6. What is your motivation to join Edu-tour program?

Because I want to experience something different about other school like how was their campus situation or how was their curriculum education, and what kind of method the lecturer use to teach the student and how was their library, how many books they collect in the library, and many others.

7. Is Edu-tour program important for you? Why?

I think this is not that important, but from this tour I can get new experience that I don't get on my university.

8. According to you, what is uninteresting experience during the tour?

For me I think uninteresting experience is just that a bit sad, that we have only two days to visit Brunei because Brunei it such beautiful country. So I think it would be great if we could take around one week to visit Brunei.

8. What is the benefit to follow this program?

To follow this program the benefits are I got new experience, I know what kind what country Brunei is, and how was the campus in Brunei, and how was the student there.

9. What factors affect your decision follow Edu-tour?

Because I have never go to different country, so I think go to Brunei be chance for me go to overseas

**Respondent 2**

1. What do you know about Edu-tour program, can you explain it?

As I know Edu-tour program is we have tour for somewhere or one place, it can in our country or another country, it's basically a tour that we can learn something from that place, we can learn about some university, or how the educational program in that university or how student get college there.

2. How many times have you followed Edu-tour?

Once in 2019

3. What is your motivation to join Edu-tour program?

My motivation to join Edu-tour program is because I want to get experience there and I want to know about good university in the differences between our college and there college

4. Is Edu tour program important for you? Why?

I think in the middle of that. It's not really important and not important. Because as a student is not our obligation to join Edu-tour. But it's a big chance for student if they can join Edu tour.

5. According to you, what is uninteresting experience during the tour?

Uninteresting experience during the tour is the limitation of the time, we cannot stay there for a long time, and we have to get rush in anything.

6. What is the benefit to follow this program?

By joining Edu-tour program a student we can have friend there, for networking from the outside our university and from other country. And also for having relationship between university.

7. What factors affect your decision follow Edu-tour?

We can get best experience in our life. Its big chance to learn anything about their university.

### **Respondent 3**

1. What do you know about Edu-tour program, can you explain it?

In my mind, Edu-tour program is learning by touring. We go somewhere, take action, meet new people and get new knowledge.

2. How many times have you followed Edu-tour?

I just join Edu-tour once

3. What is your motivation to join Edu-tour program?

I want to learn more from external environment. I believe that my new experience will be my great lesson. Especially if it is in overseas. We as English students can practice our skill with people there.

4. Is Edu-tour program important for you? Why?

Of course, it is important. I can learn many things from Edu-tour which I never find in my own university.

5. According to you, what is uninteresting experience during the tour?

In the day which we had a flight from Brunei Darussalam to Malaysia, I and all my roommate wake up late. We wake up at 6 o'clock and the bus also comes at that time. So, we flight without take a bath at that day.

6. What is the benefit to follow this program?

The benefit of follow this program are visiting some campus in overseas, improving English skills, getting new international friends, and increasing cooperative attitude.

7. What factors affect your decision follow Edu-tour?

First, Financial, at that time, I have some savings. I think this Edu-tour not too expensive because we went to 2 countries, some universities, and also some places.

Second experience, all of us know that we will get many experience if we go overseas, we have different culture and habit, so we can learn more from them.

**Respondent 4**

1. What do you know about Edu-tour program, can you explain it?

Education tour program can be a touring program in any destination choose while the university or faculty or specific lecture to achieve specific target like the relationship between university or faculty in international. Also for learning about other university and faculty. The role program it's self to engage two university together doing projects together. It can be learning new thing from different country and different culture both the lecture and the student

2. How many times have you followed Edu-tour?

I just follow once the program from my faculty to Brunei and Malaysia. In Brunei we visited to Unisa University, UBD, KUPU. And in Malaysia we visited IIUM.

And also we visited some destination. We also performance some traditional dance to deliver our culture for them

3. What is your motivation to join Edu-tour program?

The motivation for me personally I like to join as much I can this kind of program either educational purposes program or like social purposes program. I also like to join any kind of activity outside the university also and moreover it's possible like educational programs go to another country. I to join for having the knowledge outside the classroom

4. Is Edu-tour program important for you? Why?

Edu-tour program it's important for student it can be updated their knowledge outside the classroom even outside the city even more outside the country they know something new in this education type program, not only from learning or reading the books in the classroom. But its more experience by yourself, you feel this situation directly like this journey. You learn a lot about people, culture, religion, city country and also you learn so much points of the student you meet. And the people you meet at the destination. And you can sharing and talking each other with the international student.

5. According to you, what is uninteresting experience during the tour?

In my points of view, I love learning new thing especially culture and then visiting new country or new place that my biggest dream to do, I don't get any interesting experience during the tour but in my case of touring program it might be not to schedule, maybe it's because this the first time of Edu-tour. I really grateful for the lecture who bring us there. They work really hard. It's the first time for them bring so many student together and then having the schedule with some university agenda. We performance traditional dance that first time I got a chance to perform my culture in international. There is no such uninteresting experience. Just it can be more better for the next by having more prepare

6. What is the benefit to follow this program?

The benefit to follow the program in my case and You can find in other case to, the first benefit you can get new experience, of course outside the classroom, not just from text books, but you can feeling by yourself the culture, tradition, the points of view people that you meet on the university you visit and can see side the university and you involved with their, seeing their learning process. And then the second one we can sharing about our culture each other and we performance our traditional dance to it was the chance for me to show in international.

7. What factors affect your decision follow Edu-tour?

Actually I join the program at the last day before the program registration close, and then when I her about the program from my friends I just really want to join. This opportunity to talk in reality with the student abroad.

**Respondent 5**

1. What do you know about Edu-tour program, can you explain it?

Edu-tour is general program from English department of UIN Ar-Raniry before covid 19 as you know education tour is a journey or holiday, vacation, or something like this and its mean education tour so journey not a usual journey like we do holiday in overseas, because this Edu-tour so its mean we do the journey, holiday, vacation in another country but we education include in this journey. We not only do the holiday and join many beautiful place in overseas, but we also do the education like we are going to many colleges in that country. That what educational tour mean

2. How many times have you followed Edu-tour?

I only join the first Edu-tour that was held in Brunei Darussalam

3. What is your motivation to join Edu-tour program?



Edu-tour come from our idea, so at that time I and my friend we were student in third semester, so before this semester end we want have holiday. We want have vacation in overseas. So we do discussion we want to some place like Malaysia or Brunei. But we need sthe people who want to guide. We meet our lecture Miss Alfi, we talk to her. We want holiday in overseas but we don't know how. Because we never go there. So we want that our lecture join with us. So the lecture very happy with this idea. And she try to make this plan to be Edu-tour. She also give us a big contribution like talk this idea to the Prodi. And then we do this tour to Brunei Darussalam

4. Is Edu-tour program important for you? Why?

I don't think that Edu tour is really important for me, but I think it was important for the campus because the campus can do the relation with many university's in overseas I don't think that really important for me. Personally I do Edu tour because I want to have holiday, I want to see another country. So I think it really important. Even I don't join Edu tour it was not be a big problem. But join Edu-tour was really fun and interesting. It's not important but Edu-tour interesting and fun.

5. According to you, what is uninteresting experience during the tour?

I really sure about this and interesting experience because it was the first time for me being overseas. So I really excited to be there. And maybe it will be more interesting if the program was partial funded or fully funded

6. What is the benefit to follow this program?

There are many good thing that I got after join this program just like it was new experience for me where I the first time going overseas and I can speak directly with the student from international university like UBD and I can get a new knowledge just like we learn about the law in Unisa we join a short course and we

learn about the law and it was teaching directly in English. So it was a very nice experience at that time. And also it was interesting to join the party and ceremony with the artist there. I and my friend also exciting when we visited so many vacation place there, it was wonderful. It was so exciting and really honored when we visited to Kedubes RI in Brunei.

7. What factors affect your decision follow Edu-tour?

I think the first factors that affect my decision to join Edu-tour because the price not really expansive at that time, so I decide to join this program

#### **Respondent 6**

1. What do you know about Edu-tour program, can you explain it?

Edu-tour is an educational activity. Usually, the participations are students or educated people.

2. How many times have you followed Edu-tour?

Just once

3. What is your motivation to join Edu-tour program?

Because, I want to feel new experiences, look at other countries and cultures, and learn something new from them. Besides, this Edu-tour also allows us to have a vacation while learning

4. Is Edu-tour program important for you? Why?

Yes. Because it can make me feel something new that I've never experience before, and sometimes it motivated me to do something better

5. According to you, what is uninteresting experience during the tour?

Sometimes, it's too much people on the street

6. What is the benefit to follow this program?

This program allows us to experiencing new activities, meet new people, new environment and cultures, etc. It also helps us to open our mind

7. What factors affect your decision follow Edu-tour?

First, I wanted to have a vacation. Second, I wanted to feel new experiences, new people, new face, environment, etc. Then, I wanted to open my mind through this Edu-tour

Respondent 7

1. What do you know about Edu-tour program, can you explain it?

I don't really know what is Edu-tour program, because it's my first time to join this program. So, I don't know

2. How many times have you followed Edu-tour?

Actually I just followed once, it's maybe my first time and my last time also

3. What is your motivation to join Edu-tour program?

Joining in this Edu-tour because my friend invite me to join this program for going to Brunei and Malaysia.

4. Is Edu-tour program important for you? Why?

Of course it is very important for me it's very essential activity I can practice my English I can learn how to manage something I have to

5. According to you, what is uninteresting experience during the tour?

Well I feel like I'm lacking of sleep

6. What is the benefit to follow this program?

In joining in this Edu-tour program I got a lot of benefit for me, like I got a new friends from overseas, I know about other country culture like Malaysia and Brunei, I have chance going to castle in Brunei Darussalam, and I have a chance to know the scholarship information that they have in their university in Brunei Darussalam and Malaysia, I had provided scholarship so by joining this Edu-tour I already know how to enroll for the scholarship

7. What factors affect your decision follow Edu-tour?

Actually the first reason why I want to join in this education tour is because at that time my friend invites me to join, so I want to have vacation with my close friend

### **Respondent 8**

1. What do you know about Edu-tour program, can you explain it?

Edu-tour program is an activity that follow by the student to get an education or knowledge in other country, the aim for learning and traveling

2. How many times have you followed Edu-tour?

I only followed once Edu-tour

3. What is your motivation to join Edu-tour program?

Edu-tour program is very crucial for college student because we can get a lot information, experience, and learn about other country, education system and also the culture

4. Is Edu-tour program important for you? Why?

5. According to you, what is uninteresting experience during the tour?

In my opinion there is no uninteresting experience during the tour, I mean because the country so wonderful. The people are so friendly and open minded, and the college so bonding

9. What is the benefit to follow this program?

There are much benefit that I get, I can get more friend, learn about their culture, I get commutation with international student directly, and having fun with my friend.

10. What factors affect your decision follow Edu-tour?

I want to go abroad and know a lot about the country like history and the culture, and travelling with my friend

### **Respondent 9**

1. What do you know about Edu-tour program, can you explain it?

Educational Tour is an action to visit to places far from their usual places of learning

2. How many times have you followed Edu-tour?

I have attended only once Edu-tour

3. What is your motivation to join Edu-tour program?

My motivation to join Edu-tour is to see firsthand the things we will visit during the Edu-tour

4. Is Edu-tour program important for you? Why?

Edu-tour is very important for me because then I can get real experience and not just theory

5. According to you, what is uninteresting experience during the tour?

The uninteresting thing during Edu-tour is that sometimes we run out of time when visiting a place due to being fascinated and taking too many photos

6. What is the benefit to follow this program?

Edu-tours are generally eye-opening and action-packed, offering opportunities to meet and mingle with colleagues from other countries, discover new enthusiasms and, along the way, develop a stronger sense of self-confidence and independence.

7. What factors affect your decision follow Edu-tour?

I always enjoy meeting new people, making friends and getting to know each other. Besides that, I also really like traveling. So those are factors that affect my decision to follow Edu-tour.

#### **Respondent 10**

1. What do you know about Edu-tour program, can you explain it?

Well. It is a program provided to students especially university student to go aboard and with some benefit and you know also adu tour is like addiction to world which is the student will learn more about like you know cultural study in another university not Indonesian but outside Indonesian

2. How many times have you followed Edu-tour?

Based on my experience I just online one following this program which is at 2019 in Brunei Darussalam and Malaysia. I were there with this program.

3. What is your motivation to join Edu-tour program?

My motivation is firstly I want to know how the students abroad learning, how their cultural studying and how they can motivate them self what the different about our university and their university

4. Is Edu-tour program important for you? Why?

I think this is really important for me. Because you know edu tour program give me a lot of benefit which is I can have more friends from other country. Because

the Edu-tour I can see how the other work and how the other student from another country learning process, so indirectly I can find the new knowledge related their education system.

5. According to you, what is uninteresting experience during the tour?

May be I like more agenda. When I follow this program really not much agenda. I need like seminar how their studying

6. What is the benefit to follow this program?

There are much benefit that I get, I can get more friend, culture study, I get communication with international student directly.

7. What factors affect your decision follow Edu-tour?

I want to know more about other country.

