

## Conference Paper

# Involving Local Students in International Short Course Program at Universitas Dhyana Pura

Ni Luh Christine Prawitha Sari Suyasa and Putu Chrisma Dewi

Universitas Dhyana Pura

## Abstract

This research aims to determine internal and external factors that affect local students of Universitas Dhyana Pura in participating the International Short Course Program called Intrapreneurship in Another Perspective. The program is uniquely designed as an Educational Tourism Program collaborates local with overseas students. The involvement of the local students just started since 2014 even though the program offered since 2008. The population in this research is local and overseas students who have participated in the IAP program with 30 sample respondents. Method of research is using SWOT analysis. It determines the internal factors that attract local students and also to promote the IAP program within the local students which automatically increase the English capability and ease cultural adaptation to overseas students. The external factors are increasing the time management of each individual students also giving better chance of exchange program and/or overseas training. The strategy to involve more local students through creating "buddy" program, open a language classes or language club to attract local students, advertise more of the program to all study programs at the University, and giving the expedience to local students in their regular classes especially on the classes that the credits are unable to be transferred.

**Keywords:** educational tourism, external factor, internal factor, international program

Corresponding Author:  
Ni Luh Christine Prawitha Sari  
Suyasa  
christine.suyasa@  
undhirabali.ac.id

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## 1. Introduction

Special interest tourism is one of the emerging forms of tourism in Indonesia, in which tourists visit a destination for specific purposes or to fulfill specific interests. One form of special interest tourism is Educational Tourism, or commonly known as *Edutourism*. This program is designed for tourists with specific interests in acquiring a particular set of knowledge to fulfil the requirements in their respective educational institutions in their country of origin [4].

One of the universities in Bali that has implemented this *Edutourism* program is Universitas Dhyana Pura (Undhira). Its program is a semester-long program coined “Intrapreneurship in Another Perspective” (IAP), which has been conducted since 2008. This program focuses on social entrepreneurship based on the strengths of the entrepreneurs or intrapreneurs and is not only based on financial returns, but also societal and environmental impact in a sustainable and socially responsible way [7].

From 2008 to 2013, this program only involved overseas students, mainly from the Netherlands, Germany, and Sweden, as a semester abroad program offering 30 ECTS. Since 2014, this program also involved local Undhira students as full participants of the IAP program. One of the noticeable differences between this program and other *Edutourism* programs is the involvement of domestic students, as *Edutourism* programs typically involves students coming to another country and receiving instructions in that destination country regardless of the involvement of the domestic students [1]. The program in Undhira is designed as such that domestic students can be involved fully in the semester program with their overseas peers, not only partially or intermittently. The involvement of domestic students changes the classroom dynamics and allows both domestic and overseas students to engage in direct cultural exchange that is different compared to the classroom interactions in their respective institutions. The interactions and shared activities are new to the students and enrich their experience. This paper discusses the impacts from the expectations of domestic students to be involved in the *Edutourism* program in Undhira and explores the strategies to further increase the involvement of domestic students in the program.

## 2. Objective of the Study

The objective of the study is to find the impacts from the expectation of participation domestic students showed through the internal and external factors which will be analyzed for strategies to increase their involvement in the program.

## 3. Materials and Methods

The current study employed the qualitative methods in the form of interviews and surveys on past and current students involved in Undhira’s *Edutourism* program from 2014, with 30 total respondents. Interviews of domestic and foreign students were conducted to further gain insights on the involvement of domestic students from the student’s perspective. In the other hand, interviews of stakeholders were conducted to

get the clear expectation of the program and what they plan for future. The findings lead to internal and external indicators on the involvement of domestic students in the program. The identification of internal and external factors then resulted in SWOT analysis to determine the interest level of domestic students to be involved in Undhira's international semester program. After students participation, then gather the impacts of involvement among domestic and foreign students. All the impacts lead to finding the strategies of what the stakeholders need to conduct to increase the participation of domestic students to. Below is the research model on the involvement of domestic students in the *Edutourism* program of Universitas Dhyana Pura

## 4. Result and Discussion

### 4.1. Impacts of involving domestic students in *Edutourism* program

The drive to join a study abroad during a student's university experience is based on some underlying principles of enriching the student's experience [8], which includes:

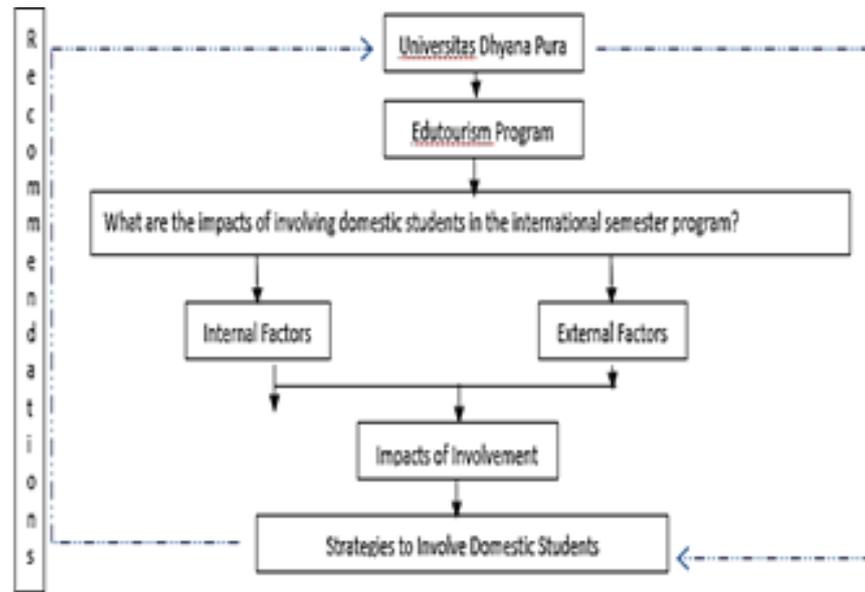
1. Development of self-identity;
2. Intellectual development, including intercultural competence;
3. Deeper understanding of global issues;
4. The ability to adapt and tolerate individual/cultural differences, which is essential in decreasing the presumption of superiority and being able to receive feedback;
5. Deeper cultural understanding.

Based on these principles, this study was conducted on domestic and foreign students involved in the *Edutourism* program of Universitas Dhyana Pura by means of SWOT analysis based on internal and external factors listed in Tables 1 and 2.

Further analysis of the internal factors on the involvement of domestic students in the *Edutourism* Program of Universitas Dhyana Pura indicate the following:

#### 4.1.1. Improvement in foreign language skills

The *Edutourism* experience not only provides the students with information exchange, but more importantly it equips students with a fundamental skill of creative thinking in learning a foreign language—be it the Indonesian language for the international



**Figure 1:** Research Model on the Involvement of Domestic Students in the *Edutourism* program of Universitas Dhyana Pura.

TABLE 1: Internal Strategic Factors on the Involvement of Domestic Students in Edutourism Program.

No	Internal Strategic Factors
1	Improvement in foreign language skills
2	Information exchange with reference to acculturation
3	Effectiveness of learning process
4	Promotion of Universitas Dhyana Pura to the general public
5	Increased level of difficulties decreases the interest of domestic students

TABLE 2: External Strategic Factors on the Involvement of Domestic Students in *Edutourism* Program.

No	External Strategic Factors
1	Time appreciation
2	Opportunity for international exposure
3	Behavioral shift

students or English language for the domestic students. Domestic students are better able to discuss various concepts, complete assignments, give presentations, and engage creatively in English. This encourages them to think and readily express themselves in English. Such opportunity is also experienced by international students whose first language is not English, particularly since the program in Undhira mostly involves German and Japanese students for whom English is not a native language.

During in-class and out-of-class exchanges, students are also able to learn from each other and teach each other some basics of their respective native languages. As such, students are simultaneously exposed to English, Bahasa Indonesia, German, Japanese, and the local Balinese language.

Conversely, the international students are able to learn Bahasa Indonesia much more quickly because they have the opportunity to actively communicate with native Indonesians both in class and outside of class. With the opportunity to practice their Bahasa Indonesia, international students find it easier and less daunting to socialize on campus and in the greater community.

#### **4.1.2. Information exchange with reference to acculturation**

Classroom learning that combines students from different nationalities promotes information exchange. This occurs through in-class discussions, daily communication, and particularly through program like Undhira's "Intercultural Hour", which is conducted every other Wednesday. This program aims to provide space and time for students to exchange information on the uniqueness of their nations' cultures, customs, and social life.

Informational exchange has been found to accelerate acculturation, particularly in four consecutive stages of: (1) honeymoon stage, (2) hostility stage, (3) humor stage, and (4) home stage [5]. These stages have been experienced more smoothly with the interaction created particularly between domestic students and international students involved in the program.

#### **4.1.3. Effectiveness of learning process**

The learning process in the IAP program involves various forms of discussions that promote the sharing of different perspectives based on the students' educational, cultural, and perceptual backgrounds. The different perceptions present in classroom discussions are influenced by nation and culture differences, which allow problems to be discussed from many perspectives. The learning process becomes more effective because prior to discussion, students have to prepare the materials for discussions. This pre-class preparation is something rarely experienced by the domestic students in their regular courses. As such, they particularly benefit from this learning process to become more effective students.

#### 4.1.4. Promotion of Universitas Dhyana Pura to the general public

The involvement of domestic students in the IAP program has become an effective promotional tool for the university. When it is visible that domestic students are learning in the same class as the international students, other students are encouraged to increase their confidence and social interaction with international students. Individual benefits experienced by domestic students involved in the program can also be seen directly by others. Activities on and off-campus also pique the interest of Undhira students and other students to be involved in international programs. As such, the program becomes an effective promotional tool for the university.

#### 4.1.5. Increased level of difficulties decreases the interest of domestic students

Domestic students consider the *Edutourism* program as having a higher level of difficulty compared to their regular courses, because they have to use proper English in writing, discussions, and presentations. This deters many students who otherwise would have liked to join. Students are also required to read more literatures for this program, as the basis for discussions, presentations, and projects.

*Aside from the internal factors, several external factors were identified as the impact of involving domestic students in the IAP program:*

#### 4.1.6. Time appreciation

There is a difference in opinion between domestic and international students on how time is valued and appreciated. By being involved in the IAP program, domestic students learn to adapt to how other people from other culture perceive and value time. Through their interaction, domestic students become more accustomed to more effective time management. The direct impact is the punctuality both in class and in completing assignments.

#### 4.1.7. Opportunity for international exposure

Being involved in the IAP program has allowed domestic students to be exposed to the internationalization movement, which they can then use as a platform to gain even more international experiences through international student exchange programs or

international internships. Students and former participants of IAP can realize these opportunities because they have become more confident in their foreign language skills, in their problem-solving skills, in their open-mindedness, and in their ability to view and share something with different perspectives. The self-assurance increases the opportunities for IAP participants.

#### 4.1.8. Behavioral shift

The involvement of domestic students has a threat that could result in behavioral shift. For instance, domestic students who were previously not exposed to nightlife, has begun to join their international classmates on weekends enjoying Bali's nightlife. However, the behavior has not been something out of the ordinary. Conversely, international students also adapt to Indonesian customs, such as by dressing more modestly and addressing lecturers and administrators on a first-name basis but adding "*Bapak*" (Ms.) or "*Ibu*" (Ms.) as a sign of respect.

#### 4.2. Strategies to increase the involvement of domestic students

Interaction of students from different nationalities require an adaptation process to get to know the new surrounding and new classmates. Cultural adaption influences classroom and social interaction among the students involved in Undhira's *Edutourism* program. To ease this adaptation process and communication among students, particularly in the Hostility stage, a Buddy Program is needed to better facilitate the acculturation process. This program shall involve properly trained Undhira students as the "buddy" for international students throughout their semester in Undhira, particularly in the first several weeks. Upon completion of Buddy Program Form by incoming international students, the International Office shall select and train domestic students interested in becoming buddies. The buddies are expected to interact with and help their assigned buddies throughout their semester abroad program in Undhira. The buddies are also expected to expose the internationals students to Balinese culture and customs. This serves as a bridge the adaptation process, and consequently improve students' experience in Undhira, by providing even more interaction opportunities for students outside of class in a well-designed, well-supervised Buddy Program.

## 5. Conclusion and Recommendation

The involvement of domestic students has provided positive impacts on the implementation of *Edutourism* program in Universitas Dhyana Pura. Strategic internal factors including improvement in foreign language skills and information exchange with reference to acculturation have been achieved. Improved communication and language skills subsequently increase the effectiveness of the learning process. Joint-activities between students also promote Universitas Dhyana Pura to the general public. With reference to the external factors, the involvement of domestic students has taught them to better appreciate the value of time, while providing international opportunities in the form of international student exchange or internship programs. This study's findings suggest that cultural shifts have occurred for both domestic and international students, due to the intensity of the interaction between the students involved. To further increase involvement of domestic students in Undhira's international semester program, a Buddy Program is recommended to ease the transition and adaptation process of international students, particularly in the hostility stage of acculturation, and to strengthen the interaction among students in Universitas Dhyana Pura.

## 6. Author's Note

Ni Luh Christine Prawitha Sari Suyasa lecturer at Hotel Management Study Program of Universitas Dhyana Pura<sup>1</sup>.

Putu Chrisma Dewi lecturer at English Literature of Universitas Dhyana Pura<sup>2</sup>.

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Contact details :

<sup>1</sup> christine.suyasa@undhirabali.ac.id

<sup>2</sup> chrismaindrawan@yahoo.com

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