



The Transformation of the Teaching Factory as an Educational Tourism Attraction at Jember State Polytechnic

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Abstract

This study aims to analyze the transformation of the Teaching Factory (TeFa) concept at Jember State Polytechnic as an educational tourism attraction that can provide added value for educational institutions, students, and the community. TeFa, which initially functioned as a production and service-based learning model, has the potential to be developed into an educational tourism destination through the integration of vocational practices with knowledge-based tourism experiences. The study used a qualitative approach with a case study method, involving field observations, interviews with lecturers, students, and TeFa managers, as well as documentation of production and service activities. The results show that the transformation of TeFa into an educational tourism destination has a positive impact on improving student competencies, expanding partnership networks with industry, and opening opportunities for an education-based creative economy. Furthermore, the involvement of the surrounding community has also increased through participation in the provision of tourism support services. In conclusion, the Teaching Factory is not only effective as a vocational learning facility but also has strategic potential as a sustainable educational tourism destination within Jember State Polytechnic.

Keywords: *Teaching Factory, educational tourism, transformation, Jember State Polytechnic, vocational*

1. Introduction

Tourism is not only viewed as a recreational activity, but also as a learning tool that provides meaningful knowledge and experiences for tourists. One form of tourism development is educational tourism. Educational tourism is a tourism activity that integrates elements of recreation and learning into one experience package (Darmayasa et al., 2025). Educational tourism provides opportunities for tourists to gain new



knowledge and experiences through hands-on activities, thus becoming more than just consumptive but also productive.

In Indonesia, educational tourism has been widely developed in destinations with natural and cultural potential, as well as in educational institutions. In line with tourism development, educational tourism emphasizes experiential learning, the process of learning through real-life experiences. Tourists are not merely spectators but also participate in the activities at the destination. This has been proven to increase understanding and skills, and build awareness of the importance of the relationship between science, technology, and everyday life.

Educational tourism also contributes to sustainable development. By prioritizing educational aspects, educational tourism encourages more responsible tourist behavior, preserves the environment, and empowers local communities. The integration of education and tourism can enhance individual competencies while opening up opportunities for community-based creative businesses (Jauhar, 2025).

Jember State Polytechnic, as a vocational college, boasts a Teaching Factory (TeFa) facility, which can be developed into an educational tourism destination. Currently, Jember State Polytechnic has developed various TeFa units in agriculture, animal husbandry, tourism, technology, health, and service. These TeFa units have the potential to be transformed into attractive educational tourism destinations. The TeFa at Jember State Polytechnic can serve as a vehicle for participatory and applied learning, as well as a means of promoting the university.

This study aims to analyze the transformation of TeFa at Jember State Polytechnic into an educational tourism destination using the 7A approach to destination tourism. This research is expected to serve as a reference for TeFa management at Jember State Polytechnic to optimize TeFa as an educational tourism destination.

2. Literature review

2.1. Teaching Factory

The Teaching Factory (TeFa) concept is a production-based learning model that integrates education with industry. According to the (Vokasi, 2022), the Teaching Factory aims to bridge the gap between the skills possessed by graduates and the needs of the workforce. In this model, students not only act as learners but also as actual producers, producing products or services with economic value.

Khomsah et al., (2025) explain that the implementation of TeFa emphasizes learning by producing, where learning takes place in a real-world industrial setting, encompassing quality standards, time efficiency, and a focus on customer satisfaction. This concept fosters a professional, collaborative, and innovative work culture within vocational campuses.



2.2 Educational Tourism

Educational tourism is a form of tourism that combines recreational activities with learning. (Selvakumar et al., 2024) defines educational tourism as travel undertaken by individuals or groups to gain authentic learning experiences outside of formal educational settings. This can take the form of industry visits, short training sessions, or interactive activities that broaden participants' knowledge.

In Indonesia, educational tourism is growing rapidly, particularly in agrotourism areas and vocational campuses. (Sulistiarini et al., 2024) stated that agricultural-based educational tourism can increase public understanding of food production processes and modern agricultural technology, while also providing additional economic value for the organizing institutions.

Transforming the Teaching Factory into an educational tourism destination is a strategic step in expanding the role of vocational education. In addition to serving as a learning platform for students, the TEFA area can serve as a platform for public education on agricultural technology, food processing, and sustainable innovation.

2.3 Previous Research

In the past five years, teaching factories and educational tourism have become trending research topics. Several previous studies on teaching factories and educational tourism have been conducted by (Wiguna et al., 2023), (Dzulkifli et al., 2023), (Suharsono et al., 2023), (Patabang et al., 2024), (Suharsono et al., 2024), (Kamal et al., 2025), (Marseva et al., 2025). These studies have similarities and differences with this research.

The research by (Wiguna et al., 2023) shares similarities with this study in terms of the object and focus of the study, but differs in the approach and analysis used. The research by (Dzulkifli et al., 2023), (Suharsono et al., 2023), and (Suharsono et al., 2024) share similarities with this study in terms of the object, but differ in the focus of the research conducted. The research by (Patabang et al., 2024), shares similarities with this study in its focus but differs in its object. The research by (Kamal et al., 2025) and (Marseva et al., 2025), share similarities with this study in its general object and focus, but differ in its sub-focus.

3. Method

This research uses a qualitative approach with a literature review method. This study focused on conceptual and theoretical analysis of the transformation of Teaching Factory (TeFa) into an educational tourism destination, using the 7A analysis of tourism destinations. The 7A analysis of tourism destinations includes attraction, accessibility,



amenities, accommodation, activities, awareness, and ancillary services (Juniawan, 2023). The 7A analysis of tourism destinations was chosen because it aligns with the research objectives and the needs of Jember State Polytechnic to optimize TeFa as an educational tourism destination.

The research instruments used in this study include documentation guidelines and literature guidelines. The documentation guidelines were used to categorize TeFa at the State Polytechnic that could be developed into educational tourism destinations. The literature guidelines were used to examine theories that would be used as research analysis material. The data analysis technique in this study employed Spradley's domain analysis, which aims to obtain an overview so that the data obtained can categorize the objects under study (Qomaruddin & Sa'diyah, 2024)

4. Findings and Discussion

The Teaching Factory (TEFA) concept is a learning model that integrates theory and practice through a real-world production-based approach. TEFA serves as an academic implementation in learning the production process of goods and/or services. In principle, the Teaching Factory provides students with an overview of industrial work processes (Purba et al., 2021). Furthermore, the Teaching Factory serves as a bridge between vocational education and the business and industrial world (DUDI), where students are actively involved in the professional work process to produce marketable products or services. Jember State Polytechnic is one of the leading vocational education institutions that has developed TEFA in various study programs, particularly those based on agriculture, food, and technology.

As the experiential learning and edutourism paradigms evolve, the TEFA concept offers significant potential for transformation into educational tourism destinations. Educational tourism is a form of tourism that combines recreation with learning (Rahmani & Rahayu, 2022). In the context of TEFA, educational tourism enables the general public, students, and tourists to learn about tropical agricultural technology, food processing innovations, and agro-technotropic-based entrepreneurship.

The transformation of TEFA at Jember State Polytechnic into an educational tourism destination not only expands the function of the vocational higher education institution as a learning center but also encourages economic empowerment, promotes agricultural technology, and strengthens the campus's image as a center of innovation. To measure the potential and readiness for this transformation, the 7A analysis model approach of Tourism Destination developed by (Chernegha et al., 2022) was used: Attractions, Accessibility, Amenities, Ancillary Services, Available Packages, Activities, and Awareness. The 7A model was used as an analytical framework because it is



considered capable of mapping important factors in the development of sustainable tourism destinations.

4.1 Attractions

The attractiveness aspect is a key element in developing a tourist destination. The appeal of TEFA at Jember State Polytechnic lies in its application of the agrotechnotropic concept, which integrates agriculture, technology, and tropical areas. Through agrotechnotropics, TEFA showcases the excellence of tropical agriculture combined with innovative technology and the students' entrepreneurial approach.

The TEFAs at Jember State Polytechnic that have potential are those under the coordination of the Integrated Agricultural Engineering Unit (UPA), such as the TEFA Innovation Garden, TEFA Feedlot, and TEFA Nursery. The educational appeal arises from the hands-on learning experiences visitors can experience, such as planting, processing agricultural products, making dairy products, and sampling the students' products.

In addition to its primary attractions of technological and agricultural innovation, TEFA also offers supporting attractions such as beautiful green landscapes, smart greenhouses, plant demonstration areas, and valuable student research products. These attractions can be developed into educational tourism packages appealing to students, families, and tourists interested in modern agriculture.

With this potential, TEFA is not just a place for production and learning, but also has mutually reinforcing recreational and educational elements. This transformation expands the educational institution's added value into a living laboratory and learning destination.

4.2 Accessibility

Accessibility is a crucial factor in the success of a tourist destination. Jember State Polytechnic is located in an urban area, easily accessible from various areas within Jember Regency and the surrounding areas. The campus's strategic location makes it easily accessible by land using both private vehicles and public transportation.

However, from a tourist destination perspective, internal accessibility to the TEFA area still needs improvement. The route to the TEFA location within campus needs to be equipped with signage, designated tourist parking areas, and a digital-based guidance system such as QR code maps or a virtual tour app. This is crucial to providing a comfortable and informative visiting experience for tourists.

In terms of digital accessibility, TEFA also needs to strengthen its online presence through its official website, social media, and integration with local tourism platforms.



Information regarding visit schedules, registration for educational tours, and promotion of activities can be delivered digitally to reach a wider audience. Therefore, improving physical and digital access is key to TEFA's successful transformation into an accessible and attractive tourist destination.

4.3 Amenities

Amenities play a crucial role in providing comfort and satisfaction for tourists. Currently, TEFA facilities at Jember State Polytechnic are more focused on academic and production activities, including laboratories, a production house, a warehouse, practice rooms, and product display areas.

To support the educational tourism function, the development of supporting facilities that are both recreational and informative is necessary. For example, an educational tourism information center, an educational culinary area, a souvenir shop, and a rest area and theme park. The information center serves as a place for visitors to obtain activity guides. The educational culinary area serves as a place to present TEFA products as part of the tourism experience. The souvenir shop serves as a place to sell products created by student innovations such as processed food, plant seeds, organic fertilizer, and others. The rest area and theme park serve as relaxing recreation spaces.

Furthermore, providing clean sanitation facilities, prayer areas, and visitor safety and security should be a priority. Digital-based facilities such as interactive displays or smart signage can also add educational and modern value to this destination.

4.4 Ancillary Services

Support services are a crucial component in the successful management of a destination. TEFA boasts a strong human resource base of competent lecturers, students, and technicians. However, to become a tourist destination, additional professional services are needed.

Several professional services are needed, such as tour guides, tourism promotion and marketing units, and partnerships with the Business and Industry. Tour guide services serve to explain production processes, technology, and innovation in an engaging manner to visitors. Tourism promotion and marketing units can collaborate with the Tourism Office or travel agents. Partnerships with DUDI are part of a synergy of product and technology promotion.

In addition, a visitor management system, ticketing services, and a digital reservation system are needed to increase efficiency. External partner institutions also play a crucial role in providing financial support, promotion, and human resource development in the educational tourism sector.



4.5 Available Packages

Developing tour packages is a strategic element in selling unique tourism experiences. TEFA Jember State Polytechnic can develop a variety of educational tour packages tailored to market segments. Furthermore, tour packages can be tailored to meet tourist demand.

Some references for educational tour packages offered by TEFA Jember State Polytechnic include one-day tours, school trips, workshops, family packages, and MICE packages. The one-day tour package allows tourists to experience modern agricultural processes, from planting to product packaging. The school trip package allows students to visit schools to learn about food technology, animal husbandry, or horticulture. The workshop package provides short training sessions on food processing, organic fertilizer production, or smart agricultural technology. The family package provides a family experience enjoying a tropical agricultural atmosphere while interacting with students and instructors. The MICE package offers experiences of MICE activities conducted at TEFA.

Tour packages can be combined with visits to research laboratories, innovation galleries, or student business units, creating a learning-by-doing experience. This model not only attracts tourists but also expands the social and economic impact on the campus and surrounding community.

4.6 Activities

The main strength of TEFA's educational tourism lies in the variety of interactive activities offered. These activities are packaged as a tourist attraction. These include demonstrations of tropical agricultural technology, agricultural processing training, and student entrepreneurship simulations.

Tropical agricultural technology demonstrations include drip irrigation, hydroponics, and environmentally friendly pest control. Agricultural processing training activities include the production of healthy food products and processed livestock products. Student entrepreneurship simulations include tours of innovation laboratories and product galleries, showcasing the innovation process through to product commercialization.

These activities not only enrich the tourist experience but also strengthen TEFA's branding as an experiential learning center. Furthermore, activities involving the local community, such as training or a local product bazaar, can strengthen the social ties between the campus and the local community. Furthermore, activities at TEFA, packaged as tourist attractions, can provide added value for tourists and also strengthen TEFA's branding as a living laboratory.



4.7 Awareness

Public awareness of TEFA's potential as an educational tourism destination is still relatively limited. Communication and marketing strategies are needed by relevant parties, in this case Jember State Polytechnic through its Public Relations department and TEFA Edutourism. Several methods can be used, including branding and storytelling, digital marketing, stakeholder collaboration, and promotional activities.

Branding and storytelling can take the form of creating a tourism story, a tourism development and promotion strategy using narratives and media content that emphasizes the uniqueness of agro-technotropics and the concept of industry-based vocational education. Digital marketing can utilize social media, promotional videos, and official websites to showcase educational activities. Collaboration with stakeholders such as the government, schools, and travel agents is essential for organizing regular educational visits. Promotional activities can include organizing regular events such as TEFA product expos, festivals, and campus tours.

Raising internal awareness is also crucial. Lecturers, students, educational staff, and all employees of Jember State Polytechnic need to understand their role as part of the educational tourism experience. With increased collective awareness, TEFA's transformation into an educational tourism destination will be more systematic and sustainable.

4.8 Recommendation

Based on the 7A analysis of tourism destinations, TEFA Jember State Polytechnic has a strong foundation as an educational tourism destination. The Attractions, Activities, and Available Packages elements have demonstrated high readiness, while Amenities, Ancillary Services, and Awareness still require strengthening. TEFA's transformation into an educational tourism destination has three strategic values: education, economics, and social aspects.

First, the educational aspect can support contextual learning, broaden student experiences, and strengthen the link between theory and practice. Second, the economic aspect can open new revenue opportunities through tourism activities, TEFA products, and industry partnerships. Third, the socio-cultural aspect can strengthen campus-community relations and increase public appreciation for modern agricultural innovations.

TEFA's transformation into an educational tourism destination requires an integrated management approach involving various stakeholders: campuses, government, industry, communities, and the media. This approach will ensure sustainable management and relevance to community needs. Strengthening facilities, supporting services, and



public awareness are also key to the success of this transformation. Through collaborative strategies and ongoing promotion, Jember State Polytechnic will also strengthen its role as a pioneer in productive, innovative, and socially impactful vocational education.

The author formulates several strategic recommendations that can be carried out by Jember State Polytechnic and stakeholders to strengthen TEFA's transformation as an educational tourism destination, including the following:

4.8.1 Strengthening Educational Tourism Infrastructure and Facilities

The TEFA area needs to be reorganized to make it more tourist-friendly, through the construction of an educational tourism information center, a representative parking area, an educational cafe, and a souvenir shop based on TEFA products. Improving sanitation, security, and comfort facilities must also be a top priority.

4.8.2 Human Resource Development and Tourism Services

Students and lecturers can be trained to become educational tour guides who understand tourism interpretation techniques. Furthermore, a dedicated service unit should be established to manage the reservation system, tours, and partnerships with external parties, including the Tourism Office and travel agents.

4.8.3 Integration of Learning and Tourism Programs

Educational tourism activities should be integrated into project-based learning curricula. This way, tourism activities are not merely promotional in nature but also become part of the student learning process in communication, service, and product innovation.

4.8.4 Educational Tourism Product and Package Development

TEFA can develop various thematic and tiered educational tourism packages to meet market needs. For example, packages for students (learning to plant and harvest), packages for the general public (food processing tours), and packages for professionals (agricultural technology training). Each package should have added educational and commercial value.

4.8.5 Digitalization and Destination Branding

To increase visibility, a digital-based marketing strategy is needed that involves social media, an official website, educational video content, and scientific publications. The branding "Educational Tourism at TEFA Polije" can become a new icon for educational tourism in the horseshoe region of East Java.



4.8.6 Collaboration and Sustainability

TEFA's transformation into an educational tourism destination cannot be achieved in isolation. It requires collaboration between universities, local governments, industry, local communities, and the media. This collaboration encompasses integrated planning, funding, management, and promotion.

4.8.7 Evaluation and Impact

Jember State Polytechnic needs to conduct regular evaluations of the impact of educational tourism activities on learning, the local economy, and the environment. This evaluation is crucial to ensure that tourism activities remain aligned with the principles of sustainability and the Tri Dharma of Higher Education.

5. Conclusion

Transforming the Teaching Factory into an educational tourism destination can be an innovative step to emphasize Jember State Polytechnic's role as a pioneer in industry-based vocational education and sustainable tourism. Through the 7A analysis, it is clear that the success of this transformation requires synergy between academic innovation, management support, and the active involvement of all stakeholders. The development strategy model can be implemented consistently and in a targeted manner, TEFA Jember State Polytechnic can become an icon of educational tourism, as well as provide real contributions to strengthening the creative economy, developing human resources, and increasing regional competitiveness in the educational tourism sector.

Based on the results of this study, there are two implications from an academic and practical perspective. From an academic perspective, this study contributes to the development of an integrative theory between the Teaching Factory model and the concept of Tourism Destination Management. This study shows that vocational education institutions can play a strategic role in a sustainable educational tourism ecosystem. From a practical perspective, the results of this study can be a basis for Jember State Polytechnic in designing a TEFA development policy based on educational tourism, as well as being a model for other vocational colleges in Indonesia in optimizing the function of TEFA as a means of innovation, empowerment, and campus promotion.

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