

Mapping Edutourism in Lombok: Activities, Motivations, Facilities, and Management Challenges

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Abstract

Ideally, prospective visitors have comprehensive mapping about the nature of edutourism in Lombok. However, information regarding forms of edutourism, activities in the destinations, motivations of visitors and management challenges are limited. In accordance with its urgency, this current study 'aimed' at exploring: 1) The forms of edutourism available in Lombok; 2) facilities that supported the edutourism; 3) tourists' motivations; and 4) management constraints and challenges. This study is a descriptive exploratory survey that maps 13 educational tourism destinations in Lombok, involving 1–2 management staff at each destination and 23 visitors (including 17 students). Data were collected through interviews, questionnaires, observations, and documentation. The data were analyzed qualitatively: Classification, coding, reduction, and synthesis to generate conclusions and destination rankings. Edutourism in Lombok reflects educative practices. Although destinations offer nature-based and cultural experiences, uneven educational facilities and limited human resources reduce their effectiveness. Tourists are motivated by both learning and leisure, while challenges such as poor infrastructure, environmental issues, and weak management hinder development. Overall, Lombok's strong potential requires a shift toward more structured, learning-centered, and sustainable edutourism. Theoretically, this current study improves tourists' understanding of edutourism, ranking of activities of edutourism, visitors' motivations and management challenges. Practically, those provide a basis for innovation in edutourism activities and tourism education; expand partnerships between universities and tourism destination managers, increases socio-economic and employment opportunities; and support sustainable tourism programs. Implicationally, it requires further collaborations and management professionalism.

Keywords: constraint; destination; mapping; qualitative case study; sustainability; visitor; edutourism; Lombok



INTRODUCTION

Background

West Nusa Tenggara (NTB) is a province in Indonesia with numerous potential tourist attractions. According to information from the West Nusa Tenggara Provincial Statistics Agency (BPS NTB), there has been a significant increase over the past five years. As of September 2022, the number of tourist visits to NTB had reached 900,000 people (iNews NTB, 01 December 2022). Even more impressively, Lombok was named the world's best tourist destination for 2025 by Travel Lemming. However, the phenomenon, "Why are so many schools organizing educational tours to other areas outside of Lombok?" This is an irony.

Theoretically, if communities, particularly students, have comprehensive information about the nature of edutourism provided by the authorities or stakeholders, they are interested in visiting the edutourism destinations, and it is suggested that tourism authorities establish collaboration with the communities (Arrasyid et al., 2021). Definitely, stakeholder collaboration with other authorities is key to tourism development (Handini et al., 2025). Regarding sustainability, partnerships or collaborations between educational institutions and stakeholders can create sustainable educational tourism (Wulandari et al., 2024).

Regarding edutourism, several studies have been conducted on edutourism, focusing on interests and motivations, such as interest in edutourism (Wahida & Surur, 2023), educational tours to museums (Wahida & Surur, 2023; Tawer, 2022; Junaid et al., 2022), motivations for traveling to Lombok (Tantra, 2022), general tourist motivations (Wiyono, et al., 2019), tourist motivations for visiting Gili Meno (Septiani et al., 2019), the influence of attraction dimensions on interest in educational tourism visits (Krisnadi & Natalia, 2020), deepening educational values (Wijayanti,

2019), and dimensions of edutourism (Saepudin et al., 2019). However, research focused on exploring the types (or forms) of educational tourism in Lombok and the variety of activities that will serve as a reference for innovations that will influence interest and motivation for edutourism visits to Lombok has never been conducted. This is the 'novelty' and position of this proposal compared to previous research. Lack of studies and limited information result in low motivation and familiarity with edutourism destinations.

Consequently, the primary 'problem' and case in Lombok, "How comprehensive is the information regarding the variety of edutourism activities in Lombok?" Accordingly, the research questions are as follows: 1) What forms (or types) of edutourism available in Lombok? 2) What facilities support them? 3) What motivations drive visits? 4) What management constraints recur across sites?

Until recently, information regarding the types of activities in edutourism, educational motivations for visiting (Krisnadi & Natalia, 2020) and challenges in management is deficient. So, this exploratory research is 'urgently' needed to address this issue to increase the number of edutourists visiting Lombok. This is the urgency of this research.

In accordance with its 'urgency,' this current study 'aimed' at exploring: 1) The forms (types) of edutourism available in Lombok; 2) facilities that supported the edutourism; 3) tourists' motivations; and 4) management constraints and challenges across sites. The efforts to address these exploratory study questions are urgently needed to increase the number of edutourism visits to Lombok.

This current study provides theoretical contributions, namely deepening tourists' understanding and familiarity with the types (forms) of edutourism, ranking of activities of edutourism, visitors' motivations and management challenges; and practical contribution, such as providing a basis for innovation in educational tourism activities

and alignment of educational tourism programs in schools and tourism education; expands partnerships between universities and tourism destination managers, increases socio-economic and employment opportunities; and supports sustainable tourism programs as part of sustainable development.

LITERATURE REVIEW

Theoretical Concept

The term educational tourism (edutourism) refers to a travel program to a location undertaken by a group of people with the primary goal of gaining direct learning experiences at that location (Ritchie, 2009). Travel has long been an integral part of educational endeavors (Stone & Petrick, 2013) and instills educational values (Sharma, 2015) through learning outside the classroom (Wijayanti, 2019).

Edutourism is travel that provides educational benefits and values (Sulistiana & Valeriani, 2019) and has a positive impact on teaching and learning activities (Rahmat et al., 2020). Learning while traveling broadens cultural knowledge and provides opportunities to interact with many people (Roberson, 2018). The goals of tourism and education are inseparable (Pitman et al., 2010).

Edutourism, as Ardianto and Setiawan (2017) argue, is not merely recreation, but rather a journey that enriches the individual with meaningful learning and experiences. This type of tourism combines the pleasures of vacation with educational activities. Thus, visitors, particularly schoolchildren, students, and the wider community, can gain knowledge, hone their skills, and understand noble values through direct interaction at tourist destinations (Purnomo and Wulandari, 2022).

The primary goal of edutourism is to provide authentic and relevant learning experiences, raise awareness of environmental and cultural conservation, strengthen local community participation, and facilitate out-of-class learning in line with the spirit

of the Independent Learning Curriculum (Purnomo and Wulandari, 2022). Furthermore, edutourism contributes to enriching the types of tourism that have a positive impact on the community (Nuraini, 2022). The goals of edutourism include developing and promoting local history, tourist attractions, and educational environments that can strengthen knowledge and skills (Mamrayeva & Tashenova, 2024). Therefore, tourism requires collaboration with the community (Arrasyid et al., 2021).

According to Suyanto (2021), edutourism provides a unique learning environment, combining knowledge, practical experience, and interpersonal interaction in a series of exciting and rewarding activities. Its fundamental elements include structured learning objectives, memorable hands-on experiences, close collaboration between educational institutions and local communities, and a commitment to environmental and cultural sustainability.

Today, there remain challenges in sustainable tourism development. For example, challenges dealing with cultural, structural, management and operational limitations, community involvement and mobilization efforts in tourism development (Ermayanti et al., 2025). To support sustainable tourism development, a three-pillar framework that cover continuous education, community-based partnerships, and value-driven innovation needs to be considered as a roadmap for sustainable transformation (Djabbar et al., 2025). Sustainability is also supported by the synergy between education and the tourism industry (Widianingsih and Syarifuddin, 2021).

Relevant Research

Partnerships between educational institutions and stakeholders can create sustainable edutourism (Wulandari et al., 2024). Research shows that edutourism will contribute to the sustainable development dimension of society (Alipour et al., 2020) and can create a sustainable interconnection between edutourism,

international academic tourism, and the internationalization of higher education (Amaro et al., 2024). Having information about various edutourism destinations makes it easier to explore the various activities offered at each edutourism destination.

Partially, the attraction dimension significantly influences tourist visit interest, but there is no explicit information regarding educational motives (Krisnadi & Natalia, 2020). Specifically, tourists' primary motivation for visiting Lombok is the destination's image, not education (Tantra, 2022), and visitors' preferences in the Gili Meno area are not for education (Yang et al., 2023).

To date, innovation in edutourism management and services remains a serious issue (Apriliani et al., 2023). This has not been widely implemented. The concept of developing edutourism must be supported by the government to accelerate economic and educational development in communities surrounding tourist destinations (Dewi, 2024). The involvement of schools and universities in edutourism development is crucial (Sulyandari et al., 2022), and edutourism is a potential effort to increase the potential of tourist villages (Prasetyo & Nararais, 2023). The urgency of edutourism destinations is crucial and needs to be continuously supported and developed (Jannah et al., 2024). One effort to achieve this is through innovation and sustainable development in the edutourism sector (Yin, 2016). Furthermore, research on student professional or career interests related to edutourism, such as (Arifuddin et al., 2024; Arifuddin, et al., 2022; Arifuddin et al., (2020), is also relevant.

METHOD

Type of Research

This research is a descriptive exploratory survey of destinations that focuses on depth mapping of edutourism destinations.

Research Sites and Informants

13 educational tourism destinations in Lombok were explored. One to two staff members who handle edutourism destinations, 23 visitors, including 17 students were interviewed. All education-related activities at the destinations were observed.

Data Collection Instruments

The instruments for collecting data for this research include interview guides about forms of activities, facilities, motivations, challenges and services (For management and for visitors), Questionnaire about forms of activities, visitors choice of activities and visitors motivations (For Management), Observation sheets (Observable educative activities & numbers of visitors), and documents about visit and educational tourism activities (For rankings).

Data Analysis

In general, the data were analyzed qualitatively and iteratively through compiling, disassembling or selecting, codifying, reassembling, analyzing and interpreting; and concluding (Yin, 2016). However, steps were adapted as follows.

Data Analyses based on the instruments: 1) Data collected through interview guides about forms of activities, facilities, motivations, challenges and services were identified, classified, ranked and synthesized (Concluded), 2) Data collected through Questionnaire about forms of activities, visitors choice of activities and visitors motivations were classified, reduced, synthesized (Concluded), 3) Data collected through Observation sheets were coded (categorized), counted, summarized and synthesized, and 4) Data based on the documents about visit and educational tourism activities were identified, counted, arranged based on the frequencies and synthesized for rankings. Note that the number of managements personnels and interviewees across 13 destinations were not the same, but relatively representative.



RESULTS AND DISCUSSION

Results






This current study identified educational tourism activities at 13 tourists' destinations in Lombok. The focus of this study was to explore educational types (or


forms) of activities, facilities, ranking of activities, tourists' motivations, and challenges (or Constraints) in edutourism destinations in Lombok. However, due to limited space of the table, these components are presented in two tables.

Table 1. Destinations, Types of Activities, Ranking of activities and Tourists Motivations.

Destination	Types (Forms) of Activities	Ranking of Activities	Motivations
<p>Narmada Botanic Garden</p>  <p>Source: Andre Hidayat (Research member)</p>	Planting practice, grafting, herbal studies, nature enjoyment, taking photos.	1) Nature enjoyment, 2) taking photos, Planting/grafting practice, 3) Cultural events	Educational & environmental awareness
<p>Lingsar Bee Village</p>  <p>Source: Andre Hidayat (Research member)</p>	Trigona honey education, Recognizing gaharu, palm sugar, agarwood, local crafts and genius.	1) Recognizing gaharu, 2) Trigona honey demo, 3) Palm sugar, 4) Agarwood.	Learn local economy & bee-keeping, open to all class and ages of people, enjoying holidays or recreation, learning outdoors, and nice place for camping, close to Mataram and West Lombok areas, cheap, natural situation, experiential learning for children.
<p>Lombok Wildlife Park</p>  <p>Source: Rosdiana (Written permission)</p>	Interaction with elephants, orangutans, reptiles, birds, Elephant Meeting & Greeting, Elephant Feeding, Elephant Mud Bath, Meeting Orangutan (Kaka & Kiki), Lory Kingdom, reptile encounter, bird sanctuary (Kakatua Yacob, Lauren, dan Bagong), seeing the	1) Wildlife interaction, like interaction with Sumatera elephants, Orangutan, birds, reptiles, and 2) Education, 3) Recreation.	Family recreation, learning biodiversity, interaction directly with wild animals, Natural environment, children friendly tourism, and beautiful photo moments and spots, and complete culinary.

Destination	Types (Forms) of Activities	Ranking of Activities	Motivations
	turtle, Taking photo with birds, horse cart riding, Jungle Trekking, Education Theatre, interactive exhibition.		
Kura-Kura Water Park  Source: Arifuddin	Swimming, water games, children's playground, BARBEQUE shopping, Kura-kura Kids Fun House, POCKET (Family Sport Billboard), food court & cafe, Gazebo & picnic area, music and art show, hung train, lazy river, swimming pools (kids and old), playing in water boom, doing Gym, fishing, mini car (cart) driving, and Spa.	Swimming/slides, Lazy river, Family recreation, Water playground Driving mini car, Kids Fun House & Indoor games Pro Gym.	Fun, family leisure, child-friendly, convenient water boom, Strategic location, cheap, non-water facilities also available, Instagramable, nice documentations and photos.
Narmada Park  Source: Arifuddin	Historical tours, swimming, cultural ceremonies, jogging and walking, canoeing, taking photos, swimming, and taking bath with Narmada Awet Muda, enjoying culinary, learning history, having meditation and yoga.	1) Swimming, 2) Cultural tours, 3) History, 4) Family gathering, and 5) Relaxation.	Cultural curiosity, recreation, not crowded, cheap, rich of historical and cultural sites. Good photo spots, fresh and cool environment.
Mayura Park  Source: Arifuddin	History tours, manuscript learning, rituals, swimming, and traditional architecture, dan enjoying natural situation in the city.	Swimming, Cultural tours, 2) History, 3) Religious value, 5) Architecture visit, 6) Enjoying the nature and photography.	Learn history & culture and values, enjoying architecture, playing, and learning tolerance and empathy.
Sangkareang Park  Source: Arifuddin	Sports, music shows, arts, community events, playground activities, literacy, driving license/traffic documents service.	Music/sports, 2) Leisure, 3) Social, cultural and arts events, 4) literacy, 5) and kids sports.	Recreation, social gathering, and large playgrounds.

Destination	Types (Forms) of Activities	Ranking of Activities	Motivations
<p>Sesaot Village</p>  <p>Source: Arifuddin</p>	Trekking, camping, river play, planting, bathing, cycling.	1) River play, 2) Trekking, 3) Camping.	Ecotourism, relaxation, river play, close to Mataram, and cheap.
<p>Pagutan RTH</p>  <p>Source: Arifuddin</p>	Cycling, jogging, children's games & creativities, playground, agro-edutourism, outbound and camping, social and family interaction and relaxation.	1) Cycling/jogging, 2) children's games and creativities, 3) Family recreation.	Affordable, child friendly.
<p>Mataram Teras Park</p>  <p>Source: Arifuddin</p>	Music, cultural events, youth gatherings, and environmental awareness.	1) Cultural/music shows, 2) Hangout, 3) Education, 4) Environmental awareness.	Urban recreation & culture, cheap and city edutourism.
<p>WNT State Museum</p>  <p>Source: West Nusa Tenggara Museum (Written permission)</p>	History, manuscripts, art, cultural exhibitions, Museum Talk, mobile museum, mobile education.	1) Kids archaeologist, 2) Museum-related topics contest, 3) History, 4) Thematic exhibitions, 5) Cultural and historical visits, 6) Museum goes to schools.	Cultural curiosity/learning, academic research, interactive and competitive activities, visiting new, unique cultural and historical artefacts, and available technology.
<p>Senggigi Beach</p>  <p>Source: Arifuddin</p>	Swimming, surfing, sunbathing.	1) Swimming/surfing, 2) Sunbathing, 3) Photography	Beach leisure, tourism icon, swimming, sunbathing, canoeing, and enjoying traditional culinary and young coconut.

Destination	Types (Forms) of Activities	Ranking of Activities	Motivations
<p>Kuta Mandalika Beach</p>  <p>Source: Baiq Diah W. Tari (Written permission)</p>	Swimming, sight-seeing, snorkling, cultural festivals (Bau Nyale), marine edutourism, Sasak, cycling, and other kids sports activities.	1) Swimming, 2) Leisure, 3) Snorkling, 4) Festivals (Bau Nyale).	Recreation & cultural events.

Sources: Authors, 2025.

Table 2. Destinations, facilities and Challenges (or Constraints)

Destination	Facilities	Challenges (Constraints)
Narmada Botanic Garden	<ol style="list-style-type: none"> 1. Botanical garden with a collection of various types of tropical, rare, and unique Lombok flowers and plants. 2. Land for learning to plant. 3. Greenhouse and conservation area for botanical research and education. 4. Educational tour trail with plant information boards. 5. Recreational area (gazebo, children's playground, natural photo spots). 6. Supporting facilities: restrooms, prayer room, parking area, canteen/food stalls. 7. Culinary services, satay, fried rice, etc. 8. Hall, open area for outing classes. 9. Numerous photo/documentation spots. 10. Routine maintenance: watering, fertilizing, and replacing plants. 11. Main problem: Incomplete facilities due to limited funds and space 	<ol style="list-style-type: none"> 1. Current focus is on maintaining the flower spots and mini ponds. 2. The main challenge is the increasing number of competitors, which requires facility improvements. 3. Limited promotion, so it is not yet widely known to general tourists. 4. Supporting facilities are not yet optimal (transportation access, signage, facilities for the disabled). 5. The quality of human resources for educational guides needs to be improved to make the information more engaging. 6. Hope: consistency and continued high visitor numbers.
Lingsar Bee Village	<ol style="list-style-type: none"> 1. Current focus is on maintaining the flower spots and mini ponds. 2. The main challenge is the increasing number of competitors, which requires facility improvements. 3. Limited promotion, so it is not yet widely known to general tourists. 4. Supporting facilities are not yet optimal (transportation access, signage, facilities for the disabled). 	<ol style="list-style-type: none"> 1. There are still few tourists asking questions, preferring to practice what they are taught. 2. The management is not yet fluent in English. 3. Those who want to learn more about palm

Destination	Facilities	Challenges (Constraints)
	<ol style="list-style-type: none"> 5. The quality of human resources for educational guides needs to be improved to make the information more engaging. 6. Hope: consistency and continued high visitor numbers. 	<ol style="list-style-type: none"> sugar and its processing still need to visit the processor or collector, who are located outside this area. 4. The road to the waterfall and camping area is sometimes difficult, steep. 5. Peak visitors on weekends.
Lombok Wildlife Park	<p>There are many ways to reach this tourist location: by private vehicle, bus, or rental vehicle, either via the Pusuk or Senggigi routes. The park is equipped with a restaurant and cafe where you can enjoy delicious food and drinks. You can relax while enjoying your meal and enjoying the beautiful scenery. Lombok Wildlife Park is well-maintained and offers complete facilities:</p> <ol style="list-style-type: none"> 1. Handwashing area 2. Parking lot 3. Prayer room 4. Waiting room 5. Restrooms 6. Noori Restaurant 7. Café (Forest Café) 8. Souvenir shop 9. Gazebo 10. Photo services 11. Information centre and facilities. 12. The Animalia Gift Shop also offers a variety of animal souvenirs. Animal crafts are also available. 13. Several hotels/lodgings are available near the zoo. 	<p>There are several obstacles to providing animal-based educational tourism like at LWP:</p> <ol style="list-style-type: none"> 1. Animal Welfare 2. Visitor Understanding and Behavior 3. Limited Availability of Reliable Educators 4. High Operational Costs 5. Dependence on Holidays and School Visits 6. Weather and Accessibility 7. Security and Insurance Aspects 8. Challenges of Integrating Education and Tourism.
Kura-Kura Water Park	<ol style="list-style-type: none"> 1. Billiard area 2. Parking area 3. Hall 4. Barbecue room (short for Good Quality Used Goods). 5. Chairs and tables (Waiting area). 6. Fun House 7. Gazebo 8. Swimming pool 9. Culinary stalls 10. Prayer room. 11. Parking 12. Pavilion 13. Directions and evacuation. 14. Restaurant 15. Changing rooms 	<ol style="list-style-type: none"> 1. Awareness of cleanliness and the environment still need to be further promoted. 2. Disciplining visitors entering the pool area is often a problem. 3. Drainage and systems are often disrupted. 4. Operational and maintenance budgets still need to be increased. 5. Fierce competition.

Destination	Facilities	Challenges (Constraints)
	16. Treehouse 17. Garden 12. Rules/Regulations. 13. Pro Gym 14. Trash cans. 15. Men's and Women's Restrooms 16. Doll shop 17. Water park.	
Narmada Park	Available public facilities: 1. Ample parking area for cars and buses. 2. Clean restrooms at several locations. 3. Food stalls and a canteen offering local cuisine. 4. Gazebos and park benches for resting. 5. Security and information posts for visitors. 6. Convenient access, stroller-friendly for small children. 7. Children's play area and arena. 8. Supporting facilities such as culinary and souvenir shops. 9. Security and information posts for visitors. 10. Convenient access, stroller-friendly for small children.	1. Lack of staff to facilitate tourism activities, such as guides and outbound staff. 2. Food and beverage facilities are still limited. 3. Educational areas and activities are still limited.
Mayura Park	1. Swimming pools for children and adults are available. 2. Photo spots are available. 3. Location for cultural and arts events. 4. Beautiful natural scenery and gardens. 5. Historical tours are available here.	1. Lack of Educational Tour Guides specifically for children 2. Limited Educational Information on-site 3. Lack of Supporting Facilities for Educational Groups 4. Suboptimal Site Preservation 5. Limited variety of educational activities.
Sangkareang Park	1. Ample parking 2. "Mataram Harum" Performance Stage 3. Field for ceremonies and sports activities. 4. Jogging track. 5. Soccer field 6. Mobile vehicle registration and driver's license services 7. Culinary stalls 8. Basketball court. 9. Restrooms. 10. Trash cans 11. Park.	1. Waste Managemrnt. 2. Security. 3. Limited personnels.

Destination	Facilities	Challenges (Constraints)
Sesaot Village	<p>Parking area, public restrooms/toilets, prayer room, meeting hall, culinary area/stalls, photo/selfie spots, jungle trekking trails, homestays.</p> <p>Popular tourist activities:</p> <ol style="list-style-type: none"> 1. Soaking and playing in the water at the springs (Aik Nyet, Bunut Ngengkang/Ranget) and the river; picnicking in the berugak/gazebo. 2. Trekking to waterfalls (Tibu Sendalem, Tembiras, Tibu Goa) and tracking tour packages. 3. Cycling in the village, ATV riding, camping (Vetong Hill/Bukit Khasri). 	<ol style="list-style-type: none"> 1. Overcrowding & parking during peak visitor times; residents' yards become makeshift parking lots along the roads in Sesaot Village. 2. Cleanliness & waste (including the practice of burning trash by vendors in one of the river areas). 3. Inadequate/poorly maintained facilities (complaints of broken toilets, visitor comfort). 4. The risk of excessive commercialization and security issues during busy times, which BUMDes managers are wary of.
Pagutan RTH	<ol style="list-style-type: none"> 1. Playground area equipped with swings, slides, seesaws, agility poles, and ladders. 2. Outbound & Camping (A suitable outbound location and jogging track are available). 3. Entertainment & Creative Social Spot 4. Gymnastics field. 5. Field for soccer, badminton, and other activities. 6. Social & Creative Space 7. Aviary/Educational Bird Cage 8. Foot Massage Therapy Track. 9. Prayer Rooms (There are two prayer rooms), but one prayer room and its restroom are poorly maintained and messy. 10. Changing facilities for brides and grooms. 11. Special restrooms in the Becingah Building. 12. Coloring area. 13. Children's play facilities, including several areas for soccer, badminton, and other sports. 	<p>The main obstacles faced by the management of the Pagutan Green Open Space (RTH), Mataram, based on observations and brief interviews:</p> <ol style="list-style-type: none"> 1. Low Community Participation & Environmental Awareness 2. Many residents do not consistently participate in maintaining or keeping the RTH area clean. 3. Lack of personnel and limited resources. 4. Insufficient maintenance budget. 5. Lack of plant care and management. 6. Lack of public information and educational resources.
Mataram Teras Park	<ol style="list-style-type: none"> 1. Rules/Regulations 2. Ample parking 3. Restrooms 	<ol style="list-style-type: none"> 1. A slum-like impression due to street vendors.

Destination	Facilities	Challenges (Constraints)
	<ol style="list-style-type: none"> 4. Sports arena and track, including for gymnastics. 5. Garden (Pool) and Prayer Room. 6. Water Park 7. Culinary Stalls 8. Teras Restaurant (Northern side). 9. Playground. 10. Walking/Jogging Track. 11. Tree Park. 	<ol style="list-style-type: none"> 2. Coordination and supervision by an integrated team is still needed. 3. Overall, waste management remains a problem.
WNT State Museum	As a NTB State Museum, the facilities are comprehensive, including a variety of collections and media, both manual and digital.	<ol style="list-style-type: none"> 1. Limited number of educators. 2. Incomplete supporting technology facilities.
Senggigi Beach	<p>There's a children's playground, a swimming pool, and a beach for kids to play in the sand and bathe.</p> <p>Playgrounds, beaches, and canoe and jet ski facilities.</p> <p>There's a simple turtle hatchery around the tents or stalls near the pier, but it's managed by individuals.</p>	<p>Senggigi Beach, especially around the Merumatta Hotel, is no longer as attractive as it was when Senggigi first became famous. The hotel fence and the beach are now filled with open spaces and stalls selling fruit and other food vendors. The lack of a pier makes Senggigi Beach less comfortable and beautiful than it once was. Tourists seem uncomfortable with these conditions. The surrounding seawater may be unhealthy and polluted by the fuel from the boats that dock and carry passengers.</p> <ol style="list-style-type: none"> 1. Awareness of maintaining cleanliness is the main obstacle. 2. Tourists enjoying the beach seem less comfortable and less free.
Kuta Mandalika Beach	Kuta Beach also has complete facilities, ranging from dining and restrooms to a spacious parking area. You and your family can relax while taking in the stunning natural panorama and enjoy time together without worrying about your children's safety.	<ol style="list-style-type: none"> 1. Lack of Professional Human Resources and Service Training 2. Cleanliness & Waste Management Issues 3. Dependence on Major Events (Such as MotoGP).

Sources: Authors, 2025.

Findings

Types (Forms) of Activities

The edutourism destinations in Lombok offer diverse and integrated activity types, which can be grouped into: Nature-based activities (planting, trekking, river play, camping, wildlife interaction, beach activities; e.g., Narmada Botanic Garden, Sesaot Village, Senggigi Beach); Cultural and historical learning (heritage tours, rituals, manuscripts, museums, festivals; e.g., Narmada Park, Mayura Park, WNT State Museum); Experiential and skill-based learning (bee caring, palm sugar processing, agro-edutourism, animal care; e.g., Lingsar Bee Village, Lombok Wildlife Park); Recreational and family-oriented activities (swimming, playgrounds, water parks, cycling, sports; e.g., Kura-Kura Water Park, Pagutan RTH); Urban and community-based activities (social events, music, arts, literacy, and environmental awareness; e.g., Sangkareang Park, Mataram Teras Park). Overall, activities combine education, recreation, and direct experience, reflecting the core concept of edutourism.

Facilities

Facilities across destinations are generally adequate but uneven in quality, including: Basic facilities (parking areas, restrooms, prayer rooms, food stalls, and gazebos); Educational facilities (information boards, museums, exhibition spaces, learning trails, and demonstration areas); Recreational facilities (playgrounds, swimming pools, sports fields, water parks, and photo spots); Supporting services (restaurants, souvenir shops, homestays, and event spaces). However, many destinations still face limitations in maintenance, accessibility, and educational infrastructure, particularly for guided learning.

Ranking of Activities

Across destinations, activity rankings show consistent patterns. Top-ranked

activities: Nature enjoyment (e.g., parks, beaches, rivers); Swimming and water-based recreation; Cultural and historical tours; Secondary activities (Hands-on learning (planting, beekeeping, wildlife interaction); Social and family recreation; Lower-ranked but emerging (Educational competitions, literacy activities, and environmental awareness). This indicates that recreation and nature-based enjoyment dominate, while educational elements act as complementary value.

Tourists' Motivations

Tourists visit these destinations for multiple, overlapping motivations: Recreation and leisure (family outings, relaxation, holidays); Learning and educational curiosity (culture, biodiversity, local economy); Experiential learning (hands-on activities, outdoor learning for children); Affordability and accessibility (cheap, close to urban areas like Mataram); Aesthetic and social media appeal (photo spots, "Instagramable" locations). The findings show that edutourism is driven by a blend of education, entertainment, and affordability, with strong appeal for families and students.

Challenges (Constraints)

Common challenges across destinations include: Human Resource Limitations (Lack of trained guides and educators, Limited English proficiency; rendahnya kemampuan interpretasi edukatif); Infrastructure and Facility Issues (Incomplete or poorly maintained facilities, Limited accessibility (roads, signage, disability access), Insufficient educational infrastructure; Environmental and Cleanliness Problems (Waste management issues, Low visitor awareness of cleanliness, Environmental degradation (e.g., beach pollution); Management and Operational Constraints (Limited budget for maintenance and development; Lack of coordination and supervision; Dependence on peak seasons (weekends, holidays, events); Promotion and Competitiveness (Limited marketing

and visibility, Increasing competition among destinations); Specific Contextual Challenges (Animal welfare and safety (wildlife parks), Overcrowding and commercialization (Sesaot Village); Dependence on major events (Kuta Mandalika).

The findings reveal that edutourism in Lombok is characterized by: (Rich diversity of activities combining education and recreation; Strong emphasis on nature, culture, and experiential learning; High appeal for family and student tourism).

However, its development is constrained by (Human resource gaps, Facility limitations, and Environmental and management challenge).

Discussion

Educational Tourism Activities

Educational tourism activities in Lombok display a wide variety, ranging from nature conservation and flora and fauna introductions to historical and cultural tourism. At nature-based destinations like the Narmada Botanic Garden and the Lingsar Bee Village, activities emphasize direct visitor involvement in beekeeping and beekeeping practices. This aligns with the concept of experiential learning in tourism, where tourists are not merely spectators but actively participate in the learning process (Falk & Dierking, 2018).

Meanwhile, destinations like the NTB Museum, Mayura Park, and Narmada Park emphasize historical and cultural aspects. Educational activities such as guided tours, literacy competitions, and museum-in-school programs demonstrate efforts to transform cultural sites into public learning spaces. According to Packer & Ballantyne (2016), educational tourism based on museums and historical sites provides meaningful learning experiences that can enhance the cultural literacy of the younger generation.

Recreational destinations like Kura-Kura Water Park and Sangkareang Park continue to incorporate educational elements through traditional games, local

festivals, and family activities. This concept aligns with the idea of edutainment, a combination of education and entertainment that effectively attracts the interest of children and families (Prentice, 1993).

Forms and Rankings of Activities

Data from 13 destinations shows that the forms (or types) of edutourism activities education, recreation, and direct experience, and visual recreation, and the most popular activities are generally visual recreation and direct interaction with nature/animals, such as taking photos in botanical gardens, interacting with elephants at Lombok Wildlife Park, or playing in the water at Sesaot. Educational activities, while not always a top priority, still hold a significant position, especially in cultural destinations and museums. This supports previous research findings that the initial motivations of child and family tourists tend to be hedonistic (recreation, entertainment), but once on site, they are more receptive to educational experiences if activities are packaged interactively (Ballantyne & Uzzell, 2011). Thus, recreation serves as a gateway to education, so management strategies should emphasize the integration of the two.

Visitors Motivations

Tourists' motivations for visiting educational destinations in Lombok can be divided into four main categories: a) Recreation and relaxation, for example, at Kuta Mandalika Beach and Senggigi Beach, visitors primarily want to enjoy the beach atmosphere and family entertainment; b) Education and knowledge, evident at the NTB Museum (Little Archaeologist program, literacy competition), Lingsar Bee Village (trigona and agarwood education), and the Narmada Botanic Garden; c) Social and community, destinations such as Pagutan Green Open Space (RTH) and Mataram Terrace Park are mostly visited by communities and families; and 4) Special events and trends, such as the Bau Nyale festival in Kuta Mandalika or art performances at

Mataram Terrace. These motivations align with the theory of push and pull factors in tourism (Crompton, 1979). 'Push' factors drive tourists due to internal needs (learning, entertainment, community), while 'pull' factors stem from the unique activities or attractions of the destinations (flora, fauna, history, events). Unfortunately, tourists' motivation for visiting Pagutan Green Open Space is 'recreational' motivation.

Across all destinations, the ranking of activities shows that recreation and enjoyment tend to dominate over structured educational content. This is consistent with research finding showing that tranquility, natural landscapes, and recreation are prioritized over accessibility (Felipe et al., 2025), historical attractions were primarily motivated by cultural learning, affordability, and family bonding (Medrana & Gonzalo, 2020), tourists visited cities for education, family, and sightseeing purposes (Podovac et al., 2022). These findings highlight five recurring themes: a) Educational and cultural enrichment; b) Nature appreciation and environmental awareness; c) Family leisure and child-friendly activities; d) Social events and community gatherings; and e) Accessibility and affordability.

There were also some sustainability-related management constraints. Regarding sustainability, for example, as Weaver (2006) reminds us that educational tourism must be supported by product and marketing diversification strategies to avoid dependence on peak seasons or limited time events. In addition, a big constraint also relates to waste and overcrowding. Cleanliness issues emerged, for example, in Senggigi, Kuta Beach, and Teras Mataram. This is consistent with research (Suansri, 2003), which confirms that without environmental awareness, ecotourism easily loses its sustainable value.

Limited human resources for educational guides, both in terms of language proficiency and communication skills were also the case. Putra and Handayani (2020)

also found that guide competence is crucial to the success of educational tourism. Related facilities and infrastructures, there are still inadequate facilities and infrastructure, for example, poorly maintained toilets and prayer rooms at Pagutan Green Open Space (RTH Pagutan), and limited parking areas at Sesaot. According to Inskeep (1991), basic infrastructure is an absolute requirement to ensure tourist comfort and the sustainability of a destination. This indicates that educational tourism in Lombok has great prospects, but requires improvements in management, promotion, and the integration of recreation and education to be able to compete sustainably.

To sum up, from the 13 educational tourism destinations in Lombok: 1) Educational activities have developed in various forms-nature conservation, culture, history, and family-based recreation; 2) Visitors' motivations generally begins with recreation, but has the potential to be directed toward educational experiences if packaged interactively; 3) Tourist motivations include recreation, knowledge, social activities, and special events, in accordance with the push and pull theory. So, recreational motivation for visiting edutourism destinations remains dominant. This is the 'novelty' of this current study, and it fills in the theoretical gap.

CONCLUSION

Edutourism destinations in Lombok exhibit a diverse range of activities integrating education, recreation, and cultural experiences, with strong emphasis on nature-based and family-oriented tourism. However, the dominance of leisure activities in the ranking and tourists' motivations indicates that education is secondary to recreation.

Those edutourism activities are supported by a variety of facilities. These diverse activities and facilities support tourist motivation, and they are motivated by both learning and leisure. Despite its fame supported with sufficient facilities, the

development of edutourism is further constrained by limited human resources, inadequate infrastructure, environmental issues, and weak management and promotion systems. In addition, edutourism in Lombok has not yet fully achieved its role as a meaningful and impactful learning-based tourism model.

This study strengthens the understanding of edutourism as a blend of tourism and education while revealing a gap between conceptual ideas and real-world implementation. It suggests that edutourism should move beyond the simple notion of 'learning while traveling' toward more structured and outcome-based learning experiences. Additionally, the findings highlight the importance of considering activity design and tourist motivation as key factors in assessing the effectiveness of edutourism. Practically, this study emphasizes the need for improved human resource capacity, particularly in training guides in educational interpretation and foreign languages. It also points to the importance of enhancing facilities such as interactive media and learning spaces, along with strengthening sustainable practices like waste management and environmental education.

Furthermore, developing structured educational tourism products and improving marketing strategies are essential to increase the quality and competitiveness of edutourism destinations. Implicationally, the findings underline the role of government in supporting edutourism through integrated policies that connect the tourism and education sectors. Investment in infrastructure, human resource development, and digital promotion is necessary to support growth. Moreover, establishing clear standards or guidelines for edutourism destinations is crucial to ensure consistency, quality, and long-term sustainability. Nevertheless, gender-related edutourism activities have not been the focus of this study.

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AI USE STATEMENT

Artificial Intelligence (AI) ChatGPT was used in some parts of this paper to re-check spellings and to improve the coherence of sentences in some paragraphs. To maintain academic integrity, the originality, accuracy, and credibility of data or contents are highly warranted.

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