

Preparation of Cikalong Tourism Village as an *Edutourism* Destination for Tourists in Pangandaran Regency

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ABSTRACT

Tourism today is not only entertainment-oriented, but is also developing towards education and empowerment of local communities. Cikalong Village, Pangandaran Regency, West Java, has a wealth of ancestral culture that is still preserved, but has not been optimally utilized as an educational tourist destination. This study aims to formulate a strategy for preparing Cikalong Tourism Village based on edutourism by involving active community participation. The method used was a literature study with an exploratory approach, supported by direct observation and in-depth interviews with village officials, traditional leaders, and the local community. The results showed that Cikalong Village has cultural, traditional, and natural potentials that support the development of edutourism-based tourism villages. However, an initiator role is needed to prepare the establishment of the tourism village. The findings emphasize the importance of management based on community participation (community-based tourism), training of tourism human resources, and strengthening local institutions. This research not only provides preparation strategies for the development of Cikalong Tourism Village, but also offers a new perspective by integrating the concepts of edutourism and community involvement in the context of local culture.

KEYWORDS: *Cikalong Village; Tourism Village; Community Participation; Edutourism.*

INTRODUCTION

Tourism today is no longer just entertainment-oriented, but is developing towards education, cultural preservation, and empowerment of local communities. As a multidimensional sector, tourism contributes greatly to national economic growth, increased employment, and equitable distribution of community welfare. According to the Law of the Republic of Indonesia No. 10 of 2009 concerning Tourism, tourism includes all activities related to the interaction between tourists, communities, governments, and business actors in a socio-cultural context.

The creative economy, driven by knowledge and creativity, is also growing rapidly in both urban and rural areas. Indonesia has 84,276 villages with potential for tourism development (BPS, 2024), including through Kemenparekraf's national priority programs.

Village tourism serves not only as a destination, but also as a means of cultural preservation and a driver of the local economy (Kemenparekraf, 2022). Dwija, Dewi, & Riniti (2023) call village tourism as tourism consisting of the overall rural experience, natural attractions, traditions, and unique elements that attract tourists. As for the criteria, a village can be developed into a tourist village, if it has several supporting factors, among others; (1) It has the potential for products and attractions, (2) has the support of human resources (HR), (3) strong motivation from the community, (4) has the support of adequate facilities and infrastructure, (5) has supporting facilities for tourism activities, (6) has institutions that regulate tourism activities, and (7) the availability of land/areas that are possible to be developed into tourist destinations.

Effective tourism products require three key components: attractions (e.g. natural beauty, cultural heritage,

or unique typical activities), amenities (accommodation and services), and accessibility (safe and easy transport) (Middleton & Clarke, 2012; Ramadhani et al., 2023). These three components are interrelated and must be balanced so that tourism products can provide a satisfying experience and be able to compete in the tourism market. If one of the components is not considered, then the development of tourism products has the potential to be less than optimal and fail to attract tourists.

Ecotourism is a form of tourism that prioritizes conservation, education, and improving the economic welfare of local communities (Das & Chatterjee, 2015). In line with this theory, the concept of educational tourism or *edutourism* has also received increasing attention and shows that one of the new trends in tourism development that is currently being pioneered and developed is *edutourism* (Masrurah & Ardiansyah, 2024). *Edutourism* (educational tourism) is a tourist or recreational activity that combines elements of education or education as an added value to broaden tourists' horizons.

One of the areas that has potential tourism attractions is Pangandaran Regency, which is located on the southern coast of West Java, is an area rich in natural attractions, traditions, and local cultural arts. Natural tourism in Pangandaran consists of Karapyak Beach, Batu Karas Beach, Green Canyon, Citumang, and so on have become iconic tourist destinations for local and foreign tourists. In addition, local culture and arts also become the tourism wealth of Pangandaran, such as *Ronggeng Gunung*, *Nampaling*, *Babarit*, *Hajat Bumi*, *Gondang/Gegedugan*, *Rengkong*, *Badud*, *Lebon*, *Eok Beluk*, *Pupuh/Wawacan*. These cultures and arts grew and are still preserved in a number of areas in Pangandaran Regency to this day, one of which is Cikalong Village. Various tourism objects in this village are dominated by authentic and unique cultural wealth, so that they are able to attract tourists.

Some previous research shows that Cikalong Village has a diversity of cultural potential that can be used as a tourism attraction. Research by Yanti (2023) revealed that the people of Cikalong Village do not just carry out cultural traditions as hereditary rituals, but also interpret them as an important part of their collective identity and social life. Research from Fikri, Dicky Rijalul (2015) shows that *Ronggeng Gunung* culture in Cikalong Village must be fostered, developed, and preserved widely in order to improve human dignity. Results showing that the preservation of *Ronggeng Gunung* culture needs to start from educational institutions. Based on the two studies conducted in Cikalong Village, it shows that there is no further discussion regarding the utilization of cultural-based tourism potential in Cikalong Village and the preparation of educational tourism (*edutourism*) for tourists.

However, observations and interviews with traditional leaders and art activists revealed a number of challenges in developing Cikalong Village as an *edutourism* destination. These challenges include the low level of community involvement as educational facilitators, the lack of cultural interpretation of existing attractions, and the community's lack of understanding of the concept of an educational tourism village. In addition, tourism management has not shown synergy between stakeholders, so that cultural potential has not been packaged optimally and interactively to strengthen educational value for tourists.

This research aims to explore strategies for developing Cikalong Village as an *edutourism* destination. It focuses on a participatory, community-based approach that aligns with local culture to build a sustainable and economically viable tourism model. Using Fishbone diagram analysis, the study identifies key challenges in village tourism development. It also seeks to offer innovative ways to present cultural attractions as meaningful and engaging educational experiences. In addition, this research is also expected to offer innovation in the packaging of cultural attractions as an authentic and interesting educational experience for tourists. Thus, this study is timely in addressing the need for tourism diversification and enhancing the competitiveness of village tourism in the global market.

METHODOLOGY

This study was conducted using a literature review method combined with an exploratory approach. Through this method, the researcher sought to present an in-depth and systematic study of the community's understanding of local culture as part of sustainable human resources in the development of tourism villages, with a focus on a case study in Cikalong Village, Pangandaran Regency.

Research Design.

Research as an activity requires a method that must be taken into account. In this study, the researcher used a descriptive qualitative method. Through this method, the researcher attempted to create a systematic, factual, and accurate description of the facts that the researcher found in the field regarding the potential and preparation strategies of Cikalong Tourism Village as a culture-based edutourism destination. The approach used is an exploratory study approach because this research is part of a community service program.

Population and sample used.

This research was conducted in Cikalong Village, Sidamulih Subdistrict, Pangandaran Regency (formerly part of Ciamis Regency), West Java Province. The village consists of 38 neighborhood associations (RT) and community associations (RW) with a population of more than 3,000 people. The location was chosen based on the uniqueness of local traditions that have the potential to be packaged in the form of educational tourism.

Data Collection Techniques.

In this study, researchers first collected data through participatory observation, in-depth interviews, and literature studies. Interviews were conducted with village officials, traditional leaders, artists, and local residents. Researchers also directly observed community activities related to local culture.

Tools or Instruments Used.

The survey was conducted by distributing questionnaires containing open-ended and closed-ended questions to a sample of village residents. This questionnaire was designed to measure the perceptions, attitudes, and experiences of the community regarding local cultural values and their role in sustainable human resource development.

Data Analysis Methods.

In formulating the strategy for preparing Cikalong Village as a tourist village, researchers used the Fishbone analysis technique to identify problems in preparing Cikalong Village as a tourist village.

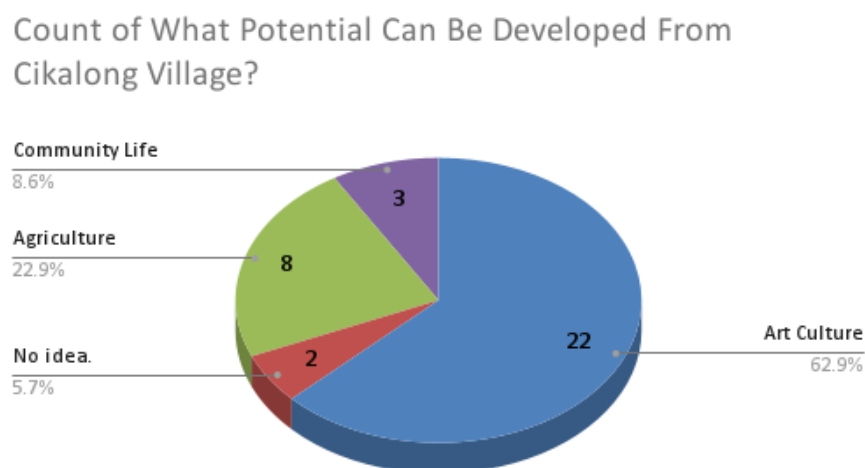
RESULTS AND DISCUSSION

A.Potential Attractions of Cikalong Village

Based on the results of observations and interviews that have been conducted, it is found that Cikalong Village has a diversity of cultural tourism potential that can be developed as a tourism attraction. In addition, the daily life of the community can also be utilized as a tourism attraction. This was stated by informant EG, who is one of the art activists in Cikalong Village.

"...Cikalong Village has various types of cultures that are unique and very diverse. Of course, if the tourism can be well packaged, attractive, and utilize the local community as tourism actors, it will certainly be able to have a significant economic impact..." (EG, 46 Yr)

Figure 4: Potential that can be developed from Cikalong Village



(Source: Author's Data Processing 2025)

Based on the results of in-depth interviews conducted with 34 respondents from the Cikalong Village community, 94.3% or 32 of them stated that they had realized the tourism potential of their village. This potential includes three main attractions, namely cultural arts, the agricultural sector, and the social life of the local community. These three elements are considered to have high educational value and have the potential to be developed in an integrated manner within the framework of the *edutourism* concept.

Table 1. Tourism Components of Cikalong Village

Attractions	Tourist Education
Cultural Arts	Variety of arts that are part of the character of the Cikalong community
Agriculture	One of the natural potentials that can be used as an educational tourism activity
Indigenous Community Life	Characteristics of people who live together with various traditions from generation to generation.

(Source: Author's Data Processing 2025)

Based on this table, Cikalong Village is able to prepare *edutourism* by utilizing its tourism attraction components. These components that are utilized as tourism attractions need to be taught to tourists with the aim of tourists getting to know and understand local culture. Through this, it is hoped that tourists who know and understand the local culture will be interested in learning so that existing local cultures will remain sustainable and not extinct (Gálvez, 2017).

In addition, empowering the community to be involved in developing this tourism potential by participating in managing and becoming tourism actors can certainly have a positive impact on the environment, the local economy. Tourism itself is a sector that can lift the regional economy (Aji, 2020). Then, the tourism potential that can be developed in accordance with the theoretical studies in this study are attractions, amenities, and accessibility. The tourism component in this study is placed on tourism potential in the form of attractions. Attraction itself requires several criteria to become a tourism potential. These criteria are sustainability, character, and *hospitality*.

Sustainability is the first tourism potential criterion. The tourism component in Cikalong Village is an attraction that can be developed into its own attraction. This is reflected in the activities of the village community itself, which utilizes the culture they have to attract tourists to come to Cikalong Village. This is expected to have a positive impact because the cultural value of Cikalong Village becomes higher and the village community will consciously preserve the culture so that the sustainability criteria of tourism

attractions remain.

Character is the second criterion of potential tourism attractions. Characterized means that the tourism components in Cikalong Village are different from those in other tourist villages. The tourism components owned by Cikalong Village in the form of cultural arts, agriculture, and community life are a unity that cannot be separated. The local community utilizes these tourism components simultaneously so as to increase the value of Cikalong Village to be able to compete in the aspect of a tourist village. Through this, it is expected to be able to become a tourism attraction that gives an impression to tourists visiting Cikalong Village.

Hospitality is the last criterion of attraction tourism potential. *Hospitality* includes the friendliness of the Cikalong Village community in welcoming tourists who come to visit. *Hospitality* is also considered as a tourism component owned by Cikalong Village because hospitality is the character of the village community itself. Through this, the hospitality of local residents is a special attraction that is able to give an impression to visiting tourists.

Preparation of educational tourism (*edutourism*) in Cikalong Village can be carried out through steps to utilize cultural capital. The stage of developing the local wisdom of Cikalong Village into cultural capital that has the potential for tourism attractions begins with the introduction of local wisdom itself. Local wisdom owned by Cikalong Village is in the form of awareness of human resources working in the tourism sector regarding the culture owned by the village community. This awareness makes the cultures in Cikalong Village as tourism capital. "...60% of the people of Cikalong Village are art activists", said a Cikalong Village resident who is an art activist (AM, 67 years old). This reinforces the uniqueness of Cikalong Village, which prioritizes the cultural aspect as a tourist village attraction.

The tourism potential in Cikalong Village is considered to be the main focus of educational tourism developed in Cikalong Village. This application is in line with the concept of edutourism whose tourism activities are introducing tourism components that become tourism attractions in Cikalong Village, namely art culture, agriculture, and community life. It is intended that tourists gain new knowledge about local cultures in Cikalong Village and are able to give a good impression to tourists so that they get a sense of wanting to visit again in the future.

Figure 5. Research Documentation
(Source: Personal Documentation 2025)



Figure 6. Research Documentation
(Source: Personal Documentation 2025)



Figure 7: Research Documentation
(Source: Personal Documentation 2025)

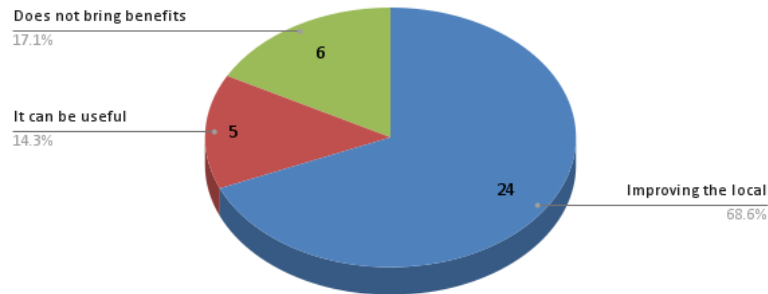


Figure 8. Research Documentation
(Source: Personal Documentation 2025)



Figure 9. Benefits of Tourism for Cikalong Villagers
(Source: Author's Data Processing 2025)

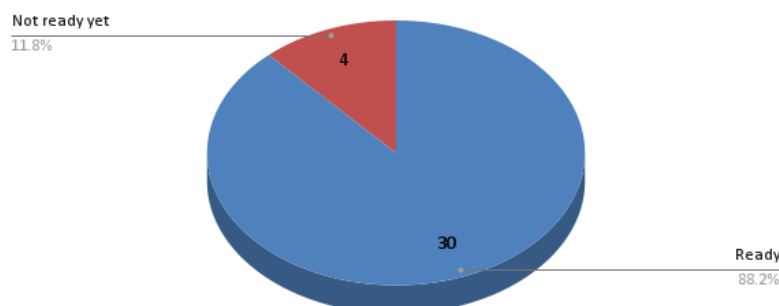
Count of Does the existence of tourist attractions bring benefits that can be felt by local residents?



The results of the questionnaire showed that most of the people of Cikalong Village, namely 84.9% of respondents (29 people), have realized and believe that the existence of tourist attractions in their village has the potential to provide benefits, especially in encouraging the growth of the local economy such as small businesses, souvenir sales, and involvement in cultural activities and handicraft production. Meanwhile, the other 5 people thought that the potential of tourism objects has not been able to provide any benefits. The results of the interviews show that this perception arises because some residents feel that there is no tourist attraction that is really active and well managed in the village, so the economic benefits have not been evenly distributed. In addition, cultural activities carried out by art activists have not been able to create a broad impact, and tend to only be enjoyed by a limited community, and sometimes they even perform art performances voluntarily.

Figure 10: Results of the Cikalong Village Residents Readiness Questionnaire
(Source: Author's Data Processing 2025)

How Ready Are Some Residents to Support Cikalong Tourism Village?



Based on the results of in-depth interviews conducted with 34 respondents from the Cikalong Village community, 88.2% or 30 of them stated that they were ready to support the existence of the Cikalong Tourism Village. This makes a strong foundation in the realization of educational tourism (*edutourism*). However, this readiness needs to be supported by sufficient facilities, infrastructure, facilities and capital so that the preparation of educational tourism (*edutourism*) in Cikalong Village is optimized. Meanwhile, four other respondents revealed that they were not fully ready to participate in preparing Cikalong Village as an education-based tourism destination. However, this hesitation generally arises not because of unawareness of the potential, but rather concerns about negative impacts, such as the risk of over-commercialization, damage to cultural values, and environmental degradation due to increased tourist visits.

B. Challenges of Edutourism Preparation in Cikalong Village

Based on questionnaire data and observation results, Cikalong Village in Pangandaran Regency has great potential as an *edutourism-based* tourism village destination. This potential includes the richness of local culture (*Babarit, Nampaling, Gegedugan, Degung, Ronggeng Gunung, and Nyusur Tanah*), natural beauty (Bukit Giri Samboja, Sodong Panjang, and Cijumbleng), and the existence of a community of art and tradition activists that are still sustainable. However, the management of this tourist destination still faces a number of challenges, such as limited human resources, inadequate infrastructure, poorly organized environmental management, unavailable official policies, and lack of promotion and cooperation with external parties in Cikalong Village.



Figure 11: Fishbone diagram of obstacles to the preparation of Cikalong Village Edutourism Implementation

(Source: *Author's Data Processing 2025*)

The problem analysis regarding the preparation of Cikalong Village *edutourism* includes four main aspects, namely:

1. Human Resources

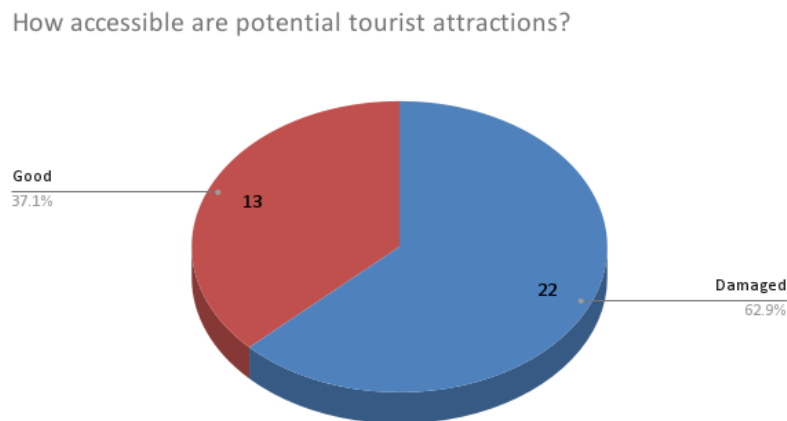
One of the most obvious obstacles in developing *edutourism* in Cikalong Village is the human resources aspect. The people of Cikalong Village, especially art activists, are still dominated by a *money-oriented* mindset that focuses more on short-term profits than long-term educational value. This shows the need for a process of awareness and guidance on the meaning and benefits of educational tourism. The lack of involvement of the younger generation is also an obstacle. The younger generation, which should be the driving force of innovation, technology and digital promotion in *edutourism*, has not been optimally involved. In addition, the absence of figures or community leaders who act as local activists also makes the enthusiasm of the Cikalong Village community in realizing educational tourism has not been built. In addition, the gap in the community's knowledge of the potential of *edutourism* means that ideas and programs have not been able to run effectively in the field.

2. Infrastructure

Another aspect that challenges the development of *edutourism* in Cikalong Village is the limited supporting infrastructure. First, there are no adequate educational facilities, such as information boards, outdoor learning spaces, and public wifi networks. In fact, these elements are very important in supporting educational tourism activities based on direct learning in nature or local culture. The lack of street lighting

and the less strategic location of the art stage also results in the village's cultural assets not being maintained and rarely utilized because they are rarely accessed by the local community or even visitors. This situation hinders the learning experience that should be the main attraction in the *edutourism* concept. In addition, the condition of road access to the village and strategic locations such as art and cultural areas has suffered significant damage. This makes it difficult for tourist mobility, especially during the rainy season. This is also supported by the opinions of Cikalong villagers, most of whom (62.9%) think that the condition of accessibility to tourist attractions (in this context, roads) is damaged in several areas of the village.

Figure 10. Questionnaire Results of Cikalong Residents' Opinions Regarding Accessibility
(Source: Author's Data Processing 2025)



3. Policy

The development of Cikalong Village as an educational tourism village still faces a number of real obstacles, one of which is the absence of village regulations (*Perdes*) and formal institutions that regulate integrated tourism management. This condition causes the roles between parties, such as the village government, tourism office, and educational institutions, not to be well coordinated so that the direction of tourism development does not yet have a clear long-term plan. For example, educational tourism activities involving students and local communities are often carried out separately without strong synergy, so that the potential for education and cultural promotion is not optimal, this can also affect the regeneration process of arts and traditions that stop at the previous generation. In addition, funding support from the government and financial institutions is still very limited, which has an impact on the lack of supporting facilities such as tourist information centers and training for communities as arts actors. These conditions hinder the consistent and sustainable implementation of educational tourism programs in Cikalong Village, so it is necessary to strengthen institutions and resources so that the village's potential as a cultural and educational-based tourist destination can be maximally developed.

4. Environment

The environmental aspect is an important pillar in the development of *edutourism* because its essence is to make nature and local wisdom an authentic learning tool. However, this potential has not been fully utilized in Cikalong Village. For example, existing agricultural land, private gardens and river ecosystems have not been optimally managed as open learning media about the environment, sustainable agriculture and local culture. In addition, waste management and spatial planning issues are serious obstacles in preserving the village environment. Cikalong Village has not yet implemented an integrated waste management system; so far, waste has only been burned independently by residents without any organized waste collection service. This condition not only has a negative impact on the local community, but can also reduce the attractiveness and positive image of the village as an educational tourism destination. If the number of tourist visits increases without careful preparation and environmental management, the risk of pollution and environmental degradation will increase, threatening the sustainability of tourism in Cikalong Village.

Based on the overall field findings and the author's analysis through data processing from interviews and study of related literature, it can be seen that Cikalong Village has a strong foundation as an *edutourism-based* tourism village, especially through its diverse cultural wealth such as *Babarit*, *Nampaling*, *Nyusur Tanah*, *Gegedugan* to *Ronggeng Gunung*. This uniqueness is reinforced by the high proportion of people who are art activists, as well as social life that is still closely related to tradition and local wisdom. Potential attractions that include culture, agriculture and indigenous life have proven to have educational value that can attract tourists, especially when packaged in the form of interactive and reflective tourism experiences.

However, the readiness of Cikalong Village to realize the concept of *edutourism* has not yet reached the ideal point. The results of the study show a gap between the richness of potential and actual capacity in the field. These challenges include limited human resources, lack of regeneration of cultural actors, low understanding of the educational value of tourism, and infrastructure that does not yet support recreation-based educational activities. The absence of official institutions and policies that support integrated tourism management exacerbates this condition, exacerbated by the weak environmental management and waste management systems that risk threatening the sustainability of resources.

The results of this study are in line with the concept of *community-based tourism*, which states that the active involvement of local communities is the main key to the success of sustainable tourism development (Humam et al., 2022). This situation confirms that the development of *edutourism* in Cikalong Village cannot rely solely on its existing cultural potential, but requires a transformative strategy based on *community-based tourism*. In the case of Cikalong Village, community participation has not yet touched the educational aspect optimally. This hampers the transformation of cultural villages into competitive *edutourism* destinations.

Collaborative interventions between the local community, village government, academics and other stakeholders are needed to build institutional capacity, strengthen collective awareness of the educational value of culture, and create supporting infrastructure that is adaptive to the needs of Cikalong Village as an educational tourism destination. With a structured, participatory and contextual approach, the development of *edutourism* in Cikalong Village will not only increase the competitiveness of tourism villages at the regional level, but also contribute to cultural preservation and local economic empowerment in a sustainable manner.

CONCLUSION

Based on the results of field analysis, observations, and interviews with the community, village officials, and art activists in Cikalong Village, several important points can be concluded regarding the village's readiness to develop *edutourism*, as follows:

1. Cikalong Village has a strong and diverse cultural wealth such as the Ngabuku Taun, Babarit, Nampaling, and Ronggeng Gunung traditions, which can be packaged into *experiential learning-based* educational tourism attractions.
2. As many as 88.6% of respondents expressed readiness to support the development of educational tourism villages. The tourism attraction component in Cikalong Village meets the criteria of sustainable attractions, has character, and reflects the *hospitality* of the villagers, so that it can provide differentiation of this village from other destinations.
3. The main challenges that are still faced include: limited educational infrastructure and accessibility, low *edutourism* literacy among the community, the absence of official regulations (Perdes) and tourism institutions, and not optimal environmental management and destination promotion.
4. The lack of cross-sector collaboration, both from the village government, cultural actors, academics, and the private sector, makes the *edutourism* program not run systematically and consistently.
5. To realize Cikalong Village as a superior *edutourism* destination, a development strategy

based on community empowerment, human resource capacity building, institutional strengthening, and innovation in packaging attractions that are adaptive to the needs of educational tourists is needed.

This research reveals that Cikalong Village in Pangandaran Regency has very strong potential to be developed as an *edutourism* village. The advantages of this village lie in the wealth of local culture that is still preserved, the high involvement of the community as cultural actors, and the collective enthusiasm to support education-based tourism. Nevertheless, significant challenges are still found in the aspects of human resources, infrastructure, institutional regulations, and environmental management.

Thus, a collaborative and participatory approach is needed that integrates local communities, government, academics and policy makers in a holistic and sustainable development strategy. This research confirms that *edutourism* development is not simply about the exploitation of cultural attractions, but is a process of social transformation that emphasizes value preservation, community capacity building, and the creation of meaningful learning experiences for tourists.

Acknowledgments

The authors would like to express their sincere gratitude to the Government of Cikalong Village, community leaders, and local cultural practitioners who have supported this research through their valuable insights and participation. Special thanks to Universitas Padjadjaran, Pangandaran Campus, for providing academic guidance and support throughout the research process. The authors are also grateful to the ICEETE 2025 committee for the opportunity to present this work. Without the contribution of all parties, this study would not have been possible.

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