

Work And Leisure: A Study of Social Tourism in Higher Education Institutions in Bali

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Abstract: This study examines social tourism within higher education institutions in Bali, Indonesia, using an inclusive approach that involved both lecturers and students from public and private universities. Employing a mixed-methods design, the research collected quantitative data through surveys distributed across five universities in Bali Province, while qualitative data was obtained from interviews with participants knowledgeable about inclusive social tourism. The findings reveal that social tourism activities are integrated with the Tri Dharma of Higher Education, emphasizing teaching, research, and community service. These activities blend academic endeavors, such as field research, workshops, seminars, and benchmarking, with tourism experiences like sightseeing and cultural events. The study highlights the benefits of social tourism for the academic community, including increased social capital, improved self-confidence, and enhanced knowledge and skills. Additionally, social tourism fosters collaboration between universities and contributes to the mental and physical well-being of academics, helping to alleviate burnout. The study suggests that higher education institutions should consider policies that leverage social tourism to enhance academic experiences and promote holistic development among faculty and students.

Keywords: Bali; Higher education; Social tourism

Introduction

A work-life balance is increasingly difficult to maintain amongst educators (Malik & Allam, 2021). This research emphasizes the role of leisure and social connections in promoting a healthier and more productive academic environment. Tourism has long been recognized as an industry that can foster equality and the fulfillment of social rights, allowing all individuals to enjoy tourist attractions regardless of their social and economic backgrounds (McCabe & Johnson, 2013). This universal accessibility underscores the capacity of tourism to provide opportunities for every individual irrespective of income, education level, or social status to fulfill their travel needs (Pyke et al., 2019). Historically, the inception of tourism has been deeply intertwined with social activities that contribute to the

happiness and mental well-being of individuals. In the 21st century, tourism has garnered significant international attention, not only as a driver of economic and socio-cultural development but also as a mechanism for the realization of human rights.

The freedom to travel has historically been classified as a human right, as stated in Article 24 of the Universal Declaration of Human Rights in 1948, which states that "Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay". The content of the declaration emphasizes that everyone has the right to rest, relax and take advantage of leisure or vacation; and has become a guideline for the fulfillment of the rights of every citizen for various international countries (Dharmawan et al., 2011). However, the existence of these instruments still does not pay attention to developing countries, one of

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which is Indonesia, where tourism is still focused on the economic development of the country as a forum for fulfilling the social welfare of its people.

This focus on economic gains can create a disconnection between the concept of leisure travel as a human right and the reality for many Indonesians. Limited financial resources, a lack of infrastructure promoting domestic tourism, and work schedules that prioritize economic output over leisure time can all restrict Indonesians' ability to exercise their right to travel and experience the personal and professional benefits highlighted in the previous section. This situation underscores the need for a multifaceted approach that balances economic development with policies and initiatives that make travel more accessible and affordable for Indonesian citizens.

Social tourism is a tourism practice that specifically encourages participation in institutionally funded tourism activities and is predominantly engaged in low-finance, in-country tourism activities (Diekmann & McCabe, 2011; Minnaert, 2012a). Social tourism aims to offer travel experiences that are accessible to the majority of people to groups that do not belong to such groups, usually for financial or health reasons. Social tourism plays a vital role in contributing to social capital to build sustainable relationships between individuals; therefore, individuals who are able to socialize with their community will gain relationships, performance in tasks and increase self-confidence (McCabe, 2009; Minnaert & Schapmans, 2009). In addition, social tourism is also one of the strategies in improving mental health that can be pursued for each individual with experience, one of which can be found through tourism activities that can reduce the tension felt so as to encourage stable emotions that can strengthen positive thinking and encourage motivation to work and create a more positive physical health quality (Hikmah et al., 2022; Syah, 2007). In several studies Haworth (2010; 2011) emphasized the relationship between individual life experiences that are influenced by social institutions, in this case work and where the individual works.

In the context of Indonesia itself, the practice of social tourism is an important issue that currently needs attention, especially for government agencies such as campuses or universities where the dynamics of Tri Dharma Perguruan Tinggi activities in the process of organizing education involve the entire academic community, from students and lecturers. Bali has a number of universities and higher education institutions, such as public universities like Udayana University, Ganesha University of Education, and private universities, such as the National University of Education, all of which have the mandate to implement the Tri Dharma of Higher Education, namely education, research, and community service. In this context, the

application of social tourism can serve as a bridge to connect academic tasks with socially and emotionally beneficial tourism activities. Of course, the implementation of the Tri Dharma of Higher Education which is held by the entire academic community indirectly causes boredom in the teaching-learning process and work routines, so that this needs attention in fulfilling the right to travel by every academic community in the university environment.

As, tourism activities that can be implemented for the academic community in higher education are able to instill social values, strengthen a sense of community for each individual in the process of organizing the Tri Dharma of Higher Education, and involve the academic community in tourism activities that enriching experiences and help to balance. This participation provides an opportunity to build social connections, reduce stress levels, and increase a sense of self-achievement (Li et al., 2022). In addition, interaction with local communities in the context of social tourism can help students develop empathy, improve interpersonal skills, and provide an in-depth understanding of diverse social realities, so that the practice of social tourism in higher education settings will later support the mental health and psychosocial well-being of the academic community in higher education.

The importance of this study lies in its potential to influence the development of policies and programs that support the mental and psychosocial well-being of the academic community through social tourism. In a rapidly changing global landscape, where work-life balance is becoming increasingly difficult to maintain, this study highlight the role of leisure and social relationships in promoting a healthier and more productive academic environment. Additionally, by exploring the implementation of social tourism within higher education, this study advocates for a more inclusive approach to tourism that can benefit a broader segment of society, beyond traditional leisure travelers.

The novelty of this research lies in its focus on how social tourism practices can be integrated into the academic setting to address the mental health and well-being of the academic community, comprising students and faculty lectures. While existing literature has explored the broader concept of social tourism, few studies have examined its application within educational institutions, particularly in the context of Indonesia developing country with distinct socio-economic challenges.

Method

This study was conducted at public and private Universities in Bali Province, Indonesia, including:

Udayana University, Ganesha University of Education, National Education University, Triatma Mulya University and Bali State Polytechnic. The research approach used is an inclusive approach, which is a research approach that emphasizes the involvement of all groups or individuals who may be affected or involved in the study. This approach aims to generate broader and more relevant knowledge by involving the various perspectives and experiences of participants involved in this research. An effective inclusive approach, such as through the Appreciative Inquiry method, provides opportunities for all participants to be actively involved in the research process, allowing them to contribute and explore their positive experiences and expectations.

The types of data used in this research are quantitative data and qualitative data. Quantitative data in question is data that is numerical or in the form of numbers that are systematic to draw a conclusion in this study. Quantitative data in this study is data from the analysis of descriptive statistical data from respondents from the academic community of public universities in Bali, including those from Udayana University, Ganesha University of Education, National Education University, Triatma Mulya University and Bali State Polytechnic. Then, according to Moleong (2010), qualitative data is a series of studies that produce descriptive data in the form of written or oral words or sentences from the object or informant under study. The qualitative data in this study are the results of interviews with academic community informants, in this case lecturers and students at public and private universities in Bali Province. The data is described descriptively according to the interview instrument to support the results of quantitative data analysis in this study.

The data collection techniques used in this study are observation, questionnaire distribution and interviews. Informants and respondents were selected by purposive sampling, namely with the criteria of being parties who understand the context of inclusive social tourism development in each university in Bali. Then, respondents were determined in this study, namely lecturers and students who have homebase at Udayana University, Ganesha University of Education, National Education University, Triatma Mulya University and Bali State Polytechnic.

The data analysis technique in this study uses a data analysis method using descriptive statistics. Descriptive statistical analysis is a data analysis method that focuses on collecting, processing, presenting, analyzing and interpreting data related to the observed sample characteristics (Samsudin et al., 2013). Based on that, the flow of this research can be explained in the following chart:

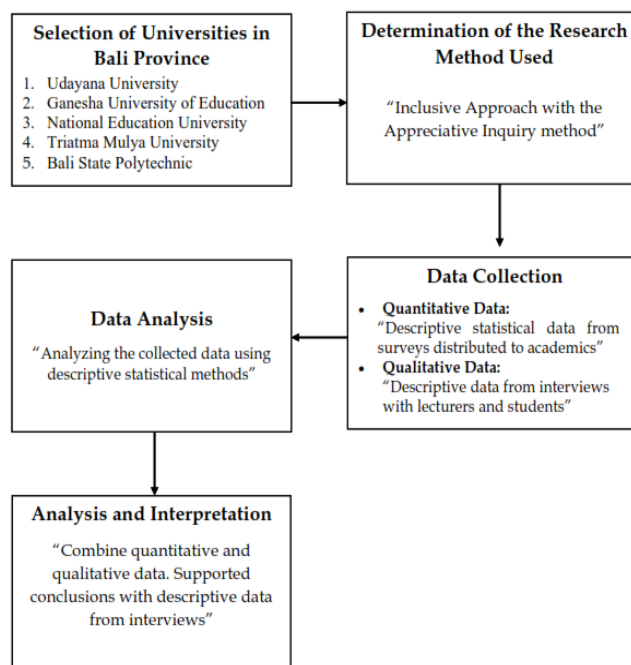


Figure 1. Research Flow

According to Sudjana (2011), to facilitate the analysis of assessment data from the answers of respondents in this study, it is necessary to create assessment criteria using the interval method, with the formula described by the following:

$$Class\ Length = \frac{Range}{Number\ of\ Class} \tag{1}$$

Description:

Class Range = Highest score - lowest score

Number of Interval Classes = 5

$$Class\ Interval\ Length = \frac{5-1}{5} = 0.80$$

Based on the formulation of the interval class length, the range of respondent response scores is obtained as follows:

Table 1. Respondent Response Score Criteria

Score Range	Code	Description
1.00 - 1.79	SD	Strongly Disagree
1.80 - 2.59	D	Disagree
2.60 - 3.39	MA	Moderately Agree
3.40 - 4.19	A	Agree
4.20 - 5.00	SA	Strongly Agree

In interpreting respondents' responses regarding the practice of social tourism at the respondents' home universities, the results of the interval method calculation produce criteria for the respondents' response scores to the statement indicators in this study, and the score ranges will be grouped based on the

average score of the respondents' responses to the statement indicators in the questionnaire.

Result and Discussion

Characteristics of Academic Community Respondents by Profession

The results of the analysis of the characteristics of academic community respondents consisting of lecturer and student respondents from public and private universities in Bali, which can be explained in Table 2.

Table 2. Characteristics of Respondents Based on Profession

Profession	Amount	Percentage (%)
Lecturer	50	50
Students	50	50
Total	100	100

The results of statistical analysis of the characteristics of academic community respondents show that there are 50 respondents who are lecturers from public and private universities in Bali Province with a percentage of 50%. Then, the results of the analysis in second place are student respondents from public and private universities in Bali Province, with the same percentage of 50%. This shows that the research sample is representative of the population and allows for more accurate and reliable analysis. The balanced proportion of lecturers and students also allows for a more accurate comparison between the two groups, as well as providing a more holistic picture of the various viewpoints in this study.

Characteristics of Respondents Based on College Origin

The following are the results of the analysis of the characteristics of respondents of the academic community of lecturers and students based on the origin of the university as a place to carry out the activities of the Tri Dharma of Higher Education, which can be explained in Table 3:

Table 3. Characteristics of Respondents Based on College Origin

Universities	Amount	Percentage (%)
Udayana University	54	54
Ganesha University of Education	29	29
Triatma Mulya University	6	6
UNDIKNAS University	4	4
Bali State Polytechnic	3	3
Bali Tourism Polytechnic	4	4
Total	100	100

The results of the analysis showed that most of the respondents were academic lecturers and students from

Udayana University, namely 54 people, with a percentage of 54% of the total 100 respondents in this study. Then, the lowest result of the findings of this study shows that respondents from the Bali State Polytechnic college received a total of 3 respondents, with a percentage of 3% of the total 100 respondents in this study.

Characteristics of Respondents Based on Age

In the results of the analysis of age characteristics in the respondents of the academic community of lecturers and students at universities in Bali, the data are grouped by age range, which can be explained in Table 4:

Table 4. Characteristics of Respondents Based on Age

Age Range (Years Old)	Amount	Percentage (%)
20 - 25	43	43
26 - 31	15	15
32 - 37	18	18
38 - 43	10	10
44 - 49	6	6
50 - 55	5	5
56 - 61	2	2
62 - 67	1	1
Total	100	100

Based on the results of the analysis regarding the age characteristics of academic community respondents from public and private universities in Bali, most of them are aged 20 years to 25 years, namely 43 respondents with a percentage of 43%, this is in line with the age distribution of Bachelor (S1) and Master (2) students who are generally in that age range. Meanwhile, the respondents of the academic community of public and private universities in Bali who ranked the lowest were respondents who had an age range of 62 years to 67 years, with a total of 1 respondent and a percentage of only 1% of the total respondents in this study. The research findings show that respondents of the academic community of public and private universities in Bali with an age range of 62-67 years are the lowest group, namely lecturers who generally have high functional positions, such as Professor or Head Lecturer, which are fewer in number compared to lecturers with lower functional positions.

Characteristics of Student Academic Community Respondents by Semester Level

The following are the results of the analysis of characteristics on student respondents at universities in Bali based on the level of even semester level taken, with a total of 50 student respondents which can be explained in Table 5:

Table 5. Characteristics of Student Academic Community Respondents by Semester Level

Semester	Amount	Percentage (%)
Semester 2	24	48
Semester 4	11	22
Semester 6	8	16
Semester 8	1	14
Total	50	100

The characteristics of student respondents based on the semester level currently taken at the university show that most of them are students who are currently taking semester 2, namely 24 respondents, with a percentage of 24% of the total 50 student respondents. This is in line with the right time for students to get study provision outside the classroom, such as seminars, and workshops as a step to improve skills and knowledge that can be obtained outside of classroom learning. In addition, other factors such as campus policies and the availability of field study debriefing programs may also be the basis for this finding. Meanwhile, the findings in this study show that students who are currently in semester 8 get the lowest score, namely 1 respondent with a percentage of 14% of the total 50 student respondents. This can be attributed to the fact that 8th semester students are more focused on completing their final assignments, which is the main factor that can explain why 8th semester students get the lowest scores.

Characteristics of Respondents Based on Work Experience

On the results of the analysis of the characteristics of college lecturer respondents in Bali in terms of work experience, with a total of 50 lecturer respondents, which can be explained in Table 6:

Table 6. Characteristics of Respondents Based on Work Experience

Work Experience	Amount	Percentage (%)
1 year - 5 year	16	32
6 year - 10 year	9	18
11 year - 15 year	10	20
16 year - 20 year	3	6
Most of 20 year	20	24
Total	50	100

The results of the analysis of the characteristics of lecturer respondents based on their work experience in higher education in Bali show that most of the respondents have more than 20 years of work experience, namely as many as 20 respondents, with a percentage of 24% of the total 50 lecturer respondents in this study. This can be supported that lecturers who have higher experience allow them to be more active in activities outside the campus. The experience of participating in off-campus activities allows lecturers to

increase their knowledge, skills, and networks, thus increasing their credibility and making them more valued by universities. Then, the lowest findings show lecturers who have work experience from 16 years to 20 years, totaling 3 respondents, with a percentage of 6% of the 50 lecturer respondents in this study. It can be predicted that lecturers in this range may be focused on completing tasks in carrying out the Tri Dharma of Higher Education as their obligations and rights to achieve functional positions. This finding has several implications for universities in Bali in terms of career development, lecturer welfare, and employment opportunities for new lecturers, especially, universities need to provide employment opportunities for new lecturers to improve the quality of education in Bali.

Social Tourism Practices in Higher Education in Bali

The following are the results of data analysis regarding the practice of social tourism in higher education in Bali, in terms of the types of off-campus academic activities participated in by the academic community. The results of processed data regarding variations in the types of off-campus academic activities participated in by higher education students can be explained in Figure 2.

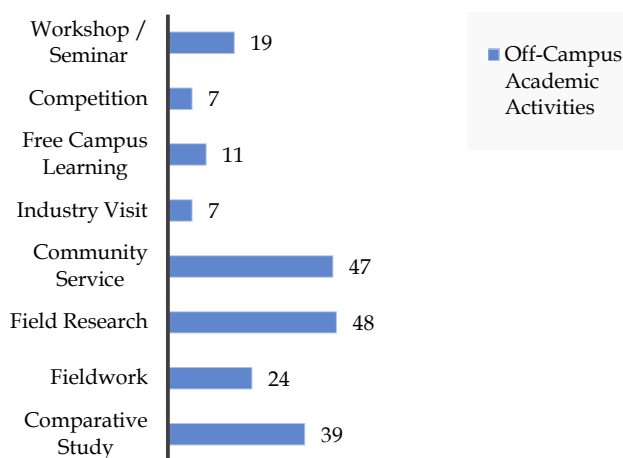


Figure 2. Off-campus academic activities

The identification results in this study show that most of the academic community respondents consisting of lecturers and students of public and private universities in Bali Province shown in Figure 1. namely tend to carry out types of academic activities outside the campus in the form of field research, namely with the findings of 48 people; Community Service as many as 47 respondents; followed by Benchmarking, namely 39 respondents; and Tourism Work as many as 24 people out of a total of 100 respondents in this study. The high percentage of community service and field research

shows that the academic community has the awareness and desire to contribute to society and develop science through research. Meanwhile, the lowest types of off-campus academic activities carried out by the academic community of universities in Bali are competition activities and industrial visit activities with each getting the same answer value of 7 people out of a total of 100 respondents in this study. However, the study also highlights areas where participation is notably lower. Specifically, competition activities and industrial visits were the least pursued forms of off-campus academic engagement, with only 7 respondents each indicating involvement in these activities. This disparity suggests that while there is a solid foundation for academic and community-oriented activities, there may be a lack of interest, awareness, or available opportunities related to competitions and industry exposure. These activities, although less popular, play a crucial role in broadening students' practical experience and professional network, which are essential for their future careers. The low engagement in these areas may point to the need for universities to place a stronger emphasis on promoting and facilitating these types of activities. This relatively low finding indicates that efforts need to be made to increase student participation in these activities. The statistical results of the variations in the types of tourism activities carried out by the academic community of universities in Bali when participating in off-campus academic activities:



Figure 3. Type of Tourism Activities

The research results show that the majority of academic community respondents consisting of lecturers and students from state and private universities in Bali Province tend to carry out tourist activities visiting tourist attractions, namely the number of respondents was found to be 55 people; and followed by culinary tourism activities, with the number of respondents in this study being 42 people out of a total of 100 respondents in this study. This shows that the

academic community in Bali has a high interest in tourism, especially visiting tourist attractions. One of the factors drives this interest is the existence of programs that require academics to visit areas that have tourism potential. For example, there are student and lecturer field research activities carried out in Tourism Villages which are programmed to observe tourism potential; and community service such as the Real Work Lecture or which known as in Indonesia is *Kuliah Kerja Nyata* (KKN) program often requires students to visit tourist attractions in the area where they carry out KKN. Meanwhile, the lowest type of tourism activity carried out by the higher education academic community in Bali is the type of water tourism activity, which was found by 3 respondents with a total of 100 respondents in this study. The lack of interest of the academic community in water tourism is caused by several factors, such as the lack of programs that require the academic community to undertake water tourism since this is considered a fun-based activity. This is different from other types of tourism, such as cultural tourism and historical tourism, which are considered more educational and beneficial for self-development.

Do off-campus activities provide positive benefits for the academic community?

The response from the academic community is data on the percentage of answers from respondents from university lecturers and students in Bali regarding the benefits obtained from off-campus academic activities, which can be explained in Figure 4.

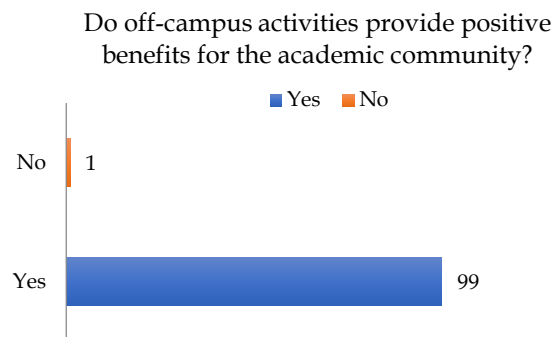


Figure 4. The Academic Community's Response to the Positive Benefits of Activities Obtained Off Campus

Based on the results of data collection, it can be explained in Figure 2 that the majority of respondents from the higher education academic community in Bali answered that they received positive benefits from off-campus academic activities, as in the findings of this research, a percentage of 99% of respondents from the lecturer and student community received positive benefits for them when participate in off-campus academic activities. Meanwhile, 1% of respondents from

the academic community, lecturers and students from state and private universities in Bali, answered that they did not get positive benefits from off-campus academic activities. By taking part in off-campus academic activities such as field research, community service, comparative studies, competitions, respondents stated that they received benefits such as broadening their horizons and knowledge, increasing skills and competence, increasing social awareness and concern, developing themselves and character, as well as increasing motivation and enthusiasm for learning.

Benefits of Off-Campus Academic Activities for the Higher Education Community in Bali

In interpreting respondents' perceptions of the benefits received from academic activities followed by tourism activities for the higher education academic community in Bali, the results of these responses are grouped based on the interval score criteria of the questionnaire statement indicators, and the score range will be grouped based on the average score value of Respondents' responses to the statement indicators in the questionnaire. The results of the analysis regarding the benefits of academic activities and off-campus tourism activities for the higher education community in Bali are as follows:

Table 7. Results of Analysis of Respondents' Response Scores on Academic Activities and Tourism activities

Statement	Score Range
"Able to strengthen relationships and social interactions between the academic community in higher education"	4.52
"Opening equal access or opportunities in terms of travel activities for every academic community in higher education"	4.42
"Improving the performance of the entire academic community in higher education"	4.27
"Building networking between higher education institutions"	4.56
"Building loyalty of the entire academic community towards higher education institutions"	4.30
"Increase knowledge for the academic community in higher education"	4.43
"Increasing professionalism for the academic community in higher education"	4.32
"Building a positive perspective of the academic community towards higher education institutions"	4.15
"Improving mental health from the individual side of the academic community in higher education"	4.30

Based on the results of the analysis of responses from academic community respondents to academic activities outside campus, the statement indicator that has the highest total average score is the indicator "*Building networking between higher education institutions*"

which gets a total score of 4.56, with the overall response of respondents being "very much agree" with the statement. These findings show that building networking between higher education institutions is an important benefit of participating in academic activities outside campus. The academic community is very aware of the importance of networking and utilizes academic activities outside campus as a forum for building a wide network and in addition enhance communication skills (Khairunnisa et al., 2024). Meanwhile, there is a statement indicator that gets the lowest average score, namely the statement indicator regarding "*Building a positive perspective of the academic community towards higher education institutions*" with an average score of 4.13, and it can be concluded that respondents from the academic community stated "agree" with the statement.

Discussion

The findings in this study show that social tourism organized at higher education institutions in Bali cannot be separated from the Tri Dharma of Higher Education activities. A series of academic activities such as field research, workshops/seminars, benchmarking, industrial visits, competitions, community service, independent campus learning programs are also interspersed with various tourist activities such as visiting tourist attractions, enjoying culinary tours, shopping tours, visiting events, museums, pilgrimage and adventure tourism. In line with the principles of social tourism, this activity is financed by institutions, carried out within the country and in accordance with established budget rules (Minnaert et al., 2014). The academic community, such as lecturers and students, is a group that often involved in research activities. Meanwhile, other activities such as community service, comparative study workshops are types of activities carried out by lecturers and students. Field research activities are academic tasks outside campus that can help the academic community to develop their research skills. Previous study from Hastika et al. (2023) also highlighted learning outside campus helps to improve the study results as well as leads to higher learning motivation (Khan et al., 2020; Sari et al., 2023).

Not solely individual, field research often involved group of people to work together as a team. Therefore, each person have to set common goal environment requires collaborative skills, team work (Hobson et al., 2013). These soft-skills is significant to understand various problems faced by society and finding appropriate solutions as well as helping the academic community to better understand society's needs and develop programs that are beneficial to society. Consistent with previous studies by Siddiquee et al (2014) and Venson et al (2016) stating that workshops, training and research are academic activities that have

an impact on improving individual skills, this research also reveals similar results, namely field research, community service, comparative studies, field trips, workshops, industry visit, are an off-campus activity that is popular among the academic community.

Previous study from Capone et al., (2019), shows correlation between burnout and depressions amongst educators. Burnout condition may appeared on individuals in institutions or organisation. Referring to Maslach, Schaufeli & Leiter (2001), burnout is "a prolonged response to chronic emotional and interpersonal stressors on the job". The high intensity of work for lecturers may lead to negative personality and influence work results (Lauermaann & Konig, 2016). This research found, although there are difficulties in balancing academic activities outside campus and traveling, this is not a significant difficulty because currently there is a changing trend in society "*work is the new leisure*" (Lewis, 2003) and also a push for work-life balance and traveling (Siddiquee, 2014). This shows that the higher education academic community in Bali is aware of the importance of holistic self-development, which does not only focus on academic areas but also on aspects of physical and mental health.

While looking at student's side, the long study hours also tend to limit opportunities for socializing. Social interactions encourages students to involve in discussions which directly increase their communication skills (Khairunnisa et al., 2024) analytical ability (Kleimola & Leppisaari, 2022). Thus, aspects are necessary to achieve various purpose in academic life (Alojaiman, 2023; Roblek et al., 2020). This research revealed that apart from providing the opportunity to carry out tourism activities during work time, participants in the research stated that academic activities outside campus also provided the benefit of increasing social capital in various forms; such as expanding networks (4.56), increasing social interactions between individuals (4.52). Building social connections is one of the motivations for social tourism participants (Sedgley, 2018). In this research, participants stated that they had the opportunity to find new colleagues from other educational institutions outside Bali. By increasing relations between higher education institutions, this is an occasion that can bring together lecturers and students from various universities, opening up opportunities for collaboration in researches, seminars and scientific publications. Networking is important in the work life especially in university and supports the soft skills of each individual (Minnaert et al., 2009).

Carrying out academic activities outside campus combined with tourism activities also has an impact on participants' self-confidence, behavior and perspective on problems. In accordance with study from Iksan et al., (2023), learning outside organisational environment

improving educational quality and boost academic professional abilities. Support from institutions in the form of self-development opportunities such as attending workshops, seminars, comparative studies, field research, educators can benefit various results (Chintya Putri & Yuliana, 2024; Davis, 2023). Relevant with this study such as increase professionalism (4.32), improve performance (4.27) and increase knowledge (4.43). A study by Lijuan (2011) found that a large number of academics at higher education institutions were involved in off-campus research activities. Therefore, in terms of the academic curriculum, higher education needs to emphasize innovative teaching methods, involving environment based learning approach (Iksan et al., 2023; Ningrum, 2020). These studies collectively show that field research is a common and important practice among the academic community at higher education institutions.

Specifically, tourism activities carried out in conjunction with off-campus academic activities have a positive impact on the psychological and mental health of the academic community. Furthermore, it is evident in the score results of respondents' responses to positive images of academic institutions (4.15). This activity provides a strong organisational values and distinguish the organisation character from others (Chintya Putri, 2024; Paais & Pattiruhu, 2020).

Conclusion

The findings of this study are that the characteristics of social tourism participants at Bali's universities vary from lecturers and students, most of whom are involved in academic activities, such as field research, workshops/seminars, benchmarking, industrial visits, competitions, community service, programs independent campus learning is also interspersed with various tourist activities. This research shows that the integration of academic activities increases the motivation and enthusiasm of participants to take part in academic activities to develop their soft skills, such as social interactions, communication and collaboration between colleagues. Emphasis on the importance of social tourism for the benefit not only of individuals but also has an impact on institutions at large. Until now, higher education institutions in Bali have not provided equal opportunities for the academic community to get involved in social tourism. Not many students know about academic activities that can be packaged with tourism activities, especially taking part in competitions outside the region. There needs to be socialization and collaboration between lecturers, academic staff as facilitators and motivators so that this activity can be carried out more frequently which will

have an impact on university performance indicators. The role of government as policymakers is needed, relevant in this research to higher education institutions to create policies that support a balance of work and leisure activities for all individuals through sustainable social tourism programs. Tourism practices should not always be seen from economic benefits but rather should be seen from the benefits they can provide to humanity (McCabe & Diekmann, 2015). The government can play a role by providing facilities and regulations that support the implementation of university organisations social tourism and higher education institutions can play a role by developing innovative and sustainable social tourism programs, as well as by involving students and lecturers in these programs, thus, social tourism can become an effective strategy to achieve sustainable and inclusive development for academic community in educational institutions in Bali.

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Author Contributions

All authors had significant contributions in completing this manuscript

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Conflicts of Interest

The authors declare no conflict of interest.

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