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Intellectual Discourse

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Transliteration Table: Consonants

Arabic	Roman		Arabic	Roman
ب	b		ط	ṭ
ت	t		ظ	ẓ
ث	th		ع	‘
ج	j		غ	gh
ح	ḥ		ف	f
خ	kh		ق	q
د	d		ك	k
ذ	dh		ل	l
ر	r		م	m
ز	z		ن	n
س	s		ه	h
ش	sh		و	w
ص	ṣ		ء	’
ض	ḍ		ي	y

Transliteration Table: Vowels and Diphthongs

Arabic	Roman		Arabic	Roman
اَ	a		اَ، اِيَّ	an
اُ	u		اُو	un
اِ	i		اِي	in
اَ، اِ، اِيَّ	ā		اَو	aw
اُو	ū		اَيَّ	ay
اِي	ī		اُو	uww, ū (in final position)
			اَيَّ	iyy, ī (in final position)

Source: ROTAS Transliteration Kit: <http://rotas.iium.edu.my>

The Confronts of Edutourism in the Post-COVID-19 Pandemic Era: A Malaysian Perspective

Mohammad Moshiur Rahman*

A K M Ahasanul Haque**

Fatin Husna Suib***

Abstract: COVID-19 triggered a crisis and sliced through every facet of humankind. People were advised to practise physical distancing, and most educational institutions have integrated different digital technologies and virtual learning environments (VLE) to limit the likelihood of pandemic pedagogy. This study sought to investigate the challenges of edutourism in Malaysia for sustaining viable education during this delicate time. Therefore, it examines the determinants of sustainable education, perceived value, risk assessment, quality service, and knowledge management in choosing institutions to resume edutourism. Based on a non-probability survey sample of 308 international students in Malaysia, the data were analysed with SPSS for fundamental analyses and SEM-AMOS for hypothesis testing. The results demonstrated that most predictors highly influenced the choice of the institution; thus, the government must acquire appropriate pedagogical knowledge to assure learning coherence. This study has presented a collection of influencing factors that impact how students adjust their objectives when choosing academic institutions in Malaysia.

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Keywords: Sustainable Education System; Knowledge Management; Virtual Learning; Pedagogy; Edutourism

Abstrak: COVID-19 mencetuskan krisis dan menghiris setiap aspek umat manusia. Orang ramai dinasihatkan untuk mengamalkan penjarakan fizikal, dan kebanyakan institusi pendidikan telah menyepadukan teknologi digital dan persekitaran pembelajaran maya (VLE) yang berbeza untuk mengehadkan kemungkinan pedagogi pandemik. Kajian ini bertujuan untuk menyiasat cabaran edupelancongan di Malaysia untuk mengekalkan pendidikan berdaya maju pada masa yang sukar ini. Oleh itu, ia mengkaji penentu pendidikan mampan, nilai yang dilihat, penilaian risiko, perkhidmatan berkualiti, dan pengurusan pengetahuan mengenai pilihan institusi yang memulakan semula edupelancongan. Berdasarkan sampel tinjauan bukan kebarangkalian terhadap 308 pelajar antarabangsa di Malaysia, data dianalisis dengan SPSS untuk analisis asas dan SEM-AMOS untuk ujian hipotesis. Keputusan menunjukkan bahawa kebanyakan peramal sangat mempengaruhi pilihan institusi; Oleh itu, kerajaan mesti memperoleh pengetahuan pedagogi yang sesuai untuk memastikan kesepaduan pembelajaran. Penemuan ini akan memberi kesan psikologi terhadap cara pelajar mengorientasikan semula matlamat mereka untuk memilih institusi pendidikan di Malaysia.

Kata kunci: Sistem Pendidikan Mampan, Pengurusan Ilmu, Pembelajaran Maya; Pedagogi, Edupelancongan.

Introduction

The emergence of COVID-19 as a threat has stopped daily activities in the local and international arenas and reminded us of the strong effects of diseases on humanity. It is unbound by geographic limits like earlier outbreaks, and its biological processes also impact nature. The coronavirus pandemic affected education systems worldwide, leading to the near-total closure of schools, universities and colleges. About 1.72 billion students were affected by the closing of institutes as a response to the pandemic, and 191 countries have implemented national closures, affecting approximately 98.4% of the world's student population (Chinazziet al., 2020). Education is also a sector that promises more revenue for the nation. International students spend over RM40 billion annually on higher education in Malaysia (Choi et al., 2021). For overseas students to select a Malaysian educational institution, it is

necessary to maintain a favourable image and revamp the whole idea of the education system. Undoubtedly, it must be more aggressive in promoting the nation's strengths in higher education. Consequently, it is widely held that the learning cycle in higher education has undergone a transformation and that government-funded assistance in enhancing digital infrastructure is imperative.

In this study, five significant variables are proposed, i.e., Sustainable Education System, Perceived Value, Risk Assessment, Quality Service, Knowledge Management and as precautions to make the education system sustainable and demand for local and international students. COVID-19 is likely to affect students from many countries in many educational institutions. The institutes should handle the disease beyond ethnicity or nationality. Quality support services should be provided to the students involved. However, it is also necessary to have quality support services, even in normal situations, to be competitive and make educational institutions sustainable. Many students and faculties now find themselves functioning in unfamiliar situations and struggling emotionally. Regarding a specific facet of this pedagogical unreadiness, a dearth of studies has addressed the challenges of edutourism in Malaysia. This investigation is the first systematic attempt to (re)claim the feature as essential for the future development of edutourism. This time of crisis is generating stress among the students. Therefore, risk assessment for mental health is also necessary. Quality support service is also essential, and a few things must be there so that academics develop their system.

While the pandemic has influenced the overall education system, international students' flow to Malaysia has been particularly affected. Additionally, because of the nature of the courses, students need face-to-face work to obtain practical exposure (Choi et al., 2020). In this aspect, this article examines the issues of edutourism in Malaysia for a more in-depth examination of past efforts. The rest of the paper is divided into five major sections. Section 2 briefly addressed the several factors that impact students' selection of Malaysia as their educational destination and the study's hypotheses. In section 3, the methodology is discussed. Section 4 contains the results and discussion. Section 5 concludes with an assessment of the recommended and suggested techniques.

Literature Review

Edutourism and COVID-19 in Malaysia

The global COVID-19 pandemic has secluded countries, including the education sector. The Malaysian education system has undergone significant modifications in response to the COVID-19 pandemic. It is crucial to examine the impact of these alterations on the main parties involved, namely the students, educators, and parents/guardians. The advent of COVID-19 as a formidable menace has halted routine operations in both domestic and global spheres, thereby serving as a poignant reminder of the profound impact of illnesses on the human race. Malaysia has been portrayed as the ideal destination for students from all over the world. Over a hundred thousand international students reside in Malaysia (Husaini, 2021). The government has worked for years to safeguard the quality of higher education in Malaysia. Maintaining a high level of education is contingent upon becoming the top choice for students pursuing higher education overseas (Ma et al., 2021). It has become a popular destination due to the worth of the currency, the breath-taking scenery, and the variety of activities available. People admire Malaysia's type and the ease with which they may move around the country. Students from abroad have become a significant source in the tourist business. Higher education institutions and the economy benefit from the inflow of international students. Moreover, edutourism in Malaysia promotes the nation as the top destination for individuals seeking opportunities in higher education. Having kept its borders closed to visitors and international students, Malaysia has had little progress in the edutourism industry in the last few years (Sayahir, 2021). Costs for overseas students in Malaysia ranged from around RM46,000 before the pandemic to a whopping RM88,000 per year if they bring their families along (MOHE, 2020). Malaysia has generated an average of RM7.2 billion yearly in revenue from tuition fees, living expenditures, and other student-related expenses (Tey & Chandrashekar, 2021). A different study revealed that if 250,000 overseas students continued their education in Malaysia by 2025, it would have a multiplier impact, generating a cash flow of around RM15.6 billion (Abdul, 2021).

Unfortunately, since the pandemic began, edutourism in Malaysia has not been faring well. The travel ban has compelled many overseas students to postpone their semesters and return home. The unexpected

disruption to the influx of international students has generated concern about institutions shutting down since many universities primarily comprise international students. Therefore, it is necessary to address the difficulties associated with edutourism and implement successful promotional initiatives and efficient educational tourism-friendly policies.

Sustainable Education

Sustainability education (SE), also known as education for sustainable development (ESD), proposes a scientifically sound curriculum that integrates sustainability into academic studies and research (Reza, 2016). The educational paradigm gives prominence to the pedagogy and emancipation of the person. These ideas on sustainable development integrate policy and process management in institutions and communities (Balakrishnan, 2021). Consequently, there is a consensus that SE, as a force, phenomenon, or tool in contemporary education, involves issues of ethics, equality, and new ways of thinking and learning (Balakrishnan et al., 2021). The UN Agenda 2030 outlines 17 SDGs to be reached by 2030. These 17 objectives cover all three aspects of SD, and 93 nations have vowed to implement Agenda 2030 to foster economic progress, promote social inclusion, and safeguard the environment; notably, educational institutions play a crucial role in accomplishing the 17 SDGs to protect the ecosystem and living beings from development-related devastation (UNESCO, 2017).

Sustainability has recently posed a challenge to the concepts, institutions, and successful practices in higher education (The & Koh, 2020). Because they must contribute substantially to sustainability, universities and other institutions of higher learning must cope with this challenge (Tang, 2018). According to Barbier and Burgess (2020), sustainability satisfies human needs without compromising natural resources, eventually motivating humans to engage in responsible everyday activities. Nousheen et al. (2020) argued that a balance between social development, environmental conservation, and economic growth is necessary, and SD can accomplish this ratio.

In this regard, education for sustainable development (SD) is pivotal in sustaining edutourism. Therefore, the academic programmes offered by Malaysian Higher education (HE) were analysed to see how these institutions address various aspects of sustainability

within their educational programmes (Jerry, 2020). It is found that substantial attempts have been made by government programmes to incorporate sustainable development goals into the Malaysian higher education system. Therefore, an adequate number of academic courses are devoted to sustainability studies. Nonetheless, many aspects of education sustainability, such as curriculum, pedagogy and campus-based activities, have not yet been included in educational institutions (Reza, 2016).

The significance and function of sustainability have experienced a surge in the realm of higher education in recent times. Academic institutions have formulated customised strategic plans that cater to their response to SDG, spanning medium- and long-term durations (Alturki & Aldraiweesh (2022). Educational institutions increasingly acknowledge their responsibility as significant institutional players within local communities to establish a distinct sustainability standard. Numerous academic institutions have incorporated sustainability as a fundamental component of their strategic plans, aspirations, and objectives. However, the COVID-19 pandemic has resulted in a temporary suspension of certain strategies. The higher education sector has been greatly impacted by the COVID-19 pandemic, resulting in a shift towards online and digital curricula to facilitate education during periods of lockdown and emergency remote teaching. This study entails a methodical examination of written works to examine the concept of sustainability in the context of higher education during the COVID-19 pandemic. Since 2020, there has been a continuation of sustainability research that predates the pandemic. However, many of these studies have not been adequately contextualised within the pandemic literature. This study aims to comprehend the literature on sustainability in higher education in the context of the pandemic.

Perceived Value

It is enthralling to observe students leaving their native country to pursue higher education overseas (Deng & Ritchie, 2018). Researchers contend that in addition to being a valuable source of income for the economic development of the host nation, the international higher education sector also boosts the local economy (Jamaluddin et al., 2016; López et al., 2016). In recent decades, the study of perceived value has garnered significant academic interest (Williams & Soutar,

2009; Bajs, 2015). The perceived value notion is mainly founded on the equity theory, which proposes that a consumer would judge what is fair, right, and merited based on the perceived costs that have been sacrificed (Oliver, 2015). In order to make it simpler to study the interactions with other constructs, the idea of perceived value should be introduced in a unidimensional manner in every new field of inquiry (Gallarza & Gil-Saura, 2006). Researchers assess perceived value in unidimensional and multidimensional ways (Yi et al., 2014). This study defines perceived value as the difference between students' real advantages and sacrifices when participating in edutourism. In light of the novelty of the concept of perceived value in the context of edutourism in this field, it is essential to know the concept as a whole.

The COVID-19 pandemic has caused significant strain on Malaysia's higher education sector. As education institutions recuperate, exploring novel approaches to enhance their strategies is imperative. The aggregate of perceived value propositions can be regarded as articulating a university's position in the marketplace. The recommendation is that transactional marketing strategies fit potential and existing students, whereas relational marketing strategies are better suited for internal and external academics.

Risk Assessment

There are calls for conducting a theoretically motivated, systematic study on consumer perceived risk in light of the recent global pandemic and its devastating effects on every industry, particularly the edutourism sector, so international students know their travel experience. It is crucial to examine how students' beliefs are impacted by their perception of the risk of the COVID-19 pandemic and how those beliefs may influence the students' predicted emotions, affecting their future desire to study abroad. The scenario highlights the crucial concern of whether edutourism is prepared to endure and recover from the time of operational interruption induced by pandemic breakout waves (Foroudi et al., 2021). Therefore, it is not unexpected that edutourism and the hospitality industry are among the most affected sectors of the economy. However, delaying the spread of the virus prolongs business interruptions. In actuality, the duration of the pandemic is impossible to estimate, which moves this risk to an undefined persistence and heightens the fear (Ma et al., 2021).

This research study also contributes to the current knowledge on risk and crisis management in edutourism. According to Paraskevas and Quek (2019), the literature on risk in the hospitality sector, including edutourism, has remained primarily concerned with comprehending crisis circumstances and analysing recovery routes. The emphasis on risk assessment for international students travelling overseas for higher education and a prospective edutourism viewpoint are significant additions to this work. It satisfies the demand for research that helps better comprehend resilience capacities.

Quality Service

The study of service quality made a significant stride in the 1980s. There are several interpretations of the term “quality” in higher education. In the previous two decades, one of the most significant issues facing the educational system has been the quality of education (Huliatunisa, 2022). Three of the most general classifications are highlighted: one that focuses on the concept of service, analysing quality from the student’s perspective, and the idea from the standpoint of the lecturer (Olmos-Gómez et al., 2020). Improving services in education and research necessitates continually enhancing academic services (Almeyali & Al Mousawi, 2021). The definition of quality has been the subject of extensive discussion; educational institutions and students in higher education may have divergent perceptions of quality (Zuhairi et al., 2020). Parasuraman et al. (1985) suggested a model characterising consumer expectations and perceptions, usually known as the SERVQUAL model. The researcher also recommended that the model has five dimensions, i.e., tangible, reliability, responsiveness, assurance and empathy. However, the educational institution uses the scales derived from this model to evaluate service quality.

One of the primary aims of this study is to evaluate the service quality of tourism-focused institutions in Malaysia. Therefore, it varies from others in this subject in that it tries to quantify the quality of educational services. While institutions adjust to the pandemic effects, students and lecturers have worked to preserve students’ post-pandemic access and ability to absorb. From the preceding, it can be deduced that the quality of academic services is essential for meeting international students’ educational expectations (Azam, 2018).

The words “higher education” and “quality service” were used in the process of edutourism in Malaysia. However, there was a fractional decrease in the number of international students in 2020 and 2021 caused by the COVID-19 pandemic. The deliverance of quality education and learning services is imperative after the pandemic, necessitating the enhancement of facilities and equipment by educational institutions to optimise the efficacy of the teaching network. This optimisation should encompass tangible and intangible aspects, including aligning student perceptions and expectations.

Knowledge Management

Evaluation of knowledge management is a crucial and intricate challenge in edutourism. In addition to advancing education and research, effective knowledge management is essential for success (Velásquez & Lara, 2021). This study has shown that evaluating knowledge management (KM) capabilities in higher education encounter challenges in Malaysian edutourism in the post-COVID-19 era. The research on knowledge management has been sporadic, with a time-bound concentration in correlation with the prior pandemics, resulting in scattered and disorganised progress (Ammirato et al., 2020). However, the first step in the knowledge management process is to generate information demonstrating the organisation’s capacity to develop new or innovative suggestions for problems that may be solved but are not reducible or readily reproducible (Ichijo & Nonaka, 2006). Rowley (2000) argued that although higher education institutions would benefit greatly from knowledge management, they must make significant changes to their culture and values; consequently, a suitable institution where culture is essential for implementing knowledge management. Critical facets of knowledge management (KM) include the systematic collection, storage, dissemination, and reuse of physical and intangible information or knowledge (King, 2009).

The study demonstrates that various knowledge management-related themes are more important for research, and it has been proposed that knowledge management principles, models, and practices may be advantageous for university instructors, students, and administrators (Bolisani, 2019). However, the impact of knowledge management processes on educational institutions is examined from the theoretical

and practical sides. One of the knowledge management objectives in the current study is to develop and enable knowledge management processes to analyse the students' perceptions and acceptance of edutourism in Malaysia, specifically after the COVID-19 era. Numerous studies have investigated the elements influencing knowledge management in various sectors and emphasised its characteristics (Rhodes et al., 2008; Kim and Lee, 2006). Therefore, it is crucial to execute the assessment of knowledge in moulding the image and brand of educational institutes in excellence, which is the key to the successful and sustainable growth of edutourism in Malaysia.

Choice of Institution

This study explored the influence of COVID-19 on students' psychological preparedness concerning the selection of educational institutions in Malaysia to a limited extent. The abrupt transition towards a full e-learning approach is expected to present multiple challenges for students. Additionally, looking at students' perceptions of purely online learning has altered the educational process amid this crisis (Stambough et al., 2020). University tenure is considered a crucial stage of student life, and students' active involvement in learning practical and theoretical experiences may be essential (Rahman et al., 2021). Therefore, the choice of institution for students is vital.

The higher education sector in Malaysia is being encouraged by the country's current rapid educational expansion to offer the best programmes that support national goals (Hussin, 2019). These choice determinants include future career, passion, and parental and associate influence. Over the past 20 years, there has been a considerable growth in the number of students enrolling in higher education, especially in Asia; if there is foreign collaboration, Malaysia can improve its higher education system (Shahijan et al., 2016). As a result, the choice of institution for edutourism is connected to obtaining ongoing success for universities for a predetermined period to reach their educational goals.

Hypothesis Statements

Based on the above discussion, the hypotheses below are proposed for this study:

H₁: Sustainable education system significantly correlates with the choice of institution

- H₂*: Perceived value significantly affects the choice of institution.
H₃: Risk assessment significantly influences the choice of institution.
H₄: Quality Service has a significant effect on the choice of institution.
H₅: Knowledge Management has a significant impact on the choice of institution.

Methodology

The current study aims to identify the challenges that Malaysian edutourism faces by examining the variables that influence students' institution preferences. As the respondents were international students from private and public universities in Peninsular Malaysia, surveying in the university setting provided a unique context for the study objectives. This study adopted a quantitative method using a non-purposive sampling technique to select the respondents for the study since the number of international students attending public and private universities in Malaysia varied significantly. Data were collected through a structured questionnaire. The researchers gathered the data for this study from university campuses, residences for students, and open spaces between January 2022 and July 2022. The unit of analysis for this study is an individual student pursuing undergraduate or post-graduate studies. The Ministry of Higher Education reports that there are 50 private institutions and 20 public universities in Malaysia (MOHE, 2021). Notably, most international students in Malaysia were enrolled at private universities.

The questionnaire items were adapted from previous studies (Greiner & Westbrook, 2002; Lim, 2003; Chen & Tsai, 2007; Noh & Vogt, 2013; Al-Naqbi & Alshannag, 2018; Adeinat & Abdulfatah, 2019). The relevant factors were identified and formulated to address the knowledge gaps. The selected factors and items were evaluated by Malaysian and Bangladeshi experts in higher education and modified before the primary survey. Four academics from private and public universities were contacted, and the most frequent recommendation was to eliminate some questions and rectify language and spelling mistakes. The questionnaire items (except demographic) were closed-ended, with Likert scale ratings, from which the students may decide their responses (Appendix 1). The study utilised a 5-point Likert scale to measure items encompassing independent and dependent variables, with responses ranging from 1 (strongly disagree) to 5 (strongly agree).

The questionnaire comprised two sections and guidelines to complete. Section 1 described information on the socio-demographic variables of the respondents with six questions. Section 2 was related to the measurement items of 41 questions based on sustainable education (SE), perceived value (PV), risk assessment (RA), quality service (QS), knowledge management (KM) and choice of institutions.

The data were analysed using SPSS for descriptive analysis, and to evaluate the causal hypothesised associations and model fit, the researchers employed structural equation modelling in AMOS-25. A total of 308 usable surveys were collected from the respondents, as illustrated in Table 1. However, to determine the sample size for the present study, Hair et al. (2019) suggested that 300-400 is adequate for SEM analysis. The present study used CFA (confirmatory factor analysis) to evaluate the model's fitness. It also assesses a model's convergent and discriminant validity (Table 3). It entails calculating the proportion of the coefficient of determination (R^2) that measures the variability of each dimension on its corresponding construct in the second-order measurement model to examine the determinants of international students' behaviour at each stage of the selection process. Before factor analysis, reliability measurements were taken to evaluate the extent to which each underlying variable collected from questionnaire responses was free of random measurement errors.

Results

Participants' Demographic Information

Of the 417 questionnaires distributed, 350 responses were collected, and 308 were retained for the final analysis. Among the respondents, 178 (57.9%) were males, and 130 (42.20%) were females. The highest age group, which included 195 people (63.31%), fell between the ages of 21 and 25, the typical age range for universities. Regarding the country of origin, 111 (36.03) were Asian, which was understandable as Malaysia is one of the Southeast Asian countries. About 190 (61.69%) respondents engaged in bachelor studies. Regarding the source of the fund, most students declared themselves self-sponsored (209; 67.86%). Based on the survey, 188 students (61.04%) stayed inside the campus.

Table 1: Demographic Profile of the Respondents

Items	Category	Frequency	Percentage
Gender	Male	178	57.80
	Female	130	42.20
Age	18-25	195	63.31
	26-35	76	24.67
	36-45	37	12.02
Country of Origin	Asian	111	36.03
	Africa	89	28.90
	Europe	11	3.57
	Middle East	78	25.33
	Others	19	6.17
Level of Study	Bachelor	190	61.69
	Masters	91	29.54
	PhD	27	8.77
Source of Funding	Self-Sponsored	209	67.86
	Scholarship	67	21.75
	Loan	32	10.39
Place of Residence	On-campus	188	61.04
	Off-campus	120	38.96

The highest age group, which included 195 people (63.31%), fell between the ages of 21 and 25, the typical age range for universities. Regarding the country of origin, 111 (36.03) were Asian, which was understandable as Malaysia is one of the Southeast Asian countries. About 190 (61.69%) respondents engaged in bachelor studies. Regarding the source of the fund, most students declared themselves self-sponsored (209; 67.86%). Based on the survey, 188 students (61.04%) stayed inside the campus.

Reliability and Validity Analysis

Factor analysis and reliability analysis were employed to determine the goodness of the data. It was evaluated using maximum likelihood estimation. However, several items were excluded due to inadequate factor loadings (Table 2). Hair et al. (2019) indicated that the factor should be greater than 0.50 to be included for further analysis. Table 2 shows that the factor loading exceeds the suggested threshold, ranging from 0.523 to 0.874 > 0.50.

Table 2: Reliability and Validity of the Constructs

Construct	Code	Loadings	(α)	CR	AVE
Sustainable Education	SE1	.688	0.847	0.511	0.843
	SE2	.717			
	SE3	.753			
	SE4	.615			
	SE5	.723			
	SE6	.715			
Perceived Value	PV1	.719	0.912	0.627	0.819
	PV2	.813			
	PV3	.792			
Risk Assessment	RA3	.735	0.779	0.764	0.840
	RA4	.714			
	RA5	.621			
	RA6	.619			
	RA7	.874			
Quality Service	QS3	.523	0.839	0.537	0.807
	QS4	.662			
	QS5	.780			
	QS6	.664			
	QS7	.732			
Knowledge Management	KM1	.617	0.798	0.514	0.886
	KM2	.762			
	KM3	.810			
	KM4	.818			
	KM5	.774			
	KM6	.617			
Choice of Institution	C1	.524	0.914	0.696	0.860
	C2	.615			
	C3	.672			
	C4	.728			
	C5	.683			
	C6	.714			
	C7	.834			

The average variance extracted (AVE) varies from 0.807 to 0.886 >0.70, and the composite reliability (CR) values for the study ranged

from 0.511 to 0.764 >0.50, which are higher than the thresholds and demonstrate appropriate discriminant and convergent validity (Fornell & Larcker, 1981; Hair et al., 2019).

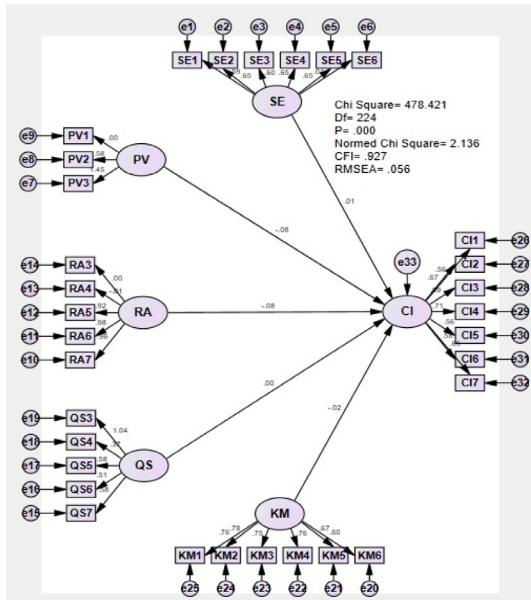
Table 3: Fornell-Lacker Criteria

Constructs	Correlations					
	SE	PV	RA	QS	KM	CI
SE	0.821					
PV	0.434	0.801				
RA	0.419	0.494	0.824			
QS	0.311	0.205	0.331	0.832		
KM	0.325	0.413	0.401	0.607	0.772	
CI	0.416	0.204	0.345	0.502	0.511	0.732

Assessment of Structural Model

This study proposed a model to establish the relationships between independent variables (Sustainable Education, Perceived Value, Risk Assessment, Quality Service and Knowledge Management) to the choice of institution in a single framework. Structural Equation Modelling (SEM) was employed to analyse the correlations between the variables.

Figure 1: Structural Model of the Study



The model's (Figure 1) overall goodness-of-fit metrics were evaluated to determine model fit. The findings indicate that the goodness-of-fit indices are all within their acceptable ranges and that the model fits the data well (Chi-Square = 478.421, cmin/df = 224, RMSEA = 0.056, and CFI = 0.927). As a result, the structural model met the standards suggested by Hair et al. (2019) and showed an acceptable level of fit.

Additionally, the R^2 value is the primary standard for assessing structural models in SPSS-SEM. Depending on the research context, the coefficient of determination of R^2 values of 0.67, 0.33 and 0.19 can be considered substantial, moderate and weak, respectively (Chin, 1998; Hair, 2019). In this study, the R^2 coefficients for "Sustainable Education" (SE) (0.43), "Perceived Value" (PV) (0.46), "Risk Assessment" (RA) (0.38), "Quality Service" (QS) (0.52), Knowledge Management (KM) (0.49) and Choice of Institution (CI) (0.58), suggesting the model's constructs were well predicted.

Hypothesis Testing

The structural model examined the hypotheses to respond to the study's objective. As indicated in Table 4, the outcomes of the hypothesis testing showed several significant relationships. Relationships were found to have positive and significant impacts, accepted as t -values (>1.96) and p -values (<0.05) met the suggested requirement, supporting H_1 , H_2 , H_3 and H_5 .

Table 4: Results of the Hypothesised Relationships

H(x)	Path	Coefficient (β)	χ^2	t-value	p-value	Result
H_1	CI←SE	.036	.076	1.992	.008	Supported
H_2	CI←PV	.017	.041	2.183	.019	Supported
H_3	CI←RA	.132	.053	2.501	.001	Supported
H_4	CI←QS	-.027	.059	-.593	.713	Not Supported
H_5	CI←KM	.137	.044	2.869	.000	Supported

Discussion

This study aimed to explore the factors that affect international students' choice of institutions for regaining edutourism in Malaysia. The data analysis shows that the impacts of sustainable education (H_1), perceived

value (H_2), risk assessment (H_3), and knowledge management (H_5) predict the choice of institutions and are thus determined to be significant using a suggested model based on literature.

Considering Table 4, the first hypothesis (H_1) concerning sustainable education regarding the choice of institution shows that a significant positive relationship occurred as the results suggested $\beta = 0.036$ $t = 1.99$ $p = 0.008$. A total of six questionnaire items were involved in the final analysis of this construct. This portion of the study suggested that sustainability may cover various programs; however, regarding the choice of institutions, it is necessary to identify the potential for applying sustainable approaches to edutourism. It is vital to develop a practical and efficient pedagogy for practical teaching-learning. Therefore, evaluating the effectiveness of the current curriculum and modules and making improvements based on research is essential. Nonetheless, this finding also supports and aligns with previous studies (Reza, 2016; The & Koh, 2020).

The finding shows a significant relationship between perceived value and choice of institution ($\beta = 0.017$ $t = 2.18$ $p = 0.019$); thus, H_2 is accepted. As reported by Kamdi et al. (2018), a preliminary study was conducted to determine how students perceived the value of edutourism packages; therefore, it is suggested that edutourism programmes should focus on instilling values in the students. It demonstrates a considerable impact on the perceived value of international students, which determines their future behaviour since this is consistent with earlier findings (Kamdi, 2018; Lam & Ariffin, 2019).

The predictor of risk assessment and institution selection was shown to be significant among international students in Malaysia. The uncertainty generated by the COVID-19 outbreak causes students to make riskier decisions and experience negative feelings. Consequently, the ideas of risk and institution selection are relevant to the setting of edutourism. However, the result shows $\beta = 0.132$ $t = 2.50$ $p = 0.001$, and H_3 is supported. The finding is validated and consistent with prior research (Paraskevas & Quek, 2019; Ma et al., 2021).

However, the interactions between quality service and institution choice have been investigated. Universities have undergone a paradigm change in teaching and learning due to the closure of several higher education institutions due to COVID-19. It was somewhat necessary to

increase the quality of the university services. Nevertheless, the result was insignificant ($\beta = -0.027$ $t = -.593$ $p = 0.713$) as H_4 is rejected and aligned with the same as previous instances (Li & Yin, 2021).

Finally, this study inspected the effect of knowledge management on the choice of institution and dulled the significant results ($\beta = 0.137$ $t = 2.86$ $p = 0.000$), and H_5 is accepted. Notably, knowledge management is a unique predictor of aspects of education. Knowledge management influences international students who amass learning in the context of edutourism in Malaysia. If the transmission of knowledge is ineffective, that hinders learning. Therefore, students must be imparted knowledge and abilities in all aspects of sustainability. It will guarantee that edutourism has the correct attitude and impression to attract more international students to Malaysia. In other ways, this outcome is similar to past circumstances (Adeinat & Abdulfatah, 2019).

Implications

This study contributes some managerial and methodological concepts to the current body of literature as it presents the notion of edutourism and empirically demonstrates some elements that would influence a student's overall edutourism value toward Malaysia. The government and institutions' reaction to COVID-19 ensures learning continuity, showing online teaching and learning adoption despite the knowledge and facility limitations in some aspects. Given such circumstances, it is imperative to adhere to the most recent guidelines outlined by the World Health Organisation (WHO, 2023), which recommend improved natural or mechanical ventilation, air purification, appropriate spacing between students' desks, and more frequent environmental sanitation. Even though most Malaysian institutions can provide classes online, there are certain obstacles since students believe they would not have an atmosphere to adjust. The results also revealed that some elements related to a pleasant host environment are necessary for the growth of edutourism. However, it has been asserted that several sustainability-related topics must be covered in the curriculum and pedagogy to be given substantial weight. As the study argued, problem-solving abilities can occasionally help but not always be fostered in an online setting (De Klerk et al., 2022). In addition, overseas students are encouraged to engage mainly in institutions with institutional and internationalisation qualities. Therefore, the value of building advertising strategies in that

manner is essential. On a separate note, quality service in the research stream is also significant. Finally, this study's findings are relevant since these may be applied and customised to any educational institution for long-term sustainability toward the growth of edutourism.

Conclusion

This study aims to identify the challenges of edutourism in Malaysia after the COVID-19 epoch. The education paradigms are shifting; therefore, it is not easy to generalise as a contextually based piece of research. The transition from online classrooms to face-to-face segments at universities is underway, but some obstacles influence edutourism. This study's components illustrate the research field's origins and depict the current and potential future of edutourism research in the context of strategic alliances in a relevant manner. However, a more in-depth study is required to evaluate the effectiveness further, identify gaps in the pedagogy, and develop an effective curriculum for sustainable edutourism development. All stakeholders must adhere to the same principles for edutourism to succeed nationally and regionally.

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Appendix 1

Questionnaire Items

Construct & Code		Scale Items	Loadings	Source
Sustainable Education	SE1	Education in Malaysia is vital for the well-being of society.	.688	(Al-Naqbi & Alshannag, 2018)
	SE2	Responsible for taking care of the institute environment.	.717	
	SE3	Economic opportunity must be given to all students.	.753	
	SE4	The price of basic needs should be affordable for all levels of students.	.615	
	SE5	Gender equality is essential, especially for those admitted to the university.	.723	
	SE6	The protection of both current and future students on campus is essential.	.715	
	SE7	The tuition fees are affordable for different income groups.	.413	
Perceived Value	PV1	Malaysia has many beautiful natural sceneries that attract students.	.719	(Noh & Vogt, 2013)
	PV2	Malaysia offers many engaging travelling activities.	.813	
	PV3	Malaysia has excellent value for the edutourism experience.	.792	
	PV4	Malaysia has famous heritage attractions while visiting the surroundings.	.311	
	PV5	Malaysia has tasty food that attracts all levels of students.	.410	
	PV6	Malaysia has excellent shopping opportunities, especially for students.	.397	
Risk Assessment	RA1	Some students may feel like not returning to university in the future.	.309	Lim, 2003
	RA2	Not worth recommending the university in the future.	.337	
	RA3	There is a possibility of having a physical injury while visiting the surroundings.	.735	
	RA4	The institution's standard service may take too much time.	.714	
	RA5	Possibility of not getting value for money spent by the students.	.621	
	RA6	Possibility of suffering any disease while travelling.	.619	
	RA7	The possibility of having sessions shut down may be an obstacle to studying.	.874	

Construct & Code		Scale Items	Loadings	Source
Quality Service	QS1	The lecturers understand the technology used in the classroom very well.	.487	(Greiner & Westbrook, 2002)
	QS2	The lecturers communicate smoothly with students.	.429	
	QS3	The lecturers provide learning as promised in the course outline.	.523	
	QS4	The lecturers use modern learning technology in the classroom.	.662	
	QS5	The lecturers know the specific need of the students.	.780	
	QS6	The lecturers provide the subject matter accurately.	.664	
	QS7	The lecturers meet the specific knowledge needs.	.732	
Knowledge Management	KM1	Actively seeks information form-relevant external sources.	.617	(Adeinat & Abdulfatah, 2019)
	KM2	Creating new knowledge from existing knowledge.	.762	
	KM3	It uses modern technology to exchange information.	.810	
	KM4	The institution applies appropriate knowledge for critical competitive needs.	.818	
	KM5	All processes and procedures are documented clearly.	.774	
	KM6	Protect knowledge from inappropriate or illegal use.	.617	
	KM7	Exchange views and ideas with each other in the office and classroom.	.401	
Choice of Institute	CI1	Affordable travel cost encourages the selection of this institute.	.524	(Chen & Tsai, 2007)
	CI2	The availability of facilities that meet up the basic need.	.615	
	CI3	Reasonable travel time inspires to select this institute.	.672	
	CI4	Convenient connectivity encourages to select this institute.	.728	
	CI5	A strong reputation for safe trips for both the students and guardians.	.683	
	CI6	A strong reputation for environmental sustainability.	.714	
	CI7	Students may find it suitable for family and group tours.	.834	

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5. A short running title of not more than 40 characters should also be included.
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7. References should be alphabetically ordered. Some examples are given below:

Book

In-text citations:

Al-Faruqi & al-Faruqi (1986)

Reference:

Al-Faruqi, I. R., & al-Faruqi, L. L. (1986). *The cultural atlas of Islam*. New York: Macmillan Publishing Company.

Chapter in a Book

In-text:

Alias (2009)

Reference:

Alias, A. (2009). Human nature. In N. M. Noor (Ed.), *Human nature from an Islamic perspective: A guide to teaching and learning* (pp.79-117). Kuala Lumpur: IIUM Press.

Journal Article

In-text:

Chapra (2002)

Reference:

Chapra, M. U. (2002). Islam and the international debt problem. *Journal of Islamic Studies*, 10, 214-232.

The Qur'ān

In-text:

(i) direct quotation, write as 30:36

(ii) indirect quotation, write as Qur'ān, 30:36

Reference:

The glorious Qur'ān. Translation and commentary by A. Yusuf Ali (1977). US: American Trust Publications.

Ḥadīth

In-text:

(i) Al-Bukhārī, 88:204 (where 88 is the book number, 204 is the ḥadīth number)

(ii) Ibn Hanbal, vol. 1, p. 1

Reference:

(i) Al-Bukhārī, M. (1981). *Ṣaḥīḥ al-Bukhārī*. Beirut: Dār al-Fikr.

(ii) Ibn Ḥanbal, A. (1982). *Musnad Aḥmad Ibn Ḥanbal*. Istanbul: Cagri Yayinlari.

The Bible

In-text:

Matthew 12:31-32

Reference:

The new Oxford annotated Bible. (2007). Oxford: Oxford University Press.

Transliteration of Arabic words should follow the style indicated in ROTAS Transliteration Kit as detailed on its website (http://rotas.iium.edu.my/?Table_of_Transliteration), which is a slight modification of ALA-LC (Library of Congress and the American Library Association) transliteration scheme. Transliteration of Persian, Urdu, Turkish and other scripts should follow ALA-LC scheme.

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