RESEARCH DEVELOPMENT ON EDUCATIONAL TOURISM IN ACHIEVING SUSTAINABLE DEVELOPMENT GOALS (SDGS) IN INDONESIA
(Bibliometric Analysis 2011-2025)

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ABSTRACT

This study explores the development of research on educational tourism as a strategic effort to support the Sustainable Development Goals (SDGs) in Indonesia. Through a bibliometric analysis using data sourced from the Dimensions database, the study reveals a notable growth in the number of publications from 2017 to 2023. The dominant research themes are closely aligned with SDG 4 (Quality Education) and SDG 11 (Sustainable Cities and Communities), indicating a growing academic interest in integrating tourism with educational and sustainable development agendas. Furthermore, the study highlights strong patterns of collaboration among researchers, suggesting the presence of an active and interconnected scholarly community. These findings underline the potential of educational tourism as both an academic field and a practical approach to support sustainable development. The study offers recommendations for educators and policymakers to design learning programs that can be embedded into school curricula, thereby strengthening educational tourism initiatives that align with national and global sustainability goals.

Keywords: sustainable tourism, educational tourism, innovation in education, citation analysis, publication analysis, mapping

INTRODUCTION

Educational tourism is a program where visitors in tourism activities, especially children, travel to tourist areas with the main aim of gaining direct learning experiences related to the tourist areas visited (Priyanto et al., 2018). Educational tourism is growing rapidly in the global tourism industry. According to a report from the United Nations World Tourism Organization (UNWTO, 2021), educational tourism not only provides learning experiences for visitors but also contributes to the local economy and cultural preservation. This reflects the growing awareness of the importance of education in tourism and its contribution to sustainable development. With the increasing interest in educational tourism, it is important to

analyze existing research trends and patterns to understand how this sector contributes to the achievement of the SDGs, which will be the main focus of this study.

Sustainable Development Goals (SDGs) are 17 global goals agreed upon by all member countries of the United Nations (UN) in 2015 with the hope of achieving sustainable development by 2030 (RiDI, 2023). In this situation, educational tourism can be a very effective method to achieve some of these goals, such as goal 4 (quality education), goal 7 (affordable and clean energy), goal 8 (decent work and economic growth), goal 9 (industry, innovation, and infrastructure), goal 11 (sustainable cities and communities), goal 12 (responsible consumption and production), goal 13 (climate action), and goal 15 (life on land).

Several previous studies have discussed the relationship between educational tourism and SDGs, but many of them do not provide a comprehensive picture of research trends in Indonesia. For example, a study by Sari and Supriyadi (2020) discusses how educational tourism can contribute to improving the quality of education and community empowerment, although it does not conduct an in-depth bibliometric analysis. In addition, a study by Hidayati and Rahman (2021) highlights the positive impact of educational tourism on sustainable development, but does not provide a comprehensive analysis of research trends. Another study by Prasetyo and Wibowo (2020) also emphasizes the role of educational tourism in supporting SDGs, but is limited to specific case studies. Thus, although there are several relevant studies, there is still a lack of a comprehensive analysis linking educational tourism with SDGs in a bibliometric context. This indicates the need for more in-depth and systematic research on the development of research on educational tourism in achieving SDGs in Indonesia.

A more in-depth analysis of educational tourism research trends and their achievements in SDGs in Indonesia is needed. Therefore, this study will use bibliometric methods to identify publication trends, citations, and collaborations between researchers. With this approach, it is expected to identify patterns that may not have been revealed in previous studies, as well as provide new contributions or findings in understanding how educational tourism can be optimized to support the achievement of SDGs. For example, a bibliometric analysis conducted by Aria and Cuccurullo (2017) shows that this method can provide valuable insights into research trends and collaborations in various fields, including tourism and education (Aria & Cuccurullo, 2017).

The importance of this research is not only to fill the gap in the existing literature, but also because of its relevance to the challenges in Indonesia today. The title of this research shows the intention to analyze how educational tourism can contribute to the achievement of SDGs in Indonesia, which is a very important plan for the future. Thus, this is the underlying reason why researchers are interested in conducting research related to "Bibliometric Analysis 2011-2025: Research Development on Educational Tourism in Achieving Sustainable Development Goals 9SDGs) in Indonesia".

METHOD

The type of research that will be used is quantitative research. According to Sugiyono (2019), quantitative research is a research method based on the philosophy of positivism as a scientific method because it has met scientific principles in a concrete or empirical, objective, measurable, rational, and systematic manner. This study uses a bibliometric approach, which is a quantitative method used to analyze scientific publication data to identify patterns, trends, and relationships in the literature related to a particular topic. Bibliometric analysis allows researchers to evaluate research productivity, relationships between authors, and keyword trends in a particular field (Donthu et al., 2021).

This approach aims to analyze the development of research on educational tourism in the context of achieving SDGs in Indonesia in the period 2011-2025. This approach is descriptive quantitative, because this study does not produce primary data, but rather analyzes secondary data from scientific publications obtained through the Dimensions database.

Research Type

The data source in this study comes from Dimensions. In Dimensions, sampling is done by searching and filtering publications based on keywords, year, and document type. The data obtained is then extracted and analyzed using citation analysis, co-authorship, and co-word analysis with the help of VOSviewer software. Dimensions is a scientific database that provides access to various academic publications, including journal articles, conference proceedings, and other research documents (Herzog et al., 2020). Dimensions collects various published data related to research diversity, provides a means to measure the impact of publications using static values and finds research reference sources. Dimensions is a global digital data connection that works with modern research systems. Dimensions has been developed through dynamic collaboration across Digital Science and six other metrics platforms that have been installed in its web journals, such as RedCube, Altmetric, Figshare, Symplectic, Consultacy, and Uber Research. This database has been chosen because it has a database to obtain the right data and provides a collection of more than 150 million current publications.

Data Source

Researchers use the Dimensions database because researchers limit research funding, because if researchers use other databases the consequence is funding (such as the Scopus and Web of Science databases). Dimensions already has general data with open access so that researchers do not need a lot of costs and Dimensions has a wide data coverage, easy access, and complete analysis capabilities, so that research results can be more representative (relevant) and comprehensive (thorough).

Data Collection Technique

The data collection technique in this study was carried out through several systematic stages using the Dimensions database. The process begins by accessing the Dimensions.ai platform using a registered account, then the researcher enters the relevant keyword, namely "educational tourism" into the search column to

obtain literature according to the topic of this study. In order for the research results to be more focused, the researcher applies a publication year filter by limiting the publication period from 2011 to 2025 and selecting a specific type of document, namely "article". The researcher also filters SDGs topics that are in accordance with educational tourism, namely "quality education", "affordable and clean energy", "decent work and economic growth", "industry, innovation, and infrastructure", "sustainable cities and communities", "responsible consumption and production", "climate action", and "life on land". After the search results are displayed, the researcher conducts an initial filtering by checking the title and abstract of each document to ensure its relevance to the focus of the study. Furthermore, the selected or chosen documents are exported from Dimensions using the data export feature by selecting the RIS format used to import data into VOSviewer and reference management software, namely Zotero.

RESULTS AND DISCUSSION

General Overview

PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) is a set of guidelines designed to assist researchers in reporting systematic reviews and meta-analyses in a transparent and complete manner. In the context of bibliometric analysis, PRISMA is used to screen and analyze publications relevant to a particular research topic (Page et al., 2021). The 2020 PRISMA update includes a 27-item checklist that provides reporting recommendations for each section, as well as a revised flowchart for original and updated insights (Page et al., 2021). The publication data was extracted from the Dimensi database on February 10, 2025 at 14.03 WIB. The researcher wanted to map research on tourism education in Indonesia, so the keyword used was "educational tourism" (in Indonesian). However, for further research, researchers can conduct global research related to tourism education, so they can use keywords in English.

In the first stage (identification), a total of 661 records were found from the Dimensions database, considering "all fields", "all document types", and "all data published in the time range (from 2011-2025) for each main search phrase (educational tourism). In the initial literature study, the search phrases were set for the main publications evaluated). In the second step (screening), in the field of each search phrase, the option "title, abstract, and keywords" was selected, resulting in 661 journal articles. To ensure the quality obtained from the peer review process, only "article" was selected as the document type in the third stage (eligibility) from 622 records. Ultimately, the final sample yielded 39 open access papers in the fourth phase (inclusion).

Bibliometric Analysis of the Development of Educational Tourism Topic Publications in Achieving SDGs 2011-2025 in Indonesia

From 2011 to 2016, there were no indexed publications on educational tourism related to the Sustainable Development Goals (SDGs), indicating that this topic has not been a major focus of research. However, starting in 2017, publications began to increase with a total of 8 publications, and by 2023, interest in this topic is increasing along with the awareness of the Indonesian people of the importance of

the SDGs and the contribution of educational tourism in achieving these goals. Research by Wijaya (2017) shows that collaboration between government, industry, and the community can promote responsible educational tourism. However, it is estimated that there will be a decrease in the number of publications in 2025, possibly due to incomplete data or changes in research focus.

In terms of citations, 2023 recorded the highest number of citations with 17 citations, reflecting the fluctuating interest of researchers in this topic. This peak in citations can be attributed to researchers' responses to the challenges faced by the tourism industry post-COVID-19 pandemic, as revealed in a study by Prasetyo and Nararis (2023). Although there has been an increase in citations since 2020, after 2023, interest in research linking educational tourism with the SDGs is expected to decline, as research focus shifts to other themes such as smart tourism and eco-tourism.

There are eight publication areas in the Sustainable Development Goals (SDGs) related to educational tourism, the first is Responsible Consumption and Production (SDGs 12), which teaches tourists about awareness of sustainable consumption and production. The second is Industry, Innovation, and Infrastructure (SDGs 9), which supports the development of creative industries and innovation in tourism. The third is Affordable and Clean Energy (SDGs 7), which educates about the importance of clean energy through visits to renewable energy sources. The fourth is Climate Action (SDGs 13), which raises awareness of climate change through educational programs in important ecosystems. The fifth is Decent Work and Economic Growth (SDGs 8), which opens up job opportunities and encourages local economic growth. The sixth is Life on Land (SDGs 15), which plays a role in nature and biodiversity conservation. The seventh is Sustainable Cities and Communities (SDGs 11), which helps create more sustainable cities and communities. The last is Quality Education (SDGs 4), which offers interactive and applicable education. Although the areas of Responsible Consumption and Production, Industry, Innovation and Infrastructure, and Affordable and Clean Energy have few publications, there is a great opportunity for further research. In contrast, the areas of Sustainable Cities and Communities and Quality Education have the highest number of publications, reflecting the high attention paid to the integration of these concepts in educational tourism, which aims to create attractive and sustainable tourism destinations.

In the context of journal publications, there were no publications in 2016, but there was a gradual increase from 2017 to 2024, with a peak of 10 journals in 2024. However, in 2025, there were no journal publications recorded because they were still in process. If the trend regarding SDGs continues, it is expected that journal publications in the coming years will increase.

There are 6 researchers who are active in research on educational tourism and SDGs, most of whom are from Universitas Negeri Malang. All of these researchers have one publication, indicating the possibility of collaboration in the same research or research conducted collectively.

Bibliometric Analysis of Topics Most Discussed in Journal Articles Related to SDGs Educational Tourism from 2011-2025 in Indonesia

This bibliometric analysis was conducted to see the main topics frequently discussed in journal articles from 2011-2025 related to educational tourism in the field of SDGs.

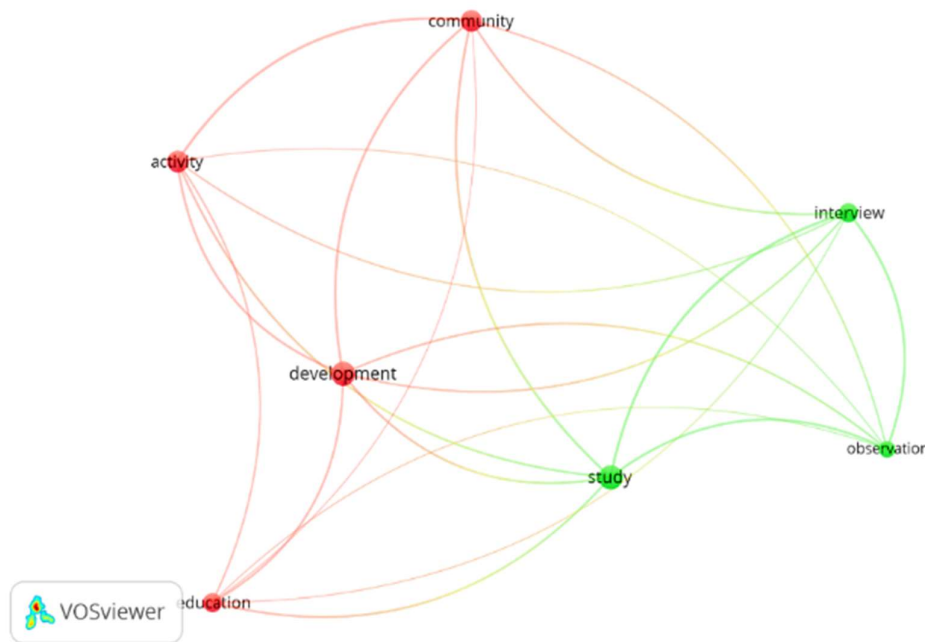**Network Visualization Co-occurrence**

Figure 1 Network Visualization on Educational Tourism Topics 2011-2025 Indexed by dimensions
Resource: VOSviewer, 2025

Based on the keyword analysis (co-word) of the educational tourism development map indexed in Dimensions between 2011-2025, 21 relationships, 176 relationship strengths, 7 nodes, and 2 clusters were found. Cluster 1 (red) includes the topics of community, activity, development, and education, while cluster 2 (green) consists of interview, study, and observation. These two clusters are interconnected, indicating that educational tourism is closely related to communities and activities that are evaluated through scientific methods. The size of the circle icon in the map indicates that the topics of development and study have a greater influence in the context of educational tourism, reflecting the large number of studies that combine tourism with aspects of education and learning.

The red cluster emphasizes the importance of interactive activities designed to provide immersive learning experiences, community engagement as a learning resource, knowledge and skills development, and effective learning experiences. On the other hand, the green cluster highlights data collection methods such as interviews and observations, which are important for understanding tourist behavior and their interactions during the visit. Although research over the past 10 years has only produced two clusters, there is significant opportunity to develop new clusters that focus on the impact or technology of digitalization in the context of the SDGs, which can provide novelty and relevance in future research. Thus, the integration between these two clusters can enhance the experience and benefits for

the community and support the development of more sustainable educational tourism.
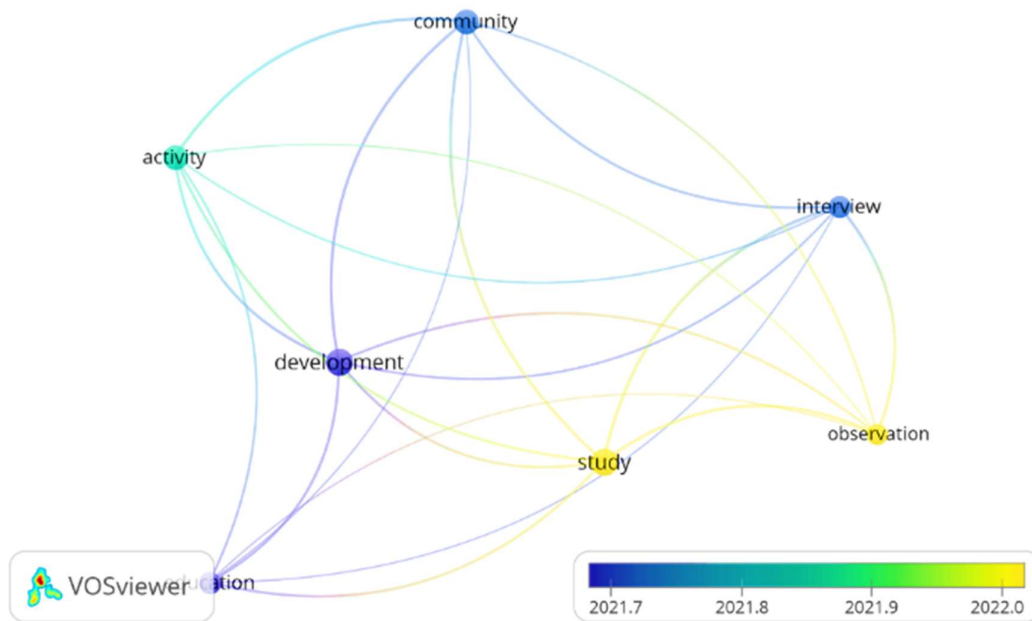
Overlay Visualization Co-occurence

Figure 2 Overlay Visualization on Educational Tourism Topics 2011-2025 Indexed by dimensions
Resource: VOSviewer, 2025

The results of the overlay visualization study show the development of educational tourism topics in the context of the Sustainable Development Goals (SDGs) from year to year. This visualization uses contrasting colors to illustrate the popularity of the topic, where dark colors indicate years with little discussion, and light colors indicate years with more discussion. The year 2022 is the most popular, marked in yellow, while the year 2021 is the least discussed, marked in purple. The most research currently being conducted focuses on aspects of study and observation, such as the development of school curricula related to educational tourism, which shows that the novelty of current research is oriented towards a more academic and evaluative approach.

The overlay visualization also shows the relationships between relevant terms, such as activity, community, development, interview, study, observation, and education, which often appear together in the research context. These relationships include Activity and Education which emphasize the importance of activities in providing direct learning experiences to tourists, Community and Development which show the important role of local communities in the development of sustainable educational tourism, where community involvement can enrich the tourist experience and support cultural preservation, Research and Evaluation which highlights the importance of study, observation, and interview methods in understanding and improving the quality of educational tourism, as well as providing data needed for further development, and Education as the main focus that connects all these aspects, showing that education is at the heart of all activities carried out in the context of educational tourism.

The evolution of research topics is evident from the color shift in the visualization, where terms appearing in blue reflect an initial focus on the role of communities and qualitative methods, while shifts to green or yellow indicate increased attention to the development of educational tourism activities and the evaluation of their impact on the SDGs. These findings help researchers identify trends and shifts in focus in educational tourism research related to the SDGs in Indonesia, as well as provide directions to fill gaps in emerging topics. Thus, this visualization not only illustrates the development of the topic but also provides valuable insights for researchers and practitioners to formulate more effective strategies and policies in the development of sustainable educational tourism.
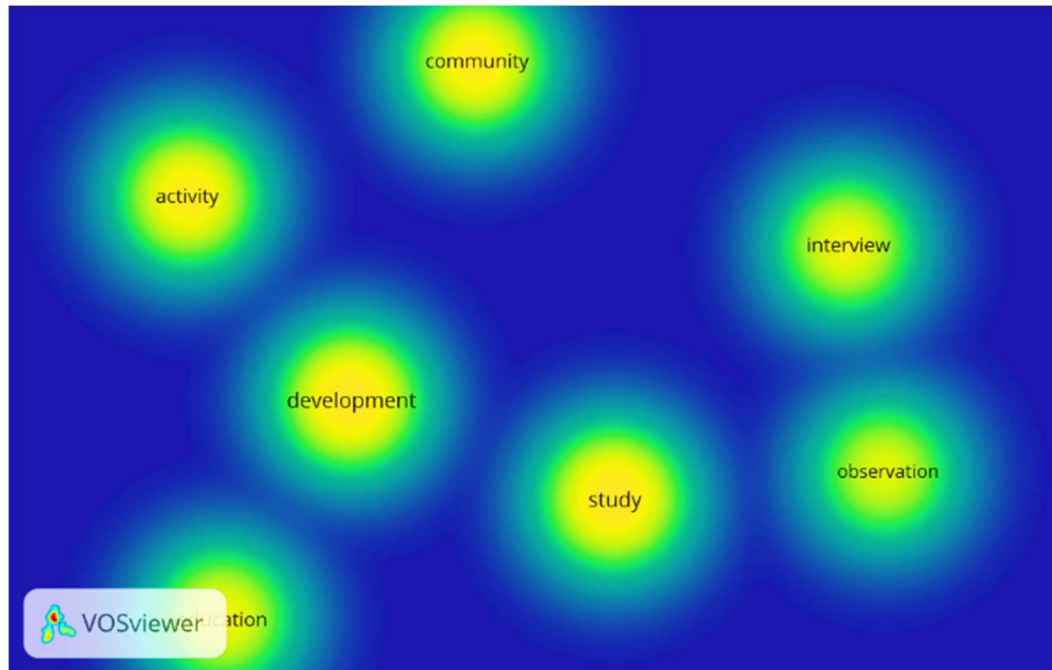
Density Visualization Co-ocurence

Figure 3 Density Visualization on Educational Tourism Topics 2011-2025 Indexed by dimensions
Resource: VOSviewer, 2025

Through density visualization, the analysis shows that the darker the color, the less frequently the topic is researched, while the lighter color indicates a higher frequency of research. The most researched keywords are "study" and "development," indicating that these two aspects are the main focus of educational tourism research. In contrast, the keyword "education" is marked with a dark color, indicating that research on education in the context of educational tourism is still limited. The results of the analysis show that research related to SDGs currently focuses more on development and education, which are relevant to several SDG goals, such as quality education (SDGs 4), decent work and economic growth (SDGs 8), climate action (SDGs 13), and life on land (SDGs 15).

The keywords "observation" and "interview" function more as techniques in research, so they are not the main focus. However, aspects of community, education, and activity are also important in the context of SDGs, especially in terms of environmental conservation. This analysis identifies several topics that have not been widely researched, providing opportunities for new research.

Bibliometric analysis mapping keywords in educational tourism research related to SDGs from 2011-2025 shows that the main topics frequently discussed are community, development, and activity. Since the beginning of the research period, the main focus has been on the development of community-based educational tourism. Overlay visualization shows that although community and development remain dominant, there is a shift towards study, observation, and interview, reflecting the increasing use of empirical study-based research methods.

Density visualization shows brighter areas on the keywords community, development, and study, indicating that research related to community and educational tourism development remains the main focus. However, with the increasingly bright areas in study, observation, and interview, there is a shift in research interest towards a more systematic approach. Overall, the research trend shows that from 2011-2015, the focus was still on the basic concept of educational tourism, while the period 2016-2020 began to move towards implementation in the context of sustainable development. In the last five years, research has explored more structured academic approaches, indicating that educational tourism is increasingly being strengthened as a relevant object of scientific study in sustainable development policies in Indonesia.

Bibliometric Analysis of Collaboration Patterns between Researchers on Educational Tourism Topics in Achieving SDGs 2011-2025 in Indonesia
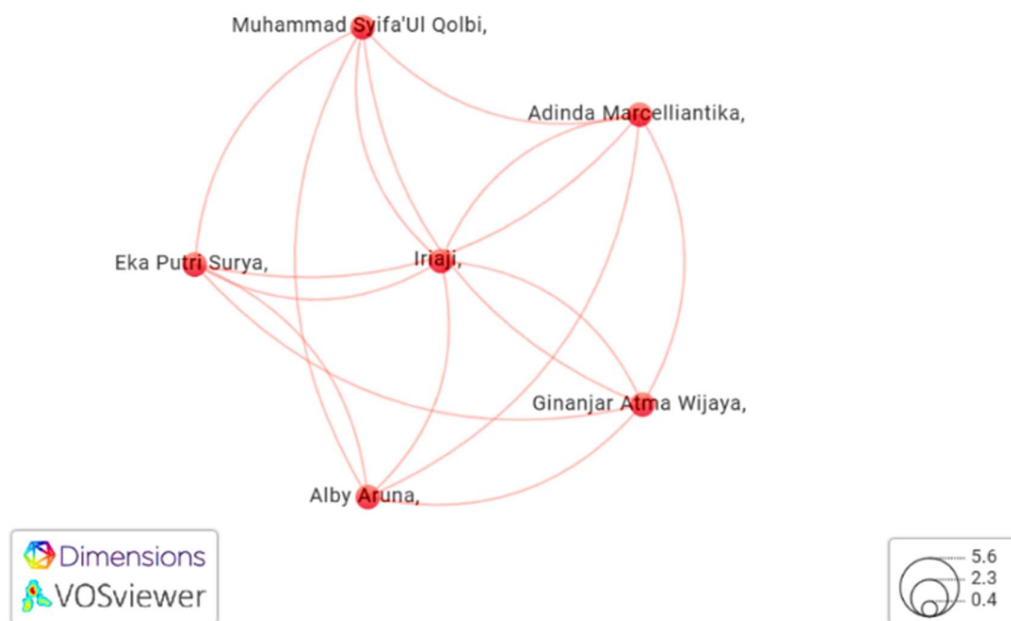

Figure 4 Network Visualization Co-authorship on Educational Tourism Topics 2011-2025 Indexed by dimensions
Resource: VOSviewer, 2025

This bibliometric analysis of collaboration patterns identifies the relationships and networks of collaboration between researchers in scientific publications related to educational tourism in achieving the SDGs in 2011-2025 in Indonesia, thus obtaining network visualization results for co-authorship.

The visualization of the network between the authors is shown by the presence of connecting lines as a representation of the network owned by the authors and circles as a representation of the authors. The existing visualization shows the relationship or correlation between authors who discuss educational tourism in the field of SDGs. The size of the circle icon shows the influence of the author on the research results. It can be seen that all authors have the same circle size, which means that all authors have the same number of research publications on educational tourism in the field of SDGs.

The network visualization for co-authorship has 1 cluster, namely red, 6 researchers (authors), namely Muhammad Syifa'Ul Qolbi, Adinda Marcelliantika, Irlaji, Eka Putri Surya, Ginanjar Atma Wijaya, Alby Aruna, and has 7 co-authorship links (collaborative relationships), namely Iraji and Muhammad Syifa'Ul Qolbi, Iraji and Eka Putri Surya, Iraji and Adinda Marcellantika, Iraji and Ginanjar Atma Wijaya, Iraji and Alby Aruna, Muhammad Syifa'Ul Qolbi and Eka Putri Surya, Eka Putri Surya and Ginanjar Atma Wijaya. All of these researchers collaborate with each other, meaning that researchers are connected to each other or collaborate with each other. It can be assumed that researchers conduct joint research (from the same campus or institution) and have the same or related research topic interests.

CONCLUSIONS

From the results of the research and discussion, it can be concluded that this study shows a significant increase in publications on educational tourism related to SDGs in Indonesia between 2017 and 2023, reflecting increasing public awareness. The citation trend with the highest peak in 2023 shows a response to the challenges after the COVID-19 pandemic. The main focus of this study lies in the fields of Sustainable Cities and Communities and Quality Education, while other fields are still minimal. The research method shifts to an empirical approach with a dominance of observation and interviews, indicating a transition to a more systematic analysis. A strong pattern of collaboration among researchers is also seen, indicating the existence of an active collaborative network.

To maximize the potential of educational tourism, it is recommended that academics work together to develop programs that can be included in school curricula and are expected to contribute to the development of educational tourism policies related to SDGs in Indonesia. It is recommended that future research focus on the effectiveness of educational tourism in supporting SDGs, analyzing its impact on society, and exploring the use of technology.

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