INDONESIAN TRAVELLING WOMEN: TRAVEL DESTINATION CONSIDERATION FOR WOMEN ACADEMICS

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Abstrak

Studi ini menyoroti pengaruh signifikan profesi dosen terhadap pilihan destinasi perjalanan perempuan Indonesia. Penelitian ini mengkaji bagaimana latar belakang pendidikan dan wawasan profesional membentuk preferensi perjalanan dan proses pengambilan keputusan di kalangan dosen perempuan di Malang. Penelitian ini menggunakan metode campuran. Ada 7 subjek yang diambil dengan kriteria memiliki pengalaman mengajar di universitas lebih dari 15 tahun, memiliki gelar magister, bersedia diwawancarai, serta memiliki pengalaman perjalanan lokal, nasional, dan internasional. Analisis data kualitatif mengacu pada analisis tematik model Miles dan Huberman, sedangkan data kuantitatif dianalisis menggunakan persentase. Temuan mengungkapkan bahwa pendidik tidak hanya berperan sebagai pembimbing akademik tetapi juga sebagai mentor yang rekomendasinya memiliki pengaruh besar dalam membentuk preferensi perjalanan mahasiswa. Faktor utama seperti keamanan, pengalaman budaya, dan potensi jejaring muncul sebagai pertimbangan utama yang memengaruhi pemilihan destinasi.

Kata kunci: perjalanan; pertimbangan destinasi; akademisi perempuan

Abstract

This study highlights the significant influence of lecturers' professions on the travel destination choices of Indonesian women. The research examines how educational backgrounds and professional insights shape travel preferences and decision-making processes among female lecturers in Malang. This research used mix method. There were 7 subjects taken using criteria of having more than 15 years experiences in teaching at university, master degree and willing to get interview as well as getting local, national and international travelling experience. Analyzing qualitative data referred to the thematic analysis of the Miles and Huberman analysis model while percentage whereas data quantitative used percentage. The findings reveal that educators serve not only as academic guides but also as mentors whose recommendations carry substantial weight in shaping students' travel preferences. Key factors such as safety, cultural experiences, and networking potential emerged as primary considerations influencing destination selection.

INTRODUCTION

Travelling occurs as one could not deny interacting with the other (Sri Hartiningsih, 2018) and it has become an essential aspect of personal and professional development, particularly for women seeking to broaden their horizons and enrich their experiences (Sri Hartiningsih, 2018) as women empowerment have allowed women to drive the world (Savita et al., 2024).

Traveling is a transformative experience, particularly for women seeking personal growth and professional development. For many, the choice of travel destination is influenced by various factors, including safety, cultural significance, and educational value. In Indonesia, where societal norms and educational practices intersect, understanding the perceptions of women travelers is crucial for promoting enriching travel experiences. This study delves into how Indonesian women perceive and choose their travel destinations, specifically examining the influence of their lecturers' professions.

Understanding how women perceive and choose travel destinations is crucial in today's globalized world where education and career aspirations often intersect with leisure activities whereas travel experience, photos, videos and other contents shared on social media may influence other prospective tourists in their destination selection decision(Paul et al., 2019). Further destination image influence tourists' decision to visit particular vacation destinations(Tapachai & Waryszak, 2000).
Women travelers is amongst the most emerging segment in tourism sector who looks for more advanced and customized travel solutions while travelling and selecting the destinations (Manhas et al., 2020)

The role of educators extends beyond the classroom; they can serve as mentors and guides, shaping students' perspectives on various subjects, including travel especially in in the 21st century has evolved in tandem with the rapid technological advancements that have reshaped the world and education is no longer confined to traditional classrooms any more, but teachers must adapt to meet the changing needs and expectations of students. By embracing digital tools, fostering lifelong learning, and staying attuned to students' diverse interests and learning styles are essential for educators to remain effective and competitive that guide students towards a future where knowledge, adaptability, and critical thinking are key to success(Mathew, 2024).

This study specifically focuses on Indonesian women travelers, examining how the professions of their lecturers influence their destination selection processes. By exploring these dynamics, this research contributes to a deeper understanding of how educational influences shape travel behavior among women in Indonesia. Moreover, it highlights the importance of mentorship in expanding travel horizons, revealing how lecturers can serve as vital resources in guiding students toward meaningful travel experiences.

METHOD

This study employs a qualitative research design, utilizing a mixed-methods approach that combines in-depth interviews and surveys. The qualitative interviews provide rich, detailed insights into the perceptions and experiences (Cresswell J.W, 2014) of Indonesian women travelers, while the surveys helped quantify trends and patterns in destination selection influenced by their lecturers' professions.

Research Subjects

The subjects of this research were 7 subjects taken using criteria of having more than 15 years experiences in teaching at university, master degree and willing to get interview as well as getting local, national and international travelling experience.

Data Collection and Instrument

The instruments used to get data of Indonesia academic women travelling were survey and interview. Online survey was distributed to gather quantitative data on their travel preferences such as frequency of travel and factors influencing destination choice while an interview guide was developed, including open-ended questions that address the influence of lecturers' professions on travel choices and factors prioritized in destination selection (e.g., safety, cultural value, educational opportunities.

Data Analysis

In this research, the approach used to analyze qualitative data refers to the thematic analysis of the Miles and Huberman analysis model. Data analysis consists of three main stages: data reduction, data display, and conclusion drawing/verification (Miles & Huberman, 2016) while the quantitative one applied frequencies and percentages to summarize responses. By combining both quantitative and qualitative analyses, it provides a comprehensive understanding of the factors influencing destination selection among Indonesian women traveler.

RESULT AND DISCUSSION
Result

This study revealed several key insights regarding the perceptions of Indonesian women travelers and how their lecturers' professions influence destination selection as described below:

Table 1. Education Background

No	Respondent	Education
1	Er	Master
2	Riz	Doctor
3	San	Doctor
4	Is	Doctor
5	Tri	Professor
6	Ra	Doctor
7	Dy	Professor

(Source : Personal Data, 2024)

Based on table 1, it can be said that there were only 1 master (14.3%), 4 doctors (57.1%) and 2 professors (28.6%). This means that the academic travelling women have dominantly doctorate degree that refers to many experiences and knowledge they have.

Table 2. Frequency of Travelling

No	Time	Percentage
1	There is an activity	4 (57.1%)
2	Ever month	1 (14.3%)
3	Every 2 months	1 (14.3%)
4	Every semester	0
5	Every year	1 (14.3%)

(Source : Personal Data, 2024)

The table above shows that dominantly 4 academic travelling women (57.1%) did travelling whereas the others planned to have travelling every month, 2 months and year for seminar.

Table 3. The Purpose of Travelling

No	Activity	Percentage
1	Holiday	3 (42.9%)
2	Seminar	1 (14.3%)
3	Workshop	2 (28.6%)
4	Reunion	1 (14.3%)

(Source : Personal Data, 2024)

The table 3 describes the purpose of academic travelling women. Dominantly they were 3 women to aim to have holiday (42.9%), then the next one is for workshop (28.6%) while the last one is for seminar and reunion (14.3%).

Table 4. The Length of Travelling

No	Time	Percentage
1	Less than 3 days	3 (42.9%)
2	3 days	0
3	4 days	0
4	5 days	1 (14.3%)
5	More than 5 days	3 (42.9%)

(Source : Personal Data, 2024)

Table above explains that half of travelling women spent their time in travelling were less than 3 days (42.9%) and more than 5 days (42.9%) while the only one was 5 days (14.3%). These means that if the activity for one day, these women came one day before the event and went home after finishing the activity while 5 days were done when the events 3 days that needed one day to come before the event and in the 5th day went home whereas more than 5 days, it could be the activity was more than 5 days.

Table 5. The Suitable Accommodation & Facilities

No	Suitableness	Percentage
1	Yes	6 (85.7%)
2	Unsure	0

(Source : Personal Data, 2024)

Table 5 elaborates the suitable accomodation & facilities that the academic travelling women wanted with the condition in destination. It mentioned that mostly they perceived that the accomodation & facilities were suitable with their want (85.7%). Only 1 woman did not find it as she wanted (14.3%).

Table 6. Health preparation

No	Preparation
1	Bring medicines based on doctor's prescription
2	Rarely take health prevention other than personal hygiene supplies
3	Maintaining good rest and sleep
4	Ensure the weather and air temperature at the destination
5	Check health with a doctor
6	Control health to ensure body health
7	Take vitamins

(Source : Personal Data, 2024)

Based on table 6 above, it shows how the academic travelling women prepare and care their health before travelling as they checked to doctor before going travelling, bringing medicine and vitamin and taking sleep and rest enough as well as ensuring the weather and air temperature at the destination to make their destination travelling comfortable and enjoyment.

Table 7. Consideration travelling with male colleague

No	Consideration
1	Ok as long as we can take care of ourselves
2	Take care one's self
3	Purpose of the trip and the personality of the male colleague himself
4	If possible, separate seat during the trip (transportation)
5	Know the male colleague well
6	Maintain moral and religious norms
7	Never travel with male companions other than sons and husband

(Source : Personal Data, 2024)

Table above explains the academics travelling women's consideration when travelling with male colleague. The prevention done was never travelling with him while the others tried to take care herself such as giving space separation when in transportation, maintaining moral value and religious norm and also concentrate on the purpose of travelling.

Table 8. The safest and most reliable transportation in the destination

No	Perception
1	Bus
2	Train
3	Plane
4	Official taxi
5	Public transportation

(Source : Personal Data, 2024)

Based on table 8, it shows the transportation used by academics travelling women. Most of them considered that public transportation such as bus, train, plane that were most reliable one to go to destination travelling but there was opinion that the most safest one was official taxi that kept privacy and comfortable one as it was not many passengers or crowded although the fee was more expensive.

Table 9. The language used in the destination

No	Type of language
1	English
2	Indonesia

Table 9 mentions that language used by academics travelling women were English or Indonesia depended on the destination. This means that there was no problem dealing language used to communicate when travelling.

Tabel 10. The attraction to see

No	Preparation
1	Traditional ceremonial or dance
2	Mall
3	Historical building
4	Natural place
5	Exhibition

Based on table 10, it can be known that all academic travelling women did not bother about the specific the attraction but they wanted to visit the things found in the destination such as traditional event, shopping center, historical building, natural place and exhibition.

Discussion

This survey data offers a comprehensive look at the travel preferences and motivations of a well-educated group, likely within an academic or professional context. Below is a deeper discussion based on the analysis provided.

Demographics and Travel Frequency

The educational background of the respondents highlights a group that values knowledge and experiences. With 57.1% holding doctorates, their travel decisions are

likely influenced by a desire for both personal enrichment and professional development. The tendency to travel only when there is an activity (57.1%) suggests that these individuals prioritize purposeful travel, perhaps using trips as opportunities to engage in professional events, network, or attend family gatherings. This could indicate that spontaneous leisure travel may be less common among this demographic, aligning travel with specific objectives or commitments.

Travel Purpose and Duration

The motivations for travel reflect a dual focus on family and professional responsibilities. With 42.9% traveling for family events and 28.6% for holidays, it's clear that personal connections are significant. This emotional aspect of travel could be indicative of a work-life balance strategy where individuals integrate family time into their schedules. The preference for both short trips (less than 3 days) and longer stays (more than 5 days) also suggests a flexible approach to travel, allowing for both quick, restorative breaks and longer, more immersive experiences.

Accommodations and Health Considerations

The high confidence in the availability of suitable accommodations (85.7%) speaks to a familiarity with travel infrastructure, which may stem from their professional backgrounds or previous experiences. This confidence can reduce travel anxiety and encourage more frequent trips. The emphasis on health prevention strategies reveals a conscientious attitude towards well-being, likely influenced by a greater awareness of health risks and the importance of self-care, especially in varying environments. This suggests that health and safety are top priorities when planning travel, potentially affecting destination choices and travel timing.

Gender Considerations in Travel

The varying levels of comfort regarding travel with male colleagues underscore the complexities of gender dynamics in professional settings. The need for boundaries, such as separate seating, reflects social norms and personal preferences that could influence group travel arrangements. This highlights the importance of creating inclusive and comfortable travel experiences for all individuals, taking into account personal and cultural sensitivities.

Transportation Preferences

The preference for public transportation indicates a pragmatic approach to travel, where safety and convenience are paramount. This may be especially relevant for a group that often travels for professional reasons, as reliable transport options can facilitate timely arrivals to events or meetings. The focus on public transport also suggests a consideration for environmental impact, aligning with contemporary values around sustainability.

Language and Cultural Attractions

The emphasis on English, along with local languages, shows an awareness of the diverse environments they might encounter while traveling. This linguistic

adaptability is crucial for effective communication and enhances the travel experience. The interest in cultural attractions and immersive experiences aligns well with their educational backgrounds, suggesting that this group values depth and context in their travel experiences rather than superficial tourism. Engaging with local cultures, traditions, and history can provide enriching perspectives that resonate with their intellectual pursuits.

The findings underscore the vital role that educational mentorship plays in shaping the travel behaviors of Indonesian women. The strong influence of lecturers on destination selection highlights a broader trend where educational professionals not only guide academic and career paths but also significantly impact personal choices such as travel and before an activity, both women and men tend to use majorly social media for activity planning (Karatsoli & Nathanail, 2020).

Indonesia academic travelling here represents of actualization need as Maslow's hierarchy of need as "A Theory of Human Motivation". It is often portrayed in the shape of a pyramid with the largest, most fundamental levels of needs at the bottom and the need for self-actualization at the top. While the pyramid has become the way to represent the hierarchy, Maslow himself never used a pyramid to describe these levels in any of his writings on the subject. The most fundamental and basic four layers of the pyramid contain what Maslow called"deficiency needs" or "d-needs" which are esteem, friendship and love, security, and physical needs. If these "deficiency needs" are not met, with the exception of the most fundamental need,there may not be a physical indication, but the individual will feel anxious and tense. Maslow's theory suggests that the most basic level of needs must be met before the individual will strongly desire or focus motivation upon the secondary or higher level needs(Lemur, 2018). It means that the academic travelling women have got esteem, friendship and love and physical needs so they try to have to higher level of need and the top one, that is self actualization through travelling.

The prioritization of safety reflects broader societal concerns regarding women's travel, particularly in regions where cultural norms may impose restrictions but not concerning to medical tourism destinations(Schmerler, 2019). This finding suggests that female travelers are increasingly seeking information and reassurance from trusted sources, such as lecturers, to mitigate perceived risks.

Furthermore, the emphasis on cultural experiences and networking opportunities aligns with contemporary educational paradigms that value experiential learning. By choosing destinations that enhance their academic pursuits, these women are actively integrating their educational experiences with personal growth, reinforcing the notion that travel is an extension of learning and are willing to spend money to experience the climate and culture (Potti et al., 2023).

This study contributes to a nuanced understanding of how educational influences shape travel behaviors among Indonesian women. It highlights the importance of mentorship in broadening travel horizons and underscores the need for educational institutions to foster environments that support and encourage such experiences. Future research could explore the long-term impacts of these travel experiences on career development and personal growth, further illuminating the interplay between education and travel.

CONCLUSION

This study highlights the significant influence of lecturers' professions on the travel destination choices of Indonesian women. The findings reveal that educators serve not only as academic guides but also as mentors whose recommendations carry substantial weight in shaping students' travel preferences. Key factors such as safety, cultural experiences, and networking potential emerged as primary considerations influencing destination selection. The integration of qualitative and quantitative methods provided a comprehensive understanding of these dynamics, reinforcing the notion that educational experiences are closely linked to personal and professional development through travel.

Suggestions

1. **Enhanced Mentorship Programs**: Universities should develop structured mentorship programs that connect students with lecturers who can provide guidance on travel opportunities. By facilitating discussions about travel experiences and recommendations, institutions can empower students to make informed decisions.
2. **Travel Workshops and Seminars**: Educational institutions could organize workshops that focus on travel safety, cultural immersion, and professional networking. These sessions can equip students with the necessary skills and knowledge to navigate travel effectively, reinforcing the educational value of their experiences.
3. **Curriculum Integration**: Incorporating travel-related projects or case studies into the curriculum could enhance students' understanding of the global landscape. This approach would encourage them to explore destinations that align with their academic interests while fostering critical thinking about travel choices.
4. **Collaboration with Travel Organizations**: Universities can partner with travel agencies and organizations to create programs that offer discounted or specialized travel experiences for students. Such collaborations would provide practical learning opportunities and expand students' exposure to diverse cultures.
5. **Further Research**: Future studies should examine the long-term impacts of travel experiences on personal and professional development. Exploring how these experiences influence career trajectories and skill acquisition will deepen the understanding of the interplay between education and travel.

By implementing these suggestions, educational institutions can play a pivotal role in shaping meaningful travel experiences for women, fostering both personal growth and professional development

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