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## EXPERIENTIAL LEARNING AND EDUCATIONAL VALUES OF ENTREPRENEURSHIP IN ENVIRONMENTALLY CONSCIOUS EDUCATIONAL TOURISM

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#### Abstract:

Educational tourism, as a form of tourism that offers educational value as well as recreation, has a great opportunity to provide experiential learning for tourists. On the other hand, the development of educational tourism is feared to cause over-tourism and exploitation of local resources and communities. This research aims to explore the experiential learning offered in ecotourism of Asinan Tourism Village, as well as the educational value of entrepreneurship that is environmentally friendly. As an area that has environmental problems, it then takes the initiative to create activities that educate and provide visitors with environmental awareness. The research was conducted using a qualitative method where data was collected through in-depth interviews with informants, observations and document studies. The results of the study showed that ecotourism with an environmental perspective in Asinan Village offers 7 experiential learning activities, namely making traditional boats, making crackers, making planting media, making briquettes made from waste, making various water hyacinth (*Eichhornia crassipes*) for crafts, making various swamp culinary and exploring the swamp ecosystem. The research also revealed 10 educational values of entrepreneurship, including how to start a business, production process, marketing, business development, gaining capital, business results, obstacles and risks, entrepreneurial spirit, history appreciation and environmental awareness.

**Keywords:** Edutourism, Entrepreneurship, Experiential Learning, Environmental Based Tourism

## INTRODUCTION

Educational tourism, or ecotourism, is a form of travel that incorporates learning opportunities into recreation, allowing individuals to gain knowledge and skills while exploring new destinations. One important aspect of educational tourism is its potential to promote the conservation of natural resources through the social benefits it brings to the destination. Tourists who engage in educational tourism can contribute to environmental awareness and the conservation of local cultural and natural heritage (Tomasi et al., 2020). By educating tourists about the importance of preserving the environment and supporting sustainable practices, educational tourism can help raise awareness and inspire actions by future generations to take responsibility for protecting the environment (Budeanu, 2007).

The combination of traveling and learning is a type of travel that is very popular with family groups and school groups. Families and schools agree that traveling while learning is believed to be a way to make learning more interesting, not only theoretical but also to get direct practice (Nugroho & Anam, 2023). Learning is included in the elements of the travel experience, giving someone a deeper appreciation for a subject they are studying and fostering a close relationship between what is learned in class and what is in the real world.



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Educational tourism is also considered to help foster a person's interest or curiosity and love for exploring new places, which ultimately encourages a desire for lifelong learning while discovering new knowledge. Overall, educational tourism offers a unique way to combine learning and recreation, allowing tourists to gain valuable and beneficial experiences for all involved (Nugroho and Anam, 2023; Indrawati et al., 2024) and create lasting memories. (Anggayana 2023; Hayati 2024).

Educational tourism is defined as a travel experience designed to provide entertainment and educational value (Fitria, 2024; Saepudin, Budiana, and Halimah, 2018). Visits in cultural educational tourism offer opportunities for learning and personal growth, immersive experiences, providing a hands-on and dynamic learning approach. This type of educational tourism not only increases academic knowledge but also encourages personal growth and development (Tomasí et al., 2020).

Educational tourism allows for Experiential learning, a learning method that focuses and centers on experiences that will be experienced and learned by participants themselves. Educational tourism offers experiential learning through activities that combine recreation and learning. Through educational tourism, tourists broaden their horizons and build a deeper understanding of their surroundings. Educational tourism opens the door to new opportunities for learning and exploration, creating unforgettable and transformative experiences that leave lasting memories for participants (Setiawan 2019; Sudiarta 2024) and providing opportunities to interact directly with the local community (Wolf et al., 2017).

Educational tourism is widely offered in tourism villages. A group of students/college students who participate in educational tourism programs visit the village to learn about traditional crafts and customs firsthand. Through hands-on activities, they not only gain practical skills but also develop a deeper appreciation for different cultures and ways of life. This immersive experience allows them to connect with the local community, fostering empathy and cultural understanding that cannot be replicated in a traditional classroom setting.

The benefits of educational tourism are numerous, including promoting cultural understanding, supporting local economies, and encouraging sustainable practices in the tourism industry. In addition, educational tourism can have a positive impact on local communities and the environment by raising awareness about conservation efforts and encouraging responsible travel behavior. Despite its many benefits, there are challenges and limitations in implementing educational tourism, such as funding constraints, lack of infrastructure, and cultural barriers. However, by following best practices and strategies to maximize the educational value of the tourism experience, the potential for growth and development in the field of educational tourism is very promising. As the demand for meaningful and enriching travel experiences continues to increase, there are endless opportunities for innovation and collaboration in the educational tourism space.

Another drawback of ecotourism is that immersive experiences do not always have a lasting impact on participants. Suppose programs are poorly organized or do not have adequate support from local community members. In that case, visitors may not fully engage with the activities or feel disconnected from what they are learning. This can result in missed opportunities for meaningful learning and hinder the development of new knowledge and understanding of the knowledge being learned (Apostolopoulos et al., 2012; Ventura et al., 2019), leading to shallow understanding (Makransky & Petersen, 2021). Thus, without proper guidance and engagement, tourists may not fully benefit from the educational tourism experience (Newmann, 1992).



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Another concern with educational tourism development is the potential to contribute to over-tourism and exploitation of local communities. Efforts are being made in the field of tourism education to address these issues by promoting sustainable tourism practices and preventing over-tourism through education and research. This reinforces the need for a coherent approach to educational tourism that focuses on sustainability to ensure the industry achieves global sustainability (Adams & Sanchez, 2020).

The rapidly developing tourist villages in Indonesia are full of educational tourism themes of nature, culture, and UMKM businesses. The business conditions that drive the village economy are often based on UMKM, so tourist villages have begun to develop UMKM educational tourism. The Asian tourist village in the Rawa Pening area of Semarang Regency is developing UMKM educational tourism as one of the leading tourist activities in the freshwater swamp area.

The Rawa Pening area is environmentally experiencing problems, both lake problems and problems experienced by residents who depend on the swamp for their livelihoods. Rawa Pening is located in the lowest basin on the slopes of Mount Merbabu, Mount Telomoyo, and Mount Ungaran, making it a natural water reservoir for the flow of water from these mountains. It covers four sub-districts: Ambarawa, Bawen, Tuntang, and Banyubiru. Although shallow, Rawa Pening is the source of the Tuntang River (Rahmawati et al., 2023), a source of hydroelectric power (PLTA), a tourist destination, and flood control (Rahmawati et al., 2023) (Abimanyu et al., 2016). Meanwhile, residents use it to search for and cultivate fish known as "floating net cages." Water hyacinth that easily reproduces and covers the lake is used as a material for handicrafts. The community also plants rice on the land around the lake. However, due to sedimentation, the water discharge has decreased, so this lake is increasingly losing its benefits.

Although the Rawa Pening area has problems, the Asian Tourism Village around the lake can still develop activities for tourists by emphasizing environmental awareness. Through this environmental-based MSME, educational tourism is developing to have an economic impact and environmental preservation. This study aims to reveal experiential learning obtained by tourists and the educational value of entrepreneurship from MSME educational tourism from MSME actors in tourist villages.

## METHODS

The research was conducted in Asinan Tourism Village, Bawen District, Semarang Regency. To answer the research objectives, a qualitative method approach was used by digging data using an interview guide to conduct in-depth interviews with informants from village government elements, tourism village managers, UMKM business actors involved in tourism villages and tourists. Researchers also conducted direct observations in the field and collected and analyzed several tourism village documents using a qualitative method approach. The results of data collection are presented in interview transcripts and document studies to carry out inductive steps to find concepts to answer research objectives.

## RESULT AND DISCUSSION

Asinan tourist village, Bawen District, Semarang Regency, is located in the Rawa Pening area, so the livelihoods of the people of Asinan Village are mostly swamp fishermen. Asian Village has 4 hamlets, namely the Sumurup hamlet, Ba'an hamlet, Krajan hamlet, and Mengkelang hamlet. The Rawa Pening area is in the basin of 3 mountains, namely Mount Merbabu, Mount Telomoyo and Mount Ungaran. The attractions of the Asian tourist village include the natural scenery of Rawa



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Pening, the landscape of 3 mountains, boat tours, agrotourism, culinary specialties, homestays, boat artisans, making water hyacinth planting media, UMKM food tourism and floating restaurants.

The institution that manages the Asian tourist village is Pokdarwis Svarghajagad Anugraha under the coordination of BUMDES Maju Mapan. In addition to tourism businesses, BUMDES has businesses engaged in tax payments, waste processing, and procurement of goods and services. Other institutions involved in the tourism village are all entrepreneurs under the tourist boat association, the Sawahan stall UMKM association, and the culinary stall association, commonly known as the floating stall/house, and all are integrated into POKDARWIS.

**Experiential Learning in Entrepreneurship Educational Tourism in Asian Village.** The economic growth of Asian Village, which is rich in natural resources, combined with the creativity of tourism actors, has succeeded in collaborating the beauty of Rawa Pening with MSME business activities to attract tourists to visit in the form of environmental-based MSME entrepreneurial educational tourism. Types of educational tourism activities include traditional boat-making centers, making planting media from water hyacinth, making gender crackers, various snacks, making various culinary delights from typical swamp products such as Grilled Fish, Oseng Genjer, swamp lobster, various processed chips, wader fish, and shrimp crackers. Education on making Spiced Telang Tea (Lampah) and village snacks (Various processed tubers). The educational tourism activities carried out provide several learning experiences as follows:

**Learning Experience About Traditional Boat Making.** One of the uniqueness of educational tourism in Asian tourist villages is education about making traditional freshwater boats. Boat making in Asinan village is a tradition that has been passed down from generation to generation. Currently, there are still 2 families who still survive as boat makers in the Rawa Pening area and have entered the 3rd generation. The making of traditional boats has been started since 1955 using Randu Kawak Wood which has a large diameter so that artisans at that time only needed to use a simple technique, namely making a hole in the middle of the tree trunk. Then it is shaped like a mortar to be used as a swamp fishing boat to catch fish. Changes in shape, such as the current tourist boat, only started in 1978. The manufacture of tourist boats currently mostly uses suren and mahogany wood according to consumer choice. Three people carry out the boat-making process, which takes 7 days. The market share of the boat is swamp fishermen and boat rental business owners in 14 villages around the Rawa Pening area. The selling price of the boat is in the range of IDR 1.3 - IDR 3.5 million, depending on the material, type and size.

In the educational tour of traditional boat making, visitors have the opportunity to see and listen to explanations of the history of Rawa Pening and the origins of boat making in the Rawa Pening area. Visitors are also given knowledge about wooden materials for making boats, traditional equipment and Technology for making boats, the manufacturing process, and the selling price of boats. Tourists are given the opportunity to experience learning to make boats. This is a new experience because the manufacturing process uses techniques that are still manual and traditional.

**Learning Experience About Humic Acid Planting Media.** Another mainstay educational tour is education on making humic acid planting media from water hyacinth, which is abundantly available in Rawa Pening. Humic acid planting media is a fertilizer that functions for soil improvement (land recovery) and to reduce chemical residues in the soil. Producers prefer to use the term planting media because using the term fertilizer requires a licensing fee of 500-600 million.

Water hyacinth plants have been growing abundantly but are an obstacle for swamp areas because they cause swamp weeds. For this reason, producers use it as the main ingredient for humic



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acid planting media. Currently, Asinan Village is the only producer of humic acid planting media made from water hyacinth in Central Java.

The manufacture of mini teal planting media was pioneered in 2017 under the guidance of PT Astra and the guidance of the Semarang Regency Agriculture Service. The process of making planting media is initially water hyacinth plants that are composted naturally. Water hyacinth plants undergo a weathering process by being dried under the hot sun and exposed to rain until they weather naturally. The weathering process takes 6-8 months. The longer the weathering of the water hyacinth plants, the better. Often, the weathering process is maintained for up to 1 year because it will release fumes, which are needed for the quality of the fertilizer. If using decomposer materials, it will be very expensive. After weathering, it is then dried and mixed with coconut shell charcoal to increase the potassium and calcium content. Other ingredients are manure fertilizer from goat manure. Moreover, added rice husk ash.

Sales of this planting medium have reached areas of West Java, East Java, Sumatra, and Kalimantan, Malaysia. Humic acid planting media is used to improve rice field soil for rice plants, shallots, onions and various other plants. In Indonesia, this planting medium is also used to improve land for date palms, durian, avocado, flowers, and rice fields, which show whiter, more sticky rice and have a taste like sticky rice and more fertile and loose soil. Another advantage is that if used as a rice field fertilizer, plants are healthier because they are not chemical fertilizers and increase the productivity of the harvest.

The method of using planting media is done by digging a hole in the area around the plant. One use of fertilizer can last for 1 year. The price per 25 kg sack is Rp. 35,000, and a 10 kg sack is Rp. 15,000. The turnover of this humic acid planting media business is an average of 3 million per month.

The main obstacle in doing this planting media business is the marketing problem. The basic material of water hyacinths is obtained for free through cooperation with the Large River Basin Center (BBWS) of the Ministry of PUPR, which is currently working on dredging water hyacinths in the swamp area. Marketing obstacles are experienced because farmers around the swamp have not used this humic acid planting medium. It is difficult to change the mindset of farmers because they want everything instant. Although the price is not more expensive than ordinary chemical fertilizers

The test results of this planting medium have succeeded in increasing the productivity of agricultural products for 1 hectare of rice fields, able to produce a harvest of 12.8 tons of rice, compared to ordinary fertilizers, which produce a harvest of 8-9 tons. Several other places prefer peat soil taken from the bottom of the swamp, but the peat land has a lower humic acid content below 1 and is only like the efficacy of ordinary manure. While water hyacinth material has a humic acid content of 5-7. Another obstacle is that testing the quality of the mini planting media cannot be standardized because it is not a scientific study from academics but the result of the creativity of the community and the local Agriculture Service

**Learning Experience About Making Various Crackers.** The utilization of other swamp products from water hyacinth-like plant materials, namely gender, which is abundantly available in rice fields, is made into an educational tour package for making gender crackers that have more economic value and are nutritious. Visitors get an explanation about the history of the business, materials, tools, various cracker variants, marketing, selling prices and business development. In full, UMKM actors in the production of various crackers explain their knowledge and skills in the business of various crackers. The knowledge provided starts from materials, tools, production processes, markets, the process of pioneering a business and developing a business as well as various risks in the main business, namely weather and HR problems.



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**Learning Experience About Making Water Hyacinth Handicrafts.** Educational tourism on other uses of water hyacinth is making various handicrafts such as sandals, bags, accessories and even furniture. The results of water hyacinth crafts in the hands of the Asian village community have the potential to provide high economic value. This craft-making activity has become an additional income for families, most of whom work as swamp fishermen. Swamp fisheries are indeed one of the commodities that grow dominantly in the economic activities of the community. The results of the catch of swamp fishermen so far are still limited to being sold raw.

**Learning Experience About Making Sawdust Waste Briquettes.** The abundance of sawdust waste from traditional wood production has led to a breakthrough by local youth, namely processing sawdust waste into charcoal briquette products. Sawdust charcoal briquettes are blocks of material that can be used as fuel and can maintain a flame-like charcoal. The manufacturing process begins by burning sawdust waste in a pan without water. After becoming fine charcoal, it is filtered and then mixed with tapioca flour with a composition of 1 flour: 9 charcoal. After that, it is ground and put into a briquette molding tool. This breakthrough by the youth of Asinan Village not only adds economic value, but also participates in environmental awareness, namely utilizing sawdust waste from boat production.

**Learning Experience About Making Various Swamp Culinary.** The Rawa Pening area, with its unique ecosystem, provides opportunities for economic activities that are sourced from the natural products around the swamp. Visitors can learn about processing swamp resources into various culinary dishes, whether based on fish, shrimp, ginger leaves, etc. This culinary activity not only provides economic value but also helps preserve the environment.

**Learning Experience About Rawa Pening Exploration Boat Tour.** One of the unique activities of the Rawa Pening exploration educational tour is the learning experience about the Rawa Pening ecosystem. To learn this is done by exploring the Rawa Pening area using a boat. Visitors gain knowledge about the problems of water hyacinth and swamp shallowing, as well as various efforts that have been made for environmental sustainability. Visitors can also choose a fish seed release package in the middle of the swamp. This activity provides an extraordinary experience, knowledge and concern for the environment.

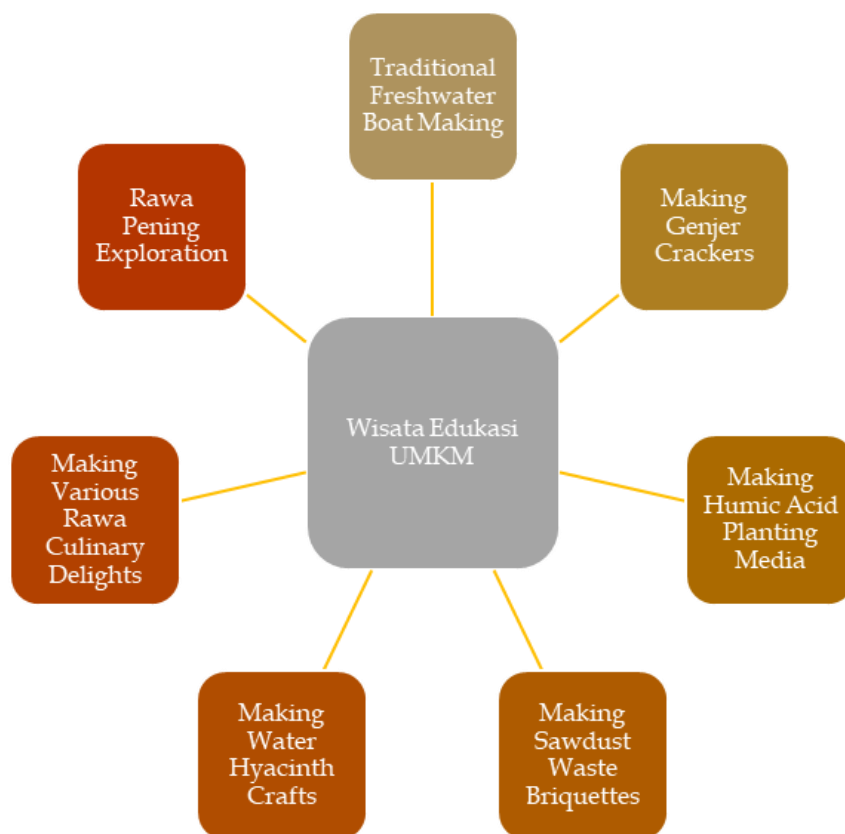
Since 2009, the district government, supported by 11 ministries, has implemented a program to control the proliferation of swamp water hyacinth plants that have an extraordinary growth rate. The proliferation of water hyacinth plants in the swamp lake area causes high water evaporation so that the water discharge in the swamp is reduced by 1/3. Dead and rotting water hyacinth plants will fall to the bottom of the swamp, causing the lake to become shallow. The decay of water hyacinth plants also causes odor pollution problems that disturb the community.

From the above problems, evaporation, shallowing, and decay cause the volume of water in the swamp to drop drastically. The water in Rawa Pening is actually the main source of water for PDM and PLTA since the Dutch era which is still operating to support industry in the Central Java area of the central axis. If the water supply continues to decrease, it can disrupt the flow of electricity for industry. Another problem is if the water hyacinth plants are carried away by the water current and enter the PLTA door, it can disrupt the fan and cause damage.

The results of research on various educational tourism learning experiences in Asian Tourism Village based on environmental conservation are as follows:







**Figure 1.** Types of Educational Tourism for MSMEs

From the research results, it was found that there are 7 types of educational tourism for UMKM typical of the community around the swamp that utilize materials from the environment. This educational tourism is environmentally aware in terms of the use of materials that help preserve the environment. The creation of humic acid planting media from water hyacinth and the creation of various water hyacinth souvenirs have helped utilize water hyacinth plants that disrupt the swamp ecosystem. The creation of gender crackers from gender leaves that grow in rice fields disrupts the growth of rice. The creation of briquettes from sawdust waste helps preservation through the utilization of sawdust waste. The processing of various culinary delights based on swamp products, such as fish, shrimp, water hyacinth, and gender vegetables, and the exploration of Rawa Pening by spreading fish seeds can help the sustainability of the swamp ecosystem.

From these findings, the Asian Tourism Village has great potential to become an attractive center for education and tourism. With a variety of educational packages, this village can attract the interest of general tourists from PAUD, SD, SMP, and SLTA to students who want to learn about culture, traditions, and environmental sustainability. Educational tourism is expected to inspire visitors, especially the younger generation, to create sustainable and environmentally friendly businesses. The visit of several tourists to the Asian Tourism Village proves that educational tourism provides not only knowledge but also valuable experiences. By combining elements of culture, environment, and entrepreneurship, this program has succeeded in inspiring the younger generation to care more about the environment and develop their potential by daring to make decisions to become entrepreneurs by processing cheap materials available in the surrounding area.



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This is in line with the idea that tourists involved in educational tourism can contribute to local environmental and natural awareness (Tomasi et al., 2020).

**Educational Value of Entrepreneurship in Asian Village.** Visitors to educational tours of UMKM get much value from educational tour packages, especially entrepreneurial values , including:

**Pioneering a Business.** MSME business actors explain to visitors the initial process of pioneering a business from the perspective of when to start a business, how to enter a business initially, the age of starting a business, factors driving entrepreneurship, how to gain business knowledge and how to gain business skills. Most of the MSME actors in Asian Village are businesses that were previously pioneered by their families and continued by the next generation. In entering a business, it is preferable to work for the family and learn to do business from a young age so that they have a long period of learning about business. The way to gain business knowledge and skills is by learning by doing, namely working while learning. The main factor driving entrepreneurship is because of the example of the family, especially parents, who act as providers of opportunities, capital providers and mentors in business. Knowledge is also obtained about how to learn from the family business experience until finally being able to pioneer their own business.

On average, MSME actors in Asian Village are the next generation of family businesses. The entry point to starting a business is by helping the business that their parents previously pursued. Because starting to learn in the family business since childhood, namely school age, the capacity of the tasks that are assigned starts by doing simple things such as then being increased to more difficult tasks until finally being able to develop their own business. Although working for the family, they still get wages as workers, and the wages are saved as business capital.

**Production Process.** Visitors get an explanation of the materials to make a product that is easily obtained in the surrounding environment. The uniqueness of this producer is that the basic materials are easy to find, and there are unique local ingredients that are only found in the area. The advantages of the Asian village UMKM business are being able to make products according to consumer demand and orders, as well as the availability of raw materials, even cheap raw materials, because they utilize waste or buy cheaply from local farmers. Visitors get a complete explanation starting from the materials, where the materials are obtained, the quality of the materials, the various materials needed, the production tools needed, the manufacturing process, and design to packaging. The manufacturing process uses semi-modern techniques, some use modern tools and also traditional tools. In addition to the value of knowledge, visitors are given the opportunity to practice directly making products in order to provide skill value.

**Marketing.** Visitors get value from marketing, namely how to develop market areas, develop market segments, target markets, product strategies, distribution, product pricing, and find partners. In MSME education, pricing strategies are explained and competitors' behavior in products and prices is studied. An important lesson from MSMEs in Asian Village is to have an innovative strategy rather than having a price war with competitors. The products offered need to vary according to consumer demand. Producers try to prepare product variants and then determine the selling price of the product.

**Developing a business.** After experiencing sufficient experience and capital, UMKM actors enter the stage of starting their own business in order to develop the business they have pioneered. In developing a business, creativity and competitiveness are needed. In educational tourism, information and lessons are also obtained on how to develop a business according to the times. After feeling sufficient knowledge sufficient skills from the business pioneer, then start your own



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business. The things needed to develop a business include continuing the family business is getting a legacy of customers that have been pioneered in the previous business. Business development can be done either using your capital or using bank capital loans.

**Business capital.** From the learning provided by the UMKM of Asian Village, several sources of business capital can come from parental capital, work results in the parental business and loan capital from the Bank.

**Business results.** Business profits are obtained from sales proceeds minus capital, fixed costs and material efficiency. The amount of profit depends on the rise and fall of consumer demand fluctuations. An important lesson from business results is that entrepreneurs tend to use business results not for consumptive activities but to increase business capital for business development.

**Business constraints and risks.** Doing business on an MSME scale is found to be constrained by human resources because workers are absent from work, so work is delayed. From the customer side, constraints are on customers who have many requests and desires that must be fulfilled. Constraints can also come from the weather, production constraints that cause product failure, and constraints from the competitive aspect, even though they are minor constraints. The way out of the constraints is to focus on quality rather than competitors. In doing business, it is also explained regarding the types of risks in doing business, including risks from nature, from partners, and ways to overcome business risks.

**Entrepreneurial spirit.** In general, becoming an entrepreneur requires entrepreneurial spirit values, namely being willing to work hard, wanting to start a business as early as possible, being smart in managing finances, loving work, good socialization, being persistent, having target achievements, daring to take risks and innovating. Lessons from business actors show that an entrepreneur needs to have a confident mentality, love work, be communicative, which is needed when partnering and looking for sellers, always setting targets, daring to take risks, creating creations and innovations, the will to be a leader, having initiative, having sufficient skills and knowledge in the field of business being pursued, showing enthusiasm and willingness, having the ability to analyze problems and solutions to problems, having a future orientation, not being consumptive, independence, looking for business opportunities.

**Historical Appreciation.** The added value obtained from educational tourism in Asian Village is the strength of the historical value of Rawa Pening. Most of the UMKM businesses in Asinan Village are closely related to the history and daily life of the swamp area related to the History of Rawa Pening. This historical value provides a uniqueness that is always informed to tourists so that appreciation for the history of Asinan Village and the very popular legend of Rawa Pening grows.

**Environmental awareness.** Considering the conditions around the UMKM business that is close to the life of Rawa Pening, one of the values taught by entrepreneurs to visitors is the value of environmental awareness. This can be seen from the emphasis on the explanation of materials derived from waste, materials that help preserve the environment. Environmental awareness is also shown by education on the problem of water hyacinth plants, the problem of shallowing of swamp areas that can damage the environment, and the degradation of agricultural land.

From the results of the study, 10 entrepreneurial education values were obtained that can be learned from educational tours of UMKM in Asian Tourism Village. These entrepreneurial education values include how to start a business, production, marketing, capital, business results, business development, business constraints and risks, entrepreneurial spirit, appreciation of history and concern for the environment whose indicators of entrepreneurial education values can be tabulated as presented in table 1.



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**Table 1.** Educational Value of Entrepreneurship of UMKM in Asian Tourism Village

1.Starting a business	2.Production process	3.Marketing	4.Business development
<ul style="list-style-type: none"> <li>• time to start a business</li> <li>• how to enter a business</li> <li>• age to start a business,</li> <li>• factors that drive entrepreneurship,</li> <li>• how to gain business knowledge</li> <li>• how to gain business skills.</li> <li>• The importance of regeneration in family businesses</li> <li>• Learning by Doing</li> <li>• Length of Time to Learn Business</li> <li>• The role of parents in family businesses as providers of opportunities, motivators, mentors, partners, financiers</li> </ul>	<ul style="list-style-type: none"> <li>• Material knowledge</li> <li>• Area of origin of materials</li> <li>• Utilization of local materials and waste</li> <li>• Availability of raw materials</li> <li>• Quality of raw materials</li> <li>• products according to consumer demand and orders,</li> <li>• Stages of the manufacturing process</li> <li>• Technology and production tools</li> <li>• Product design</li> <li>• Packaging</li> <li>• Product variants</li> </ul>	<ul style="list-style-type: none"> <li>• Market: Segmentation, target market</li> <li>• Partnerships</li> <li>• Product Distribution</li> <li>• Pricing strategy</li> <li>• Consumer behavior</li> <li>• Competitor behavior</li> <li>• Competitive strategy: Product innovation</li> </ul>	<ul style="list-style-type: none"> <li>• Business development stages</li> <li>• creativity and competitiveness.</li> <li>• Business Heritage</li> <li>• Adding Products</li> <li>• Adding Capital</li> </ul>
5. Venture capital	6. Business Results	7. Business constraints and risks	8. Entrepreneurial Spirit
<ul style="list-style-type: none"> <li>• Capital sources</li> <li>• Work results</li> <li>• Parents' capital</li> <li>• Bank loans.</li> </ul>	<ul style="list-style-type: none"> <li>• Turnover calculation</li> <li>• Calculation of material costs,</li> <li>• fixed costs</li> <li>• selling price</li> <li>• Profit</li> <li>• Loss</li> <li>• Utilization of business results</li> <li>• Increase in turnover</li> </ul>	<ul style="list-style-type: none"> <li>• Human resource discipline constraints</li> <li>• Constraints on the suitability of customer demand and desires</li> <li>• Constraints from nature</li> <li>• Constraints on production technology</li> <li>• competition</li> <li>• Focus on solutions to constraints</li> <li>• risks from nature</li> <li>• Risks from partners</li> <li>• ways to overcome business risks</li> </ul>	<ul style="list-style-type: none"> <li>• Confident</li> <li>• love your job,</li> <li>• communicative</li> <li>• have a target</li> <li>• dare to take risks</li> <li>• Creative and innovative power.</li> <li>• Leadership</li> <li>• Initiative</li> <li>• Have skills</li> <li>• Have knowledge</li> <li>• Have Spirit and Strong Will</li> <li>• Ability to analyze</li> <li>• Future-Oriented</li> <li>• Not Consumptive</li> <li>• Independence</li> <li>• Looking for Business Opportunities</li> </ul>
9.Appreciation of History	10. Environmental care		



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|---|---|
| <ul style="list-style-type: none"> <li>• Know product history and business location.</li> <li>• Appreciate history</li> <li>• Use historical value as a product uniqueness</li> </ul> | <ul style="list-style-type: none"> <li>• Utilization of local materials</li> <li>• Recycling</li> <li>• Utilization of waste Care for environmental sustainability</li> </ul> |
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## CONCLUSION

Educational tourism in Asinan Tourism Village has succeeded in developing 7 types of environmental-based MSME educational tourism, namely educational tourism in making traditional boats, making crackers, making planting media, making briquettes from waste, making water hyacinth crafts, processing various swamp foods, and exploring Rawa Pening which not only provide knowledge but also direct experience with an environmentally friendly educational approach. From these educational tourism activities, 10 educational values of MSME entrepreneurship can be provided, including starting a business, production process, marketing, capital, business results, business development, business constraints and risks, entrepreneurial spirit, appreciation of history and environmental awareness. These entrepreneurial values are very beneficial to the target market of students and college students in order to foster an entrepreneurial spirit among the younger generation.

Educational tourism needs to be approached with a responsible and sustainable mindset, considering its impact on local communities and the environment. Educating the younger generation of future tourism about the importance of sustainable practices can create a more responsible and ethical tourism industry. PromotingPromoting tourism that prioritizes sustainability can help ensure that the industry develops in a way that benefits tourists and the destinations they visit. Ultimately, the goal is to create a more balanced and mutually beneficial relationship between tourists and the places they visit, leading to a more sustainable future for global tourism.

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