

# PROSPECTS FOR IMPLEMENTATION OF GREEN CAMPUS IN EDUCATION AND RESEARCH PILLARS AT EDUPARK FKIP UNSRI BECOME EDUTOURISM

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**Submission date:** 19-Jun-2023 08:24AM (UTC+0700)


**Submission ID:** 2118581389


**File name:** 32.pdf (444K)

**Word count:** 7585

**Character count:** 41533

**PROSPECTS FOR IMPLEMENTATION OF GREEN CAMPUS IN EDUCATION AND RESEARCH PILLARS AT EDUPARK FKIP UNSRI BECOME EDUTOURISM**

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ARTICLE INFO	ABSTRACT
<p><b>Article history:</b>  <span style="background-color: #e0e0e0; padding: 2px;">63</span>  <b>Received</b> 31 January 2023  <b>Accepted</b> 17 April 2023</p> <p><b>Keywords:</b>            Edupark;            Edutourism;            Education and Research;            Green Campus.</p> <div style="text-align: center;">  </div>	<p><b>Purpose:</b> This study aimed to look into opportunities for implementing green campus on education and research pillars at edupark to become Edutourism in the Faculty of Teacher Training and Education Science, Sriwijaya University (FKIP Unsri).</p> <p><b>Theoretical framework:</b> <i>Educational tourism known as Edutourism</i> provides combination between travel and educational material which focuses on learning through experience. It is a general term used by schools and other educational institutions, like colleges and universities to involve students and communities for learning based on nonformal situation in <i>Edupark</i> around them. Previous studies showed the potential and benefits of an area that can be used for educational tourism and tourist visits for educational activities, training, empowerment programs, research, laboratory studies, and higher education programs. <i>Edutourism</i> programs have shown to help students and communities learn better and get along better with others.</p> <p><b>Methodology:</b> This study implemented a descriptive design and content analysis to develop SWOT (Strengths, Weaknesses, Opportunities, and Threats) Analysis. This study involved 44 FKIP Unsri lecturers as participants by using a questionnaire for data collection.</p> <p><b>Findings:</b> Based on the SWOT analysis, it was determined how critical it is to have a sufficient number of education centers in the Edupark area, as well as a sufficient number of study programs preparing educators and a sufficient number of education centers in the Edupark area to meet the needs of the visitors.</p> <p><b>Research, Practical &amp; Social implications:</b> Future studies should focus on management and development of <i>Edupark</i> for each faculty in Sriwijaya University. It is important to create teaching-learning situation by loving nature and building good interaction among lecturers, students and communities.</p> <p><b>Originality and Value:</b> A green campus is a part of becoming a sustainable higher education institution. As part of a green campus, the Edupark of the FKIP Unsri provides a space for activities based on the pillars of education and research. The</p>

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support in the form of the commitment of faculty leaders and the motivation and socialization that have been carried out for the use of the FKIP Unsri edupark have made lecturers use edupark for research and teaching students.

Doi: <https://doi.org/10.26668/businessreview/2023.v8i4.1597>

## PERSPECTIVAS DE IMPLANTAÇÃO DO CAMPUS VERDE NOS PILARES DE EDUCAÇÃO E PESQUISA DO EDUPARK FKIP UNSRI TORNAR-SE EDUTURISMO

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### RESUMO

**Objetivo:** Este estudo teve como objetivo analisar as oportunidades de implementação do campus verde nos pilares de educação e pesquisa no edupark para se tornar Eduturismo na Faculdade de Formação de Professores e Ciências da Educação, Universidade Sriwijaya (FKIP Unsri).

**Referencial teórico:** O turismo educacional, conhecido como Edutoturismo, proporciona uma combinação entre viagens e material didático com foco no aprendizado pela experiência. É um termo geral usado por escolas e outras instituições educacionais, como faculdades e universidades, para envolver alunos e comunidades para o aprendizado com base em situações não formais no Edupark ao seu redor. Estudos anteriores mostraram o potencial e os benefícios de uma área que pode ser usada para turismo educacional e visitas turísticas para atividades educacionais, treinamento, programas de capacitação, pesquisa, estudos de laboratório e programas de ensino superior. Os programas de eduturismo demonstraram ajudar os alunos e as comunidades a aprender melhor e a se relacionar melhor com os outros.

**Metodologia:** Este estudo implementou um design descritivo e análise de conteúdo para desenvolver a análise SWOT (Forças, Fraquezas, Oportunidades e Ameaças). Este estudo envolveu 44 palestrantes FKIP Unsri como participantes por meio de um questionário para coleta de dados.

**Resultados:** Com base na análise SWOT, foi determinado o quão crítico é ter um número suficiente de centros educacionais na área do Edupark, bem como um número suficiente de programas de estudo que preparam educadores e um número suficiente de centros educacionais na área do Edupark para atender às necessidades dos visitantes.

**Implicações de pesquisa, práticas e sociais:** Estudos futuros devem se concentrar na gestão e desenvolvimento do Edupark para cada corpo docente da Sriwijaya University. É importante criar situações de ensino-aprendizagem amando a natureza e construindo uma boa interação entre professores, alunos e comunidades.

**Originalidade e valor:** Um campus verde faz parte de se tornar uma instituição de ensino superior sustentável. Como parte de um campus verde, o Edupark da FKIP Unsri oferece um espaço para atividades baseadas nos pilares da educação e da pesquisa. O apoio na forma de comprometimento dos líderes do corpo docente e a motivação e socialização que têm sido realizadas para o uso do FKIP Unsri edupark fizeram com que os professores usassem o edupark para pesquisa e ensino de alunos.

**Palavras-chave:** Edupark, Eduturismo, Ensino e Investigação, Green Campus.

## PERSPECTIVAS DE IMPLEMENTACIÓN DE CAMPUS VERDE EN PILARES DE EDUCACIÓN E INVESTIGACIÓN EN EDUPARK FKIP UNSRI CONVERTIRSE EN EDUTOURISMO

### RESUMEN

**Propósito:** Este estudio tuvo como objetivo buscar oportunidades para implementar un campus verde en los pilares de educación e investigación en edupark para convertirse en Eduturismo en la Facultad de Formación de Profesores y Ciencias de la Educación de la Universidad de Sriwijaya (FKIP Unsri).

**Marco teórico:** El turismo educativo conocido como Edutourism proporciona una combinación entre el viaje y el material educativo que se centra en el aprendizaje a través de la experiencia. Es un término general utilizado por las escuelas y otras instituciones educativas, como colegios y universidades, para involucrar a los estudiantes y las comunidades en el aprendizaje basado en la situación no formal que les rodea en Edupark. Estudios previos mostraron el potencial y los beneficios de un área que puede ser utilizada para el turismo educativo y las visitas turísticas para actividades educativas, de capacitación, programas de empoderamiento, investigación, estudios de laboratorio y programas de educación superior. Se ha demostrado que los programas de eduturismo ayudan a los estudiantes y las comunidades a aprender mejor y llevarse mejor con los demás.

**Metodología:** Este estudio implementó un diseño descriptivo y análisis de contenido para desarrollar el Análisis FODA (Fortalezas, Debilidades, Oportunidades y Amenazas). Este estudio involucró a 44 profesores de FKIP Unsri como participantes mediante el uso de un cuestionario para la recopilación de datos.

**Hallazgos:** Con base en el análisis FODA, se determinó cuán crítico es tener una cantidad suficiente de centros educativos en el área de Edupark, así como una cantidad suficiente de programas de estudio que preparen a los educadores y una cantidad suficiente de centros educativos en el área de Edupark. para satisfacer las necesidades de los visitantes.

**Implicaciones de investigación, prácticas y sociales:** los estudios futuros deben centrarse en la gestión y el desarrollo de Edupark para cada facultad de la Universidad de Sriwijaya. Es importante crear una situación de enseñanza-aprendizaje amando la naturaleza y construyendo una buena interacción entre profesores, estudiantes y comunidades.

**Originalidad y valor:** un campus verde es parte de convertirse en una institución de educación superior sostenible. Como parte de un campus verde, el Edupark de la FKIP Unsri brinda un espacio para actividades basadas en los pilares de la educación y la investigación. El apoyo en forma de compromiso de los líderes de la facultad y la motivación y socialización que se han llevado a cabo para el uso del edupark FKIP Unsri han hecho que los profesores utilicen edupark para la investigación y la enseñanza de los estudiantes.

**Palabras clave:** Edupark, Eduturismo, Educación e Investigación, Campus Verde.

## INTRODUCTION

Edupark is a park with rides and ecosystems that can be used to teach people about different things (Athman, 1997; Dewi & Hermawan, 2019). Edupark is growing because it has programs that help people live healthier lives and switch from passive to active learning (Lugg & Slattery, 2003; Handrianto, 2013). Edupark has a good chance of becoming a place where schoolchildren can study and travel because it is on campus, and campuses are becoming more and more places where educational institutions can work together. *Prospects* are chances that come up because someone is trying to meet their needs and make money (Iskos & Karakosta, 2015).

*Educational tourism* is a program that combines parts of travel with educational material and focuses on learning through experience (Basri et al., 2022). It is a general term for what schools and other educational institutions, like colleges and universities, usually do. Research by Sulaiman et al. (2019) showed the potential and benefits of an area that can be used for educational tourism and tourist visits for educational activities, training, empowerment programs, research, laboratory studies, and higher education programs. Educational tourism programs have been shown to help students learn better and get along better with others (Husin et al., 2022; Agustina et al., 2023). With 39.2 million elementary schools to high school students in Indonesia, the future of educational tourism based on school students is expected to be even brighter. By 2022, university leaders and academics will be committed to learning more about how climate change affects the world and becoming DCARBs (Designing Climate Action and Regulations for Sustainability). Higher education helps create a university and a future that are both sustainable. Charles et al. (2022) said that a well-known university in Romania took steps to build a university that could last for a long time.

Eduparks and edutourism are now essential parts of modern life. Edutourism is a way for people to have fun and learn new things simultaneously (Handrianto & Salleh, 2019; Winarso et al., 2022). Also, parks with brand education have more specific activities and a more comprehensive range of things to learn or experience for visitors. Brands have much to do with how interested people are in coming to a place (Rinata & Hanoë, 2021; Alim et al., 2023). In addition to having Edupark on campus, making the whole place feel like a school helps the chemistry of education.

People expect universities to help solve environmental issues, especially climate change (Nengsih et al., 2022; Hahury et al., 2023). To become a sustainable tertiary institution, a tertiary institution should focus on the two pillars of education and research (ED). One of the six pillars of UI GreenMetric is Education and Research. The other five are Governance and Infrastructure, Energy and Climate Change, Waste, Water, and Transport (Shrivastava, 2022; Supriyanto et al., 2023).

Sriwijaya University (Unsri) is a state university in South Sumatra. One of its campuses is 35 km from the city of Palembang. Its motto is "edu, eco, tourism." With a total area of about 712 hectares, Unsri has much green space. Marrone et al. (2018) examine how the Green Metric index, the most popular way to rank universities is used (GreenMetric, 2018). The results show that being environmentally friendly affects how universities are ranked. Tertiary institutions are responsible for making their campuses more environmentally friendly and keeping their curriculums up to date.

The Faculty of Teacher Training and Education Science (FKIP) of Universitas Sriwijaya provided land for education and research outside the classroom or in the field. This help comes from funding policies, dedication, motivation, and reaching out. The land was given to them three years ago, using about three hectares of land already there. One of Unsri's faculties is the Faculty of Teacher Training and Education (FKIP) on the Inderalaya Campus. FKIP Unsri gave 3 hectares of land to be used as an edupark three years ago. The park is called Edupark FKIP. At the moment, the Edupark is still in the same shape. Only a few facilities are open, and there are still not many things to do in the park.

From where it is now, the edupark on campus could become a lively place for learning, research, and education (Musta'in & Handrianto, 2020; Pernantah et al., 2022). Strengthened leadership commitment and efforts, a large and varied number of study programs, institutional/FKIP collaboration with the Ministry of National Education so that partnerships with schools are pretty big, and the activities of lecturers, especially students in Edupark, make

it more dynamic. This could lead to many people going to eduPark. The community and teachers want to learn more about the Unsri campus because it is so big and green. The community is also proud of the state campuses in their area. The Unsri FKIP edupark is in line with the motto of the Unsri green campus: "ecology, education, and tourism." Students who often go to Edupark FKIP Unsri could use this as a chance to study and travel.

The dean, who is in charge of FKIP, gives Edupark a lot of support. His dedication through outreach, motivation, and meetings often held at Edupark, as well as the lecturer's research budgeting policy (to utilize Edupark as a research location). At Edupark, the leaders expect the lecturers to research, teach, and learn with the students.

Edupark FKIP Unsri is where various activities based on the two leading educational and research goals occur. It is also part of a campus that tries to be environmentally sustainable. Motivation and socialization have been done to get people to use the edupark, and faculty leaders have shown their support for using the FKIP Unsri edupark by making a promise. This has led to lecturers using the edupark for research and teaching students. This help has been given because of the work of faculty leaders. For FKIP Unsri to become a place where people come to learn, this study aims to find out how feasible it would be to build green campuses on the pillars of education and research on edupark. Because of this, edupark's movement has significantly increased. In order to bring many school groups on educational field trips, both to the FKIP Edupark and, more generally, to Unsri, much work needs to be done. Therefore, this study aims to find out how ample the opportunity is for Edupark FKIP Unsri to have the potential to become an Edutourist.

## METHODS

This was a quantitative study (Albertini, 2014). In this study, a questionnaire served as the primary instrument for the student participants, and the descriptive analysis method was used based on the Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis (Sabbaghi & Vaidyanathan, 2004). The participants who took part in the research were 44 FKIP Unsri lecturers. To find out what they think of Edupark's strengths, weaknesses, opportunities, and threats. The researchers developed the questionnaire used in this study after substantial investigation and deliberation regarding which questions should be included. A Google Form was utilized to distribute a survey among the participants. The questionnaire was based on two forms. The first form is on a Likert scale ranging from 4 to 1; this will measure the frequency of participants who disagree, less agree, agree, or very agree regarding edutourism. The second

form is a SWOT format question that requires the participants to mention the strengths, weaknesses, opportunities, and threats of the edutourism based on their perception. The data from the second questionnaire form were analyzed using the SWOT analysis to provide information about the edutourism FKIP Unsri's strengths, weaknesses, opportunities, and threats. This may predict the big picture about most lecturers' views on the prospect of green campuses, which would be established on educational pillars and that edupark will become Edutourism FKIP Unsri. Participants were FKIP lecturers who were questioned about the potential for the edupark to support edutourism in the future and the variables that support and make such opportunities possible. There were 44 FKIP Unsri lecturers randomly selected from 180 FKIP lecturers to participate in the study (Keith, 2017). This study covered two basic techniques for data analyses; deriving its design from applied descriptive design (Creswell, 2014) and content analysis design (Zhang & Wildemuth, 2016).

## FINDINGS

The overall SWOT analysis table took the descriptive statistics' mean and standard deviation taken from the first form of the questionnaire. Table 1 describes them as follows:

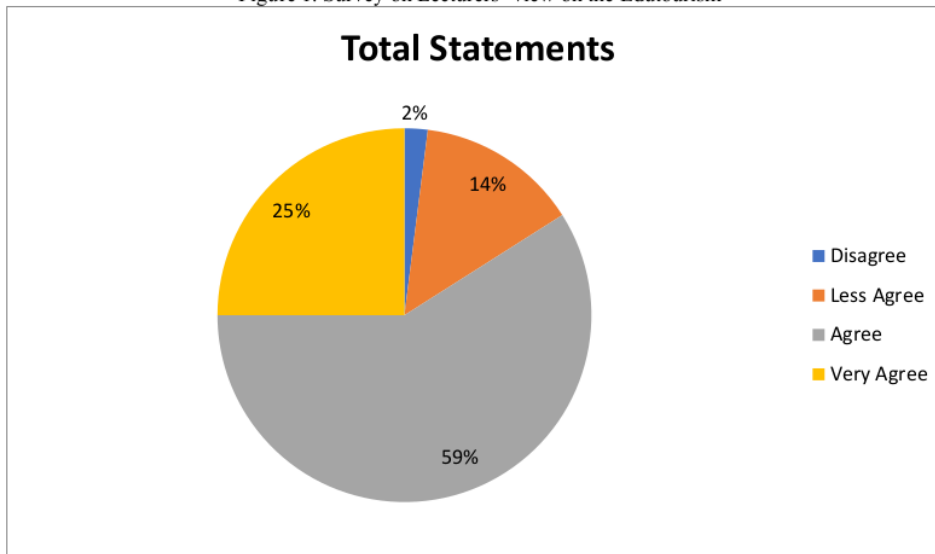
*Table 1.* The average of the SWOT analysis results on the first form of the questionnaire

Descriptions	Total	Strengths	Weaknesses	Opportunities	Threats
Mean	96,86	55,07	13,86	25,89	1,17
SD (standard deviation)	9,32	5,74	2,20	2,82	1,10

Source: Prepared by the authors (2023)

Table 1 shows that most people who gave their opinions think Edupark could become a place for educational tourism. As many as 77 percent of the answers were found. Based on the percentages in Table 1, the average acquisition (mean) data for the total value of edupark opportunities to become an edutourist is 96.86. This shows a great chance that Edupark will become Edutourism FKIP Unsri. This happens when there are few threats, many chances, and few weaknesses but many strengths. So, Edupark is in the group of places with much potential for edutourism (Suryanti, 2021).

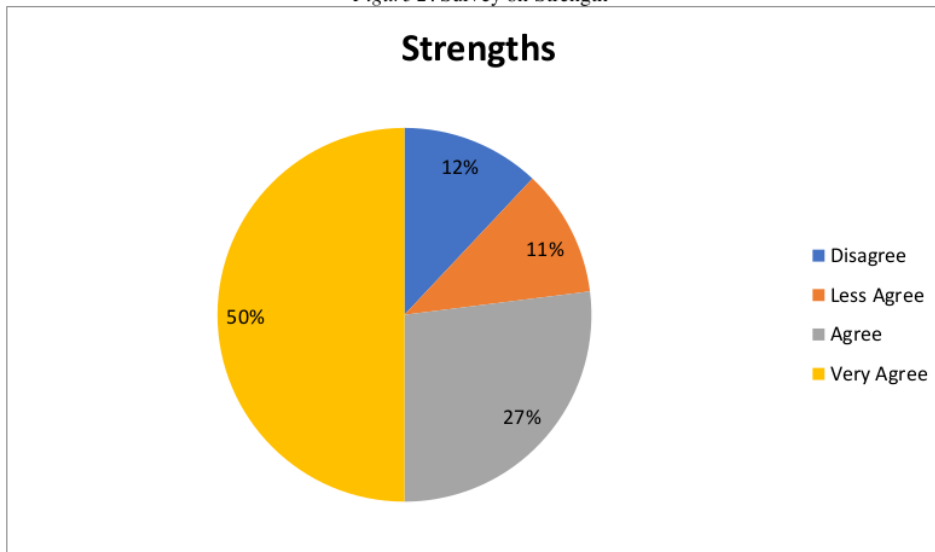
Figure 1. Survey on Lecturers' view on the Edutourism



(Source: Prepared by the authors, 2023)

From figure 1, we can see that 25% of the answers strongly agree, 59% agree, 14% disagree, and 2% disagree. This shows that Edupark has a good chance of becoming Edutourism FKIP Unsri.

Figure 2. Survey on Strength

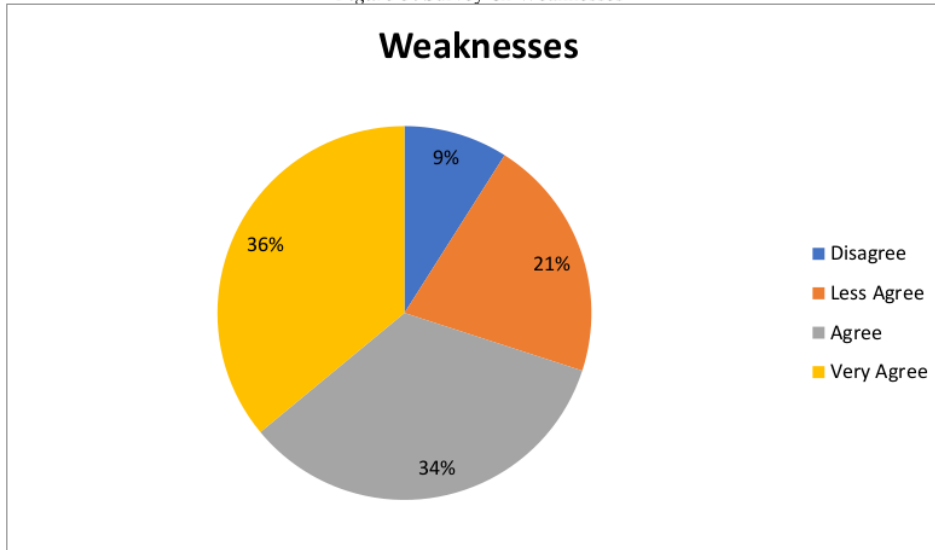


(Source: Prepared by the authors, 2023)



Figure 2 shows that 50% of the answers strongly agree, 27% agree, 11% disagree, and 12% do not agree. This shows that the indicator of strength is in the very high range. So, it is safe to say that Edupark's future strength will be the basis for its chance to become a high-quality educational tourism destination (FKIP Unsri). This is clear from the fact that the Likert scale goes from strongly disagreeing to strongly agreeing. This means that the chances are high.

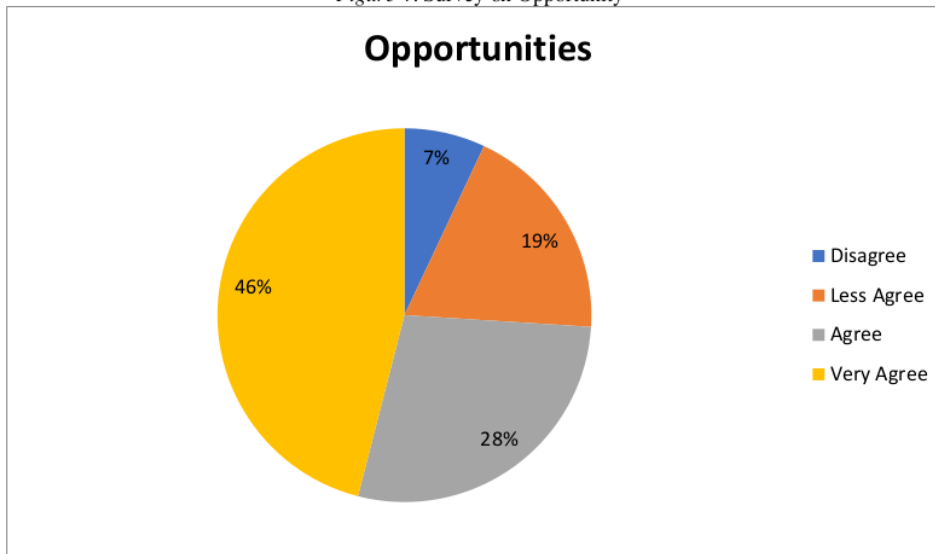
Figure 3. Survey on Weaknesses



(Source: Prepared by the authors, 2023)

Based on figure 3, which shows how weakness was described, 36% strongly agree, 34% agree, 21% disagree, and 9% disagree. This shows that 70% of the time, the weakness indicator is in the high category. So, it is safe to say that Edupark's future strength will be the basis for its chance to become a high-quality educational tourism destination (FKIP Unsri). This is clear from the fact that the Likert scale range is skewed toward the positive. This means that the chances are high.

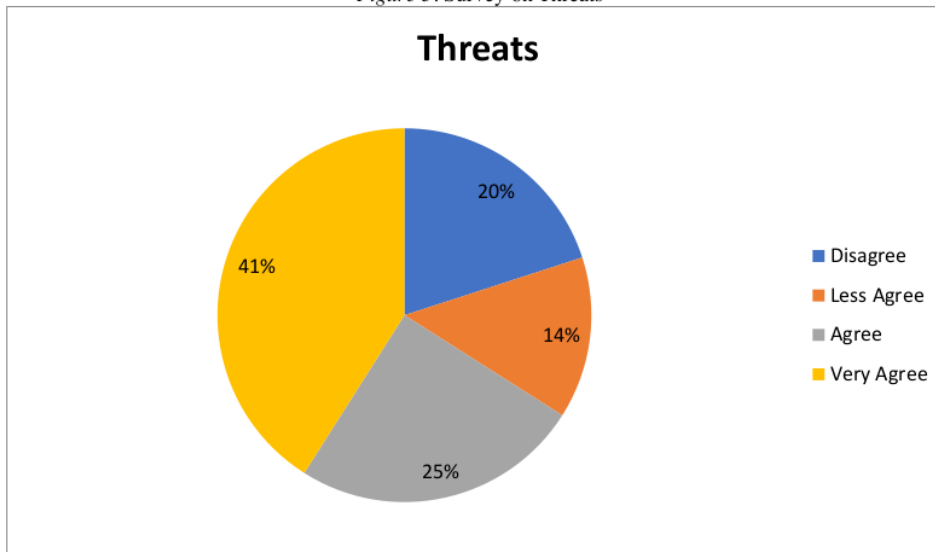
Figure 4. Survey on Opportunity



(Source: Prepared by the authors, 2023)

Figure 4 shows that 46% strongly agree with the opportunity indicator, 28% agree, 21% disagree, and 9% disagree. This means that 74% of the signs of weakness are in the high category. So, it is safe to say that Edupark has a good chance of becoming the center of educational tourism at FKIP Unsri. This is clear from the fact that the Likert scale range is skewed toward the positive. So, Edupark has an excellent chance of becoming an Edutourism FKIP Unsri.

Figure 5. Survey on Threats



(Source: Prepared by the authors, 2023)

Based on Figure 5, the answers to the question about the threat indicator are: "strongly agree" (41%), "agree" (25%), "disagree" (14%), and "disagree" (20%). This shows that a threat indicator of 65% is in the high category. See FKIP Unsri to conclude that the threat of Edupark in the future will give Edupark a chance to become a high-quality educational tourism company. This is clear from the fact that the Likert scale range is skewed toward the positive. So, the threat of Edupark becoming Edutourism (FKIP Unsri) has to consider many high-level threats.

All the information provided up to this point pertains to the first form of the questionnaire. The data gathered from the second form of the questionnaire has been summarized and analyzed using the thematic analysis technique, and it will be presented in the form of a SWOT analysis in Table 2, which can be seen below.

Table 2. The results from the questionnaire in the second form

No.	Strength	Weakness	Opportunity	Threat
1	Edupark is on campus.	The park environment is still unsuitable for research and education.	Lecturers' responsibility to conduct education and research a large number of study programs and a variety of sciences.	The campus in Indralaya is open on weekdays only. The environment exists only within the university. Not open to the public.
2	The Unsri Campus environment is one of the vast open green spaces.	The development process is gradual and budget-driven.	The collaboration with the Ministry of National Education and partner schools is expanding.	
3	Leadership commitment.	The facility is still very young and still uses faculty facilities.	The dynamics of education and research are changing.	
4	Motivating leaders Edutourism motivation: "Lead socialization."	There are no natural or artificial attractions in Edupark, and the learning resources are not the best they could be.	Visits from educational institutions are increasing.	
5	Edupark planning provides a center for the study program's scientific specifications.		The object of its business or activity is edupark. This allows the faculty to upgrade to tourism, and the rate becomes edupark.	
6	Graduates are expected to become teachers in 15 rings for young children, such as elementary school, junior high school, high school, and community education.			
7	There are no edupark competitors near the campus.			
8	The atmosphere and chemistry of the campus world, also known as the world of higher education (as one of the places people come to see).			
9	Branded Edupark.			
10	Access to the location is effortless and smooth.			

(Source: Prepared by the authors, 2023)

Table 2 shows that edutourism has many benefits. Edupark is easy to use because it is located on campus (Sari et al., 2020; Rifai, 2019). On the other hand, there is much open green space in Unsri. As a leader, maintain a level of commitment. Then, top-level executives should take educational tourism vacations to "Lead Socialization." The Edupark preparation then acts as a hub for the academic and scientific needs of the study program. After graduation, many people look for elementary, middle, and high school teachers and community education (Elvisa & Rifai, 2020). Because of this, there are not any other educational theme parks nearby. Edupark, on the other hand, is a tourist attraction that tries to recreate the atmosphere and setting of a college campus (Rifai, 2020). It is often called "the world of campus life." If this is true, it will be easy to get there.

Despite this, table 2 above also mentions that a weak spot was found. This includes the fact that the park is not the best place to do schoolwork. Because of this, things move slowly and depend on how much money is available. Also, the center is still very young and depends on academic facilities (Delvi & Rifai, 2020). Because of this, there are no natural or artificial landmarks in Edupark, and its educational tools are not very good.

Moreover, in Table 2, we can find that edutourism is another industry with much potential that is not being used yet. Lecturers have to teach classes and do research in many different fields. The level of collaboration between the Ministry of National Education and the schools with which it works has increased (Ummah & Rifai, 2020). As a result, people's approaches to learning and academic pursuits are changing. Because of this, more and more school trips are coming to meet us. The edupark is where all of the group's activities come together. The tariff has changed to make it easier for teachers to get started in tourism (Shi, 1998).

In the end, table two also discusses the threats. The threat cannot be disregarded. Lecturers must research various science areas and teach students many subjects (Gardens & Authority, 2021). After that, the Ministry of National Education and the schools it works with have worked together more. Following that, adjustments were made to the forces at work in academic activities (de Mendonça et al., 2019). The total number of people who are leaving school is also going up. Its principal focus is on edupark, its primary commercial business. After that, academic staff can move up to the tourist level, and the price will change to edupark. So, we can only go to the Indralaya campus when school is in session during the week. After that, everything happens inside the actual institution. It is not available to everyone.

## **DISCUSSION**

### **Strength**

The most critical information in this text is that Edupark has the potential to become Edutourism because of the leadership's dedication and efforts to spread it, lecturers' motivation to do activities using Edupark, and research that supports funding policies (Athman, 1997; Dewi & Hermawan, 2019; Lugg & Slattery, 2003). Also, being able to get to the campus quickly, the size and greenness of the Unsri campus and the Edupark brand could attract people from other schools and make education more attractive inside the school (Basri et al., 2022; Charles et al., 2022; Sulaiman et al., 2019). Lastly, people come to Edupark from schools and the general public who want to learn new skills while traveling (Marrone et al., 2018; Rinata & Hanoë, 2021). The community education study program center has activity centers for each study program, and visitors or school students can walk around the lovely garden (Albertini, 2014; Keith, 2017; Sabbaghi & Vaidyanathan, 2004; Sari et al., 2020).

### **Weakness**

Even though Edupark just opened, it is still not a good place to research and learn (Elvisa & Rifai, 2020; Rifai, 2019). The building is being done in stages because of the budget, and the facilities already there are for elementary students who still use faculty facilities (Rifai, 2020). There are no natural or artificial attractions, and the resources for learning are not the best (Delvi & Rifai, 2020; Shi, 1998; Ummah & Rifai, 2020). After the development plan is finished, things like green plants, canopy trees, ground cover grass, colorful flowers, and certain productive trees can be added to make the area look more beautiful (Gardens & Authority, 2021). There are also places to have fun and get together with many people.

### **Strengths and Weaknesses**

The most critical information in this text is about the problems with the FKIP edupark location on campus, how easy and likely it is to get a high score, and how often chances to get a high score come up (Albertini, 2014; Athman, 1997). There are a lot of high weakness scores, and the threat is half low and half high. Palembang and South Sumatra have much activity from inside and outside the country, so there is a good chance that education could become tourism there. FKIP and Unsri Inderalaya have enough green space on their land, and the size of the green spaces and the campuses are good things for a sustainable campus. The performance of

the campus is measured by rankings, which look at things like research and how research is done (Basri et al., 2022; Charles et al., 2022).

FKIP is very committed to EduPark as a place for research and education. They keep in touch with faculty academics and hold many meetings there (Al-Jabari & Ghazzawi, 2019). Leadership commitment is an emotional response that shows a person's loyalty to the organization. Porter et al. (1974) suggest three factors linked to organizational commitment: a strong belief in goals and values, a willingness to put in much work, and a commitment to norms. Palembang school students can go to EduPark FKIP to learn and get ideas for research and service. It can also be a place to visit. Rinata and Hano'e's (2021) study shows that studying in the garden is an excellent way to learn a lot.

### **Opportunity**

FKIP Unsri is required to teach and do research, and lecturers are encouraged to use the EduPark land for outdoor learning activities for students and lecturer or student research (Kurdi et al., 2020; Loan, 2020). There are many different study programs, each with a center where its activities occur. The Ministry of National Education and partner schools will work together more, and research and education/teaching will be at the center of the park's activities. EduPark is a fun place to learn, and many studies show that it helps people understand what they are learning (Dewi & Hermawan, 2019).

### **Threats**

Yildiz (2022) has concluded that learning, self-awareness, and experience are all improved by doing things outside. EduPark is a park with rides and ecosystems that can be used to teach people about different things. Juwita et al. (2020) discussed educational tourism's benefits for learning outside, including in parks. They think 2020 is the best year for learning development because it brings students together and lets them practice what they have learned outside the classroom. Stoica and Badau (2019) think learning outside is a healthy way to live and move from passive to active learning.

Badau and Trifan (2022) show how adventure education activities in urban tourism can motivate, teach, provide fun, and make people happy. Jane et al. (2022) talked about how important it is to learn how to keep students' attention while giving them a lot of satisfaction and enjoyment. Kurniawan et al. (2021) look at how youth self-education outdoor education

programs shape who we are, regardless of what other people expect of us. Outdoor education significantly affects the participants, with experience being an essential factor.

### **Opportunities and Threats**

The number of chances may be higher than the number of dangers (Sulaiman et al., 2019; Suryanti, 2021; Ummah & Rifai, 2020; Yuldiz, 2022). Threats can have less of an effect when there are more opportunities (Rifai, 2020; Rinata & Hanoë, 2021; Sabbaghi & Vaidyanathan, 2004; Sari et al., 2020). The threat is real because the campus of Unsri is closed on weekends, holidays, and Saturdays. Usually, when a teacher or school wants to go on a field trip outside school, they wait until a holiday. This keeps the learning process from being interrupted. However, with some help from FKIP Unsri, which has excellent services, this can be done on school days or during vacations (Loan, 2020; Lugg & Slattery, 2003; Marrone et al., 2018).

### **CONCLUSION**

The purpose of the study is to investigate the opportunities for implementing green campus on education and research pillars at edupark to become Edutourism in the Faculty of Teacher Training and Education Science, Sriwijaya University (FKIP Unsri). Based on research results, it was found that edupark in FKIP Unsri has a good chance of becoming a place for educational tourism if edupark is used for education and research. SWOT data, which are analyzed quantitatively, are used to figure out what the future looks like. Analysis of what is good, what is bad, what is possible, and what is hard These things are even more important because the leaders are committed to research and teaching at the FKIP Unsri Edupark. This shows how vital the relationship between education and research is. Partnerships with schools and the Ministry of National Education make it possible for people to go to eduparks to learn and have fun. The findings showed that the Edupark should be built faster, a plan for running it should be made, and the faculty should be available for many school groups to visit. Therefore, the conclusion is based on the findings of how significant the potential of FKIP's edupark to become edutourism is. Edupark is undergoing a number of transformations that will lead to its success as a learning environment, such as the large number of students that will visit as a result of partnerships between local schools (there are strengths and opportunities). The limitation of the study is that the SWOT analysis for using edupark as edutourism was only conducted in one faculty (FKIP) in Unsri. For further study, it is recommended to investigate



the management and development of edupark in all faculties in Unsri to create sustainable teaching learning situation based on nature approaches.

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