



Sosio-cultural Education and its Impacts on the Society in Candirejo Tourism Village

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Article Info

History Articles

Received:

8 July 2024

Accepted:

21 July 2024

Published:

December 2024

Keywords:

Tourism Village; Socio-cultural
Education, Social Cognitive
Theory

Abstract

One of local tourist attractions is tourism village. The tourism community must have the roles as good and proper hosts for visitors. To achieve this, it is necessary to have education that incorporates modeling in order to accomplish this goal. This can be accomplished through the provision of examples by educators or by other modeling activities such as comparative studies. This study aims to analyze the implementation, results of socio-cultural education, and its impact on the social and economic sectors of the Candirejo Tourist Village community. Qualitative method is used in this study. The results found that there are five types of socio-cultural education: Seven Charms (Sapta Pesona), MSMEs (Micro, Small, and Medium Enterprises) or UMKM, social media, cultural markets, and foreign languages. The implementation of this education includes instilling values and modeling observed by participants. The results of the education indicate that tourist actors have exhibited positive behavioral changes as a result of the education. The existence of this tourism village has a positive impact on the social and economic fields, as evidenced by the maintained behavior of the community that aligns with local values, the presence of alternative income and employment for the community.

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p-ISSN 2252-6889

e-ISSN 2502-4450

INTRODUCTION

The emergence of tourism may attract other sector to develop because tourism contributes to the social and economic aspects of a region or country (Yanan et al., 2024). In Indonesia, one of the local tourist attractions is the tourism village, due to its unique features and appeal that can be empowered and developed (Sudibya, 2018). Tourism villages become a prioritized activity with significant influence on the society (David & Rosanto, 2023). Tourism villages have significant influence on both the economic and social sectors. (Nurlena et al., 2021). The economic impact includes the ability to fulfill basic living needs, which can be seen by the job opportunities and income. (Pratomo & Mide, 2024). Besides, the social impact involves changes in community structure or institutions, behavior, social activities, or interactions between individuals related to local values, norms, and traditions (Devi et al., 2023).

A tourism village turn into a tourist area which combines natural beauty and local socio-cultural elements, allowing rural places with a growth-oriented to effectively use their potentials to be an attraction for tourists (Ahsani et al., 2018). As a tourism community, it is important for our attitude as hosts to align with the values of seven charms and fully use the village's potential. This is a chance to become known as a good tourism host. Tourism villages that fail to adhere to seven charms principles will lead to low visitor satisfaction and ineffective utilization of the village's potential. Therefore, it is essential to provide education to empower the local people with the necessary skills to effectively manage the village's potential for tourism. This education includes instilling values and modeling, either from an expert or from examples of successful tourism villages that successfully embody Seven Charms.

Education aims to develop economic growth, optimize the potential of the environment (both natural and socio-cultural), as well as enhance communication (Adzkiya et al., 2023). Education has the ability to enhance an individual's moral awareness, which is crucial for making ethical decisions (Tesar et al., 2022). Socio-cultural educational programs aim to educate the community on how to effectively integrate the aspects of seven charms when hosting visitors, thus becoming an attraction for tourists by providing

pleasant knowledge and experiences (Setiawati & Aji, 2020). Teaching about the role of the tourism community requires examples from an educator on appropriate behavior as a tourism host in optimizing the village's potential.

The theory used in this study is Albert Bandura's social cognitive theory. The study employs Albert Bandura's social cognitive theory as its theoretical framework. Bandura's theory emphasizes the acquisition of information through observation and modeling, which leads to reciprocal relationships and involves cognitive components (Scott et al., 2024). Models may appear as either interpersonal imitation or media sources (Saleh, 2018). The models utilized in the process of learning or education may involve experts or other media sources, such as engaging in comparative research activities involving other tourist communities. Models have the ability to capture attention, and people are more motivated to pay attention to models they can relate to, even if the connection is more on a cognitive level (Zhou & Brown, 2017). The idea consists of four stages: attention, retention, reproduction, and motivation. Attention serves as an attention-getter, retention acts as a reminder, reproduction as realization, and motivation relates to self-efficacy. The educational activities carried out in this study involve presenting examples that will subsequently be observed and imitated by the participants.

This research is conducted at Candirejo Tourism Village, located in Jl. Raya Candirejo, Sangen, Candirejo, Borobudur District, Magelang Regency, Central Java. The variety of tourist activities in Candirejo Tourist Village must adhere to the components of Seven Charms. The seven aspects of Seven Charms are safe, orderly, clean, cool, beautiful, friendly, and memorable. The implementation of Seven Charms is essential for establishing and managing the tourist village because it enhances the community's knowledge and capacity to be good hosts (Wahyu et al., 2017). Nevertheless, the complete implementation of Seven Charms has not been realized in Candirejo Tourism Village. For example the lack of orderliness among community members and tourists, such as littering, unfriendly behavior by certain tourism actors towards visitors, leading to negative experiences, and incidents of visitors misplacing their belongings. These problems result

in decreased visitor satisfaction as a consequence of the discomfort experienced throughout their visit. There is a gap between behaviors that reflect Seven Charms and those still occurring in the tourist area. Therefore, education or training on the skills of behaving as good and proper tourism hosts is necessary.

The objective of this study is to analyze the activities, results of socio-cultural education, and their impacts on the social and economic aspects of the society in Candirejo Tourism Village. Several studies have been conducted in exploring the education in tourism villages. The research entitled "Upaya Kelompok Sadar Wisata (Pokdarwis) Bukit Pangonan dalam Membina Masyarakat Sadar Wisata di Desa Pajaresuk, Kabupaten Pringsewu" (Alandera, 2018). The focus of this research is on the efforts to promote a conscious tourism attitude. However, this study only focuses on the beliefs of the community and has not investigated how socio-cultural education could maximize the potential of the village. Subsequently, the study entitled "Sosial Learning Theory dalam Permodelan Pengembangan Wisata Embung Sarwadadi Kecamatan Talun Kabupaten Cirebon" (Siswoyo et al., 2022) focused on tourism modeling through education, but has not yet investigated the outcomes of such modeling. Therefore, researcher will investigate gaps by combining social and cultural activities and education, along with their impacts on social and economic aspects. Considering to this phenomenon, it is necessary to do research concerning social-cultural education and its impact on the society of Candirejo Tourism Village.

METHOD

This study employs a qualitative approach with a phenomenological research design. This research utilizes a qualitative approach because it aims to reveal and investigate the real facts and meanings. The location of this research is Candirejo Tourism Village, Magelang. The problem to be investigated is the activities and outcomes of socio-cultural educational and their social and economic impacts. Therefore, it is necessary to examine these activities through in-depth interviews, documentation, and observation. An in-depth interview is a process of obtaining

information to achieve research goals through a question-and-answer session while face-to-face between the interviewer and the informant, using an interview guide. The selected informants are divided into three categories, consisting of educators, participants, and the society.

Miles and Huberman's model will be used as data analysis model. It begins with data selection, data categorization, and data compression so that no data is discarded, but the data is shortened without reducing its actual meaning, hence the term compression (Miles et al., 2014).

RESULT AND DISCUSSION

Implementation of Socio-Cultural Education

This research contains five different types of education, including Seven Charms (Sapta Pesona) education, MSMEs (UMKM) education, social media, cultural marketplaces, and foreign languages. These five forms of education encompass the process of learning through the guidance and influence of educator and other sources, including comparative studies and observations from various media.

The Seven Charms education program, conducted every three months, one to two times in Pulesari Tourist Village, Yogyakarta, is functioning effectively. This education also includes instructor mentorship and comparative research activities in Pulesari Tourist Village, Yogyakarta, where Seven Charms has been successfully implemented.. The educational activity takes place at the pavilion owned by Candirejo Village. The instructional seminars have a duration of around 60 minutes and are attended by representatives from all sectors of natural and cultural tourism, including homestay operators and tour guides. The beginning and conclusion both require a duration of 10 minutes. The activities are structured into segments of 50 minutes each, which include the presenting of material, providing examples, and engaging in discussion sections. The leader of the Candirejo Tourism Village Cooperative assumes that educator have role to educate participants in this activity. The objective of this educational program is to develop a strong understanding of tourism and foster a culture of outstanding customer service among young individuals. The content provided discusses the involvement of the community in the tourist

sector. The function of tourism actors as hosts is closely linked to their efforts to shape the environment and ensure the comfort of tourists (Hung et al., 2019).

Candirejo Tourism Village has a tourism awareness slogan: BERSATU (bersih, rapi, sehat, aman, tertib dan usaha). It means clean, neat, healthy, safe, orderly, and entrepreneurship. Clean relates to a litter-free environment and beautiful scenery, neat pertains to well-organized spaces and a visually pleasing environment, healthy refers to the hygiene of food and water, safe involves a comfortable environment for tourists to engage in activities in the village, orderly pertains to the polite and decent behavior of the community, and entrepreneurship relates to business activities such as crafts and food production.

This education prioritize the service of tourism actors to tourists, encouraging them to be more friendly, open, and well-dressed. An educator demonstrates to participants body gestures, such as not crossing arms and not bowing. This is because such gestures indicate low self-confidence and a lack of openness. The educator shows participants how to stand upright and focus on the tourists. The example demonstration will be seen and imitated by the educational participants.

Tourism actors' skills enhance memorable experiences and increase repeat visits to tourism village (Liu, 2020). Seven Charms education, conducted in a conducive and orderly manner, is observed by the tourism community as it not only teaches theoretical knowledge but also practical skills.. This is consistent with the first stage of Albert Bandura's social cognitive theory, which involves capturing the attention of participants. Society is actively and interactively engaged by paying attention to the exhibited by the educator. The educator explained and demonstrated how to exhibit friendly and open behavior as a tourist. The second stage is retention, which serves as a reminder for participants to recall the knowledge they have previously acquired. Educator utilizes videos as examples to make the acquired knowledge more tangible.

The Seven Charms education includes comparative study activities in Pulesari Tourism Village, Yogyakarta. Participants observed friendly

tourism actors, who smile, dress neatly, and have uniforms. Their guiding skills are good, making tourists feel comfortable. These aspects are observed and intended to be emulated by Candirejo Tourism Village.

Secondly, MSME or UMKM education include the demonstration of modeling by the instructor and the participation of business tourist groups in comparative research activities that are relevant to their business production activities. The educational activity will take place at the pavilion owned by Candirejo Village. The instructional sessions have a duration of approximately 120 minutes, with 10 minutes allocated for the opening and closure. The activities consist of a 110-minute session that includes material presentation, providing examples, and engaging in discussions. This MSME education entails participants directly imitating the instructions offered by the educator.

This education program focuses on digital marketing and providing services to tourists. The social media platform used is Instagram. Digital marketing refers to the effort of promoting products using digital media in order to reach consumers effectively and efficiently. The purpose of digital marketing is to advertise products to their potential target market.

The MSME education activities progressed smoothly, with participants carefully engaging with the tutorials delivered by the educator, as this education encompassed new material on digital marketing. The educator demonstrated the process of creating account, strategies for establishing a brand that includes product identity and price, visual approaches to enhance product appeal, and the use of copywriting for the purpose of promoting items. The MSME participants observed and followed these tutorials. The participants took notes of steps and engaged in hands-on practice by utilizing their personal mobile phone. These stages align with the attention stage, when they began their learning process by observing the tutorials, followed by the following retention stage, which served as a reminder. In this step, a marketing video that proved to be effective and relevant to their products was shown. Participants in this activity saw the demonstration of presenting product information and the production process.

They indicated a strong interest and motivation while engaging in this educational activity.

Next is the service to tourists, which relates to the community's skills as tourism hosts applying the BERSATU concept as the slogan. The educator demonstrates behavior to participants, emphasizing the importance of being cooperative with guides to effectively convey information that aligns with tourists' questions.

Besides, business groups conducted a comparative study in Bantul area, observing that tourists were invited to learn about products rather than just purchase them. They adopted an approach by MSME or UMKM actors in Candirejo, providing introductions and education about the production process. In attracting attention of the tourist, business actors need to have guiding skills as part of excellent service to tourists. This aligns with social cognitive theory stages and serves as a reminder in the retention phase.

Thirdly, social media education was conducted on April 20, 2024, and attended by the social media team. This education involved observation and imitation of other social media accounts as role models. The social media platform in this focus is Instagram, which features activities related to tourism. The educational activity took place at the Candirejo Village Cooperative office. The session lasted approximately 30 minutes.

In modeling the Instagram account of Tinalah Tourism Village, they observed the content feed on Instagram, copywriting, and the recording angles. This will be imitated on the Instagram account of Candirejo Tourist Village. Previously, the Candirejo Tourist Village account only featured a few photos of activities. With the modeling of other accounts, they aim to replicate showcasing a series of daily life activities of the community and how tourism activities in Candirejo Tourism Village are conducted, in line with the template of the observed accounts.

The implementation of social media education is a continuation, it is conducted to improve social media content so that the information provided can be comprehensive. Therefore, they engage in observation, imitation, and modification of social media content from other

tourism social media as a form of modeling. This aligns with social cognitive theory, specifically the retention stage, as the education requires a model for learning. The model used is not an individual but media sources from other tourist social media, such as Dewi Tinalah Tourist Village, which provide new ideas.

Fourthly, cultural market education was conducted through modeling at the Manyarejo Cultural Market in Sragen, Central Java. This educational modeling serves as a continuation of the village documentation program by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), aimed at exploring spiritual and other cultural potentials. This approach successfully generated high enthusiasm and attention from the Candirejo society, as it allowed them to review and preserve cultural potential. This aligns with the attention stage.

Participants in the education conducted a comparative study at the Manyarejo Cultural Market, observing aspects such as the market entrance, tourism zones, and the use of coins as a traditional transaction tool. These observations will be replicated and adapted to fit the cultural potential of Candirejo. The comparative study serves as a successful and concrete example in the formation of a cultural market and enters the retention stage.

Candirejo Village boasts cultural diversity, including traditional foods like Sego Kuning, processed cassava and tempe, folk arts like Jathilan, Topeng Ireng, Ketoprak Cokekan, Karawitan, crafts like Anyaman Pandan, Kerajinan Bambu, Andong, and folk games, as well as community activities like Wayang Kertas.

Fifthly, foreign language education is conducted once or twice a week on Thursdays. The education includes modeling or practice of pronunciation and speaking, allowing participants to take role play for dialogue practice. This foreign language education is attended by tour guides and students. The educational activity takes place at the pavilion owned by Candirejo Village and lasts approximately 90 minutes, with 10 minutes allocated for both the opening and closing.

The activities are divided into a presentation of material on vocabulary and greetings, followed by video observations for pronunciation and short

stories in English, and finally practice through direct interaction with foreign tourists. Participants observe and listen attentively, which aligns with the first stage, attention. The goal of foreign language education is to improve and enhance English skills in vocabulary and correct pronunciation. The material covered includes vocabulary, listening, speaking, and grammar. The grammar taught includes present, past, future, and continuous tenses.

In this foreign language education, the key to improving active English language skills is through observation and imitation of speaking and listening so that participants become familiar and fluent. The foreign language education activities are conducted in an orderly way, and participants appear very enthusiastic as they are interested in interacting with foreign tourists. In addition to learning a foreign language, language guides also need to be knowledgeable about society values and activities. During the retention stage, drilling methods are used as a reflection and to observe foreign tourists speaking with tour guides. These activities can serve as modeling during the educational sessions.

Results of Sosio-Cultural Education

The results of the educational activities conducted in this study show improvements in participant behavior (tourism actors) towards more positive outcomes. First, the Seven Charms or *Sapta Pesona* education has shown quite good results. According to the third stage of social cognitive theory, the reproduction stage, participants have applied or realized the imitation/modeling into actual activities. The skills of tourism actors in serving guests are evident, as shown by their upright posture and focus on tourists, high appreciation, good listening skills, patience in handling tourists' complaints, responsiveness, and effective communication, especially among tour guides. In Candirejo Tourist Village, they have also adopted a daily uniform schedule for tourism actors, a practice learned from comparative studies. The aim is to enhance tourist comfort and satisfaction. Other tourism actors, such as those in MSMEs or UMKM, are now less shy about interacting with tourists and more friendly. This behavior indicates a positive change. This change relates to behavior, individuals, and the environment as an integrated whole, resulting in interactive or reciprocal relationships

between tourism actors, tourists, and the tourist village environment. This demonstrates that learning can occur through observation and modeling, controlled by self-efficacy as motivation to optimize cognitive abilities.

Participants in the Seven Charms education also feel that this education is important to continue because it serves as a reminder and a means of regenerating the role of a tourism host for younger generations. This education can be easily replicated by people of all ages, thereby increasing new knowledge and promoting more professional behavior when serving and accompanying tourists. Consequently, tourists can have a more enjoyable experience.

Second, The MSME education on digital marketing demonstrated significant improvement in replicating product stories on Instagram, with participants successfully capturing and presenting product images in an appealing manner. Furthermore, MSME (UKM) operators' behavior has changed positively, as evidenced by their more varied and less rigid communication with tourists. This indicates that their reproduction stage has been effectively realized into actual activities. Their interest and motivation to enhance their skills in both MSMEs and tourism are also notably high.

Participants in the MSME education have found that the training has enhanced their knowledge of digital marketing, which has improved their product sales and increased the recognition of their business among a broader audience.

Third, after observing the Instagram account of Dewi Tinalah Tourist Village, the social media of Candirejo Tourist Village now features informative and comprehensive content. It serve as a tourist guide, enhancing performance and reaching wider audiences through improved content templates and visual angles, aligning with social cognitive theory. In addition, the official website and Instagram account display information about all community activities and the tourism packages offered to visitors. The availability of tourism packages also triggers positive feelings and experiences for tourists (Chen et al., 2022). The content also showcases the service provided by tourism actors to

ensure that the comfort and beauty of the environment are maintained.

This aligns with the third stage of social cognitive theory, as it has realized new knowledge, such as content templates including copywriting in both English and Indonesian, and improved visual angles to make the content more appealing to viewers.

Fourth, the cultural market education has resulted in the integration of cultural potential into a single, varied activity. In line with the reproduction stage, the market has been developed into a comprehensive exhibition and festival from August 16-18, 2023, featuring food zones, performance zones, play zones, and an outer market zone where traditional coins are used as payment. This approach, which proved successful at the Manyarejo Cultural Market, was replicated and adapted for the Candirejo Cultural Market.

The cultural market event aimed to introduce and preserve culture in Candirejo Tourist Village. In line with the fourth stage, motivation, participants were enthusiastic about integrating the village's cultural offerings into series activities, enhancing the visitor experience and understanding of the village's already well-packaged culture.

Fifth, the study revealed that foreign language education activities have significantly improved English proficiency and guiding attitudes among participants. Participants were able to communicate fluently in English, leading to better interactions with tourists. They also imitated tour guides' body language, ensuring they walked alongside tourists, giving them a sense of freedom and space. This indicates the reproduction stage in foreign language education is progressing well.

The last is the motivation stage, where participants' confidence levels have increased. They feel more accustomed to and less awkward speaking English. Educators also consistently provide support and encouragement to ensure participants do not feel self-conscious when speaking a foreign language with tourists. Foreign language participants feel they have made significant progress by practicing with tour guides, as they can realize and apply their knowledge and experience gained during learning.

Impacts on Social and Economic

This study indicates that Candirejo Tourist Village continues to have a positive impact on both social and economic aspects. It is evident that the local values in Candirejo Tourist Village are well-preserved, as they are part of a cultural heritage passed down through generations. Local values refer to those that develop within a specific area (Sudrajat, 2023). These values are demonstrated through ongoing community activities such as religious gatherings (pengajian), traditional ceremonies (nyadran), communal feasts (arak tumpeng), social services (bakti sosial), and cultural events (ilag-ilag, ngapati, mitoni) as well as traditional performances like Topeng Ireng and Jathilan. Candirejo's local culture is preserved through traditional activities, courtesy, and respect, despite western influences. The community maintains a respectful and social environment within the tourist zone. However, while the overall behavior of the community remains well-preserved, but children jokingly ask for money from foreign tourists by extending their hands, which is deemed impolite. Therefore, cultural education needs to be continuously promoted, including foreign language education that teach both language and the proper way to interact with tourists.

Next, regarding to the economy, the income of the Candirejo society has increased due to tourism activities. The products sold by local residents have gained exposure to tourists, leading to increased production and profits for local MSME. Candirejo Tourist Village provides tourist packages that distribute activities and MSME engagements across various hamlets fairly. Each domestic visitor contributes a donation of Rp 1,000 per person, while each international visitor contributes Rp 3,000 per person. This setup provides the community with dual income: revenue from product sales to tourists and donations from the tourism village. Additionally, job opportunities are available for local residents, such as local guides, as all tourism operators are sourced from the local community. This aligns with the goal of the tourism village to provide income and alternative employment opportunities for the residents.

CONCLUSION

It can be concluded that the socio-cultural education activities in Candirejo Tourist Village involve five types of education: Seven Charms or Sapta Pesona, MSMEs or UMKM, social media, cultural markets, and foreign language education. These five types of education align with the stages of social cognitive theory, which include attention, retention, reproduction, and motivation. The results of these educational activities have increased the knowledge and experience of the participants, and the application of the education has shown improved behavior. This demonstrates that the community can learn by observing and modeling according to their respective roles as tourism actors. The impact of Candirejo Tourist Village remains positive in both social and economic fields, as evidenced by the community's continued adherence to local values and the availability of income and alternative employment opportunities.

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