

Capacity Building for Tourism Awareness Groups through Competency-Based Learning

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Submitted: July 8, 2026. Revised: August 18, 2026. Accepted: August 21, 2026.

Abstract

Background - The success of Community Based Tourism (CBT) depends not only on the appeal of the destination, but also on the capacity of the human resources managing it. Without adequate competence, the growth of tourism villages has the potential to trigger environmental degradation, the commercialisation of culture, and a decline in service quality.

Research Urgency - Capacity building is required to ensure that the Pokdarwis (Village Tourism Working Group) can meet the demands for service, safety, sustainability and local character, particularly in organic tourist villages which possess specific competencies that have not yet been fully accommodated within the Indonesian National Occupational Standards (SKKNI).

Research Objectives - This study aims to analyse the implementation of Competency-Based Learning (CBL) in transforming the capacity of the Pokdarwis in the Lombok Kulon Organic Tourism Village, Bondowoso Regency.

Research Method - The study employed a qualitative approach using a case study design. Data were collected through interviews, observations and documentation. A total of 20 informants were selected using purposive and snowball sampling, and the data were analysed using an interactive model.

Research Findings - The implementation of CBL through non-formal education has transformed the capacity of the Pokdarwis in the domains of knowledge, skills and attitude, as well as enhancing their service orientation, discipline, collaboration, sense of responsibility and commitment to lifelong learning.

Research Conclusion - CBL is effective as a capacity-building model based on real needs that promotes the professionalism of Pokdarwis and the sustainability of CBT.

Research Novelty/Contribution - This study proposes a CBL based capacity building approach that integrates tourism competencies with organic farming, educational tourism, nature conservation and local wisdom through non formal education.

Keywords: Community-Based Tourism; Competency-Based Learning; Tourism Awareness Groups.

Susanto, S. F., Mardliyah, S. ., Susilo, H. ., Widodo, W. ., & Widyaswari, M. (2026). Capacity Building for Tourism Awareness Groups Through Competency Based Learning. *Journal of Nonformal Education*, 12(2), 459-477. <https://doi.org/10.15294/jone.v12i2.58778>

INTRODUCTION

In efforts to achieve the Sustainable Development Goals (SDGs), Community-Based Tourism (CBT) has emerged as a relevant approach to sustainable tourism development (Pasanchay & Schott, 2021). The tourism sector contributes approximately 10.3% to global Gross Domestic Product (GDP) while employing more than 330 million workers. In the Asia-Pacific region, rural tourism has also been growing consistently, driven by shifting tourist preferences that increasingly prioritize nature-based destinations, sustainability, and wellness (Gutierrez, 2023). These conditions reinforce the position of CBT as a community empowerment strategy capable of integrating environmental conservation, cultural preservation, and the equitable distribution of economic benefits through participatory approaches (Asmoro et al., 2021; Suyatna et al., 2024).

This development aligns with Indonesia's status as the country with the fastest-growing tourism villages in Southeast Asia. This was evident when 1,831 tourism villages participated in the Indonesian Tourism Village Awards (ADWI) in 2021. Globally, Indonesia ranks 22nd out of 119 countries, which generally reflects the improvement of the national tourism ecosystem. The rapid growth in the number of tourism villages must be balanced with the readiness of human resources at the local level. This is because CBT is not only determined by the increasing number of destinations but is also influenced by the capacity of the managers. Without adequate competencies, the growth of tourism villages has the potential to trigger environmental degradation, the commercialization of culture, and a decline in service quality (Harsanto & Wahyuningrat, 2025; Nugroho & Numata, 2022).

The management of tourism villages in Indonesia is generally carried out by the Tourism Awareness Group (Pokdarwis), a local community that plays a role in driving destination development. Pokdarwis is responsible for educating the community, coordinating with stakeholders, supporting the provision of basic infrastructure, promoting tourism villages, and serving as a platform to enhance competencies (Suyatna et al., 2024). Structured training can enhance the capacity of Pokdarwis while expanding market access (Juma & Khademi-Vidra, 2019; Susanto et al., 2023). Nevertheless, challenges persist in the field, such as low professional competence, limited technical skills, and resistance to change in tourism management (Haulle et al., 2024). Most Pokdarwis groups also have not yet comprehensively mastered service standards, visitor management, risk management, or the principles of sustainability, nor have they learned how to conduct themselves professionally.

An approach considered relevant for strengthening the capacity of Pokdarwis is the implementation of Competency-Based Learning (CBL) a learning model focused on achieving tangible competencies (outcome-based) through demonstrations of ability (performance-based assessment), rather than merely completing a set training duration. Compared to conventional, top-down training, CBL is more adaptable to the needs of Pokdarwis because it emphasizes the mastery of competencies relevant to real-world contexts. In the contemporary era, digital competencies, emotional intelligence, and self-directed learning abilities are also crucial components of capacity building, which can be mapped through the Technical and Vocational Education and Training (TVET) framework to support the effectiveness of vocational learning in tourism villages (Au-Yong-Oliveira et al., 2024; Bawono et al., 2024).

One tourism village that has implemented the CBL approach is the Lombok Kulon Organic Tourism Village in Bondowoso Regency. Empirical studies indicate that, at the time of its establishment, all activities of the Pokdarwis were carried out based on intuition, time-honored traditions, and practical instincts as farmers, rather than on scientific knowledge or structured tourism competencies. This gap served as the primary impetus for the Pokdarwis to adopt the CBL approach, which transformed the Pokdarwis into professional and competitive managers of the tourism village across all aspects of tourism. The management of organic tourism villages has distinct characteristics compared to other

destinations because it integrates organic farming, educational tourism, nature conservation, and local wisdom with the community agricultural cycle (Hanim et al., 2023; Wibowo et al., 2021).

Although the implementation of CBL has been extensively studied in the tourism sector, most studies still focus on formal educational institutions, such as universities and professional certification programs (Au-Yong-Oliveira et al., 2024; Sun & Zhao, 2024). Research on the implementation of CBL in community-based nonformal education remains relatively limited, even though the nature of community-based learning demands a more flexible, participatory approach that aligns with diverse local capacities (Gutierrez, 2023; Hikmah & Wahyuni, 2020). Furthermore, research on the transformation of Pokdarwis competencies based on organic tourism villages remains scarce. This is evident when referring to the Indonesian National Work Competency Standards (SKKNI) for the tourism sector, which primarily accommodate the hospitality and restaurant sectors and thus do not yet cover competencies specific to organic tourism villages, such as the interpretation of agricultural ecosystems, mapping of crop cycles, and the management of organic waste for tourists. This situation indicates that the sustainability of organic tourism villages requires a capacity building model tailored to local characteristics. Therefore, long-term CBT planning must be grounded in empowering the capacity of Pokdarwis through nonformal education that is adaptive to the community ecosystem (Dolezal & Novelli, 2022; Ishak, 2024).

Based on these facts, the novelty of this study lies in the development of a competency based capacity transformation model that holistically integrates organic farming, educational tourism, nature conservation, and local wisdom with community-based tourism management through nonformal education, while accommodating the specific competencies of organic tourism villages that have not yet been addressed in the national competency standards for the tourism sector SKKNI. Based on the background outlined above, this study aims to analyze the implementation of the CBL model in the context of capacity transformation for the Pokdarwis in the Lombok Kulon Organic Tourism Village, Bondowoso Regency. This analysis is aimed at understanding how the CBL approach which is oriented toward real competency outcomes (outcome-based) and performance-based assessment can address the various fundamental challenges that Pokdarwis has faced to date.

METHODS

This study employs a qualitative approach because it allows for an in depth exploration of meaning, experiences, and social dynamics (Creswell & Poth, 2018), using a case study design to answer the “how” and “why” questions within a complex real-world context (Yin, 2018). The uniqueness of Pokdarwis lies in the integration of organic farming and tourism, making it an intrinsic case worthy of holistic research.

The research was conducted in the Lombok Kulon Organic Tourism Village, Bondowoso Regency. Informants were selected using purposive and snowball sampling based on the following criteria: active involvement and experience in the Pokdarwis, direct implementation of Competency-Based Learning (CBL), and willingness to participate in providing the necessary data. In total, there were 20 informants in this study, comprising: 1 Pokdarwis chairperson, 10 Pokdarwis members, and 9 community members involved in the Pokdarwis ecosystem. This study was conducted from early February 2026 through May 2026.

Data analysis utilized the interactive model (Miles et al., 2020) through four (4) stages: (1) data collection using interviews, observation, and documentation; (2) data display by creating matrices or tables, flowcharts, and organizing textual narratives; (3) data reduction through data transcription, coding, and categorization; (4) drawing conclusions and verification through cross-checking with

informants, cross-checking techniques, and developing patterns of causal relationships. The following illustrates the data analysis flow of the interactive model:

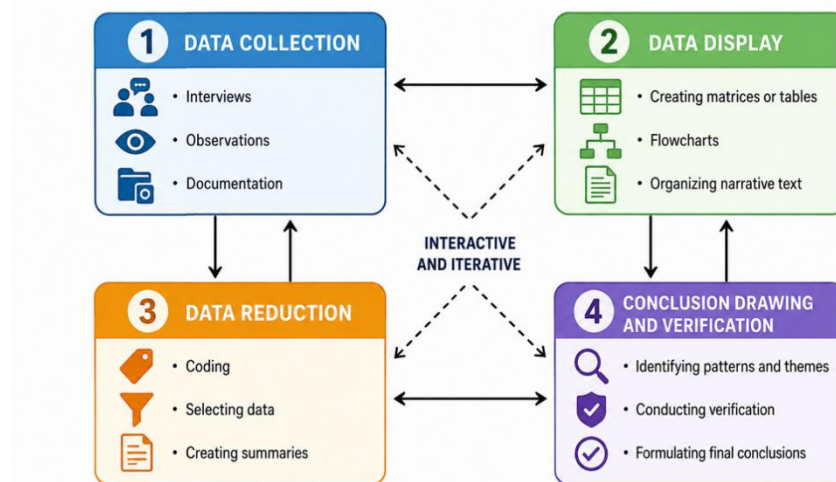


Figure 1. Interactive Data Analysis Model

As shown in Figure 1, this process is carried out in a circular and iterative manner. The goal is to deepen the analysis of field data until a point of saturation is reached that can accurately answer the research objectives. Data validity in this study was ensured through credibility using source and methodological triangulation, member checking, and extended observation. Confirmability was ensured through an audit trail (a record of the research process) and researcher reflexivity, so that findings could be traced back to the raw data and were free from subjective bias (Dado et al., 2023).

RESULTS AND DISCUSSION

The field findings of this study reveal that the implementation of Competency-Based Learning (CBL) has driven the sustainable transformation of the capacity of the Pokdarwis in Lombok Kulon Organic Tourism Village, Bondowoso Regency. The application of CBL is aimed at supporting the signature tourism offerings that characterize the tourism village, namely (1) organic farming, (2) homestays, (3) river tubing, (4) organic fish farming, (5) local culture, and (6) organic cuisine. These six flagship tourism activities require Pokdarwis members to possess competencies that extend beyond technical knowledge to include service skills, management abilities, communication skills, safety protocols, and a professional attitude all essential for providing tourists with high quality and sustainable tourism experiences.

In the process of acquiring and developing these competencies, Pokdarwis does not rely on formal learning modules as the primary learning resource. Instead, the learning process unfolds contextually, flexibly, and is grounded in real-world needs on the ground. The learning focus is directed toward improving service quality through various sources and learning experiences, such as knowledge sharing among other Pokdarwis groups, coordination and communication with relevant government agencies or institutions, discussions among Pokdarwis members, feedback from the local community, internal Pokdarwis records, as well as feedback, criticism, and evaluations from visiting tourists. Thus, competency needs are not entirely determined by a pre-established curriculum or modules, but emerge from a process of reflection on past service practices and the need to improve aspects that are still considered lacking.

Pokdarwis actively identifies the competencies needed based on challenges and service demands in the field, then works to meet those needs through various capacity building activities. These efforts

are carried out through learning methods such as training, workshops, coaching, mentoring, outreach, simulations, capacity building, and benchmarking, as well as participation in various tourism village management activities aligned with the six flagship tourism sectors. This process demonstrates that learning does not end with training activities but continues continuously through experience, social interaction, practice, evaluation, and service improvement.

This situation contrasts with the conditions prior to the implementation of the CBL approach, when the management of organic tourism villages was largely based on intuition, time-honored traditions, and the practical experience of the community as farmers. The management of tourism activities was not yet fully supported by structured tourism knowledge and competencies. This situation resulted in a limited understanding of sustainability principles and the Pokdarwis's suboptimal ability to manage various tourism activities professionally. Therefore, the need to improve competencies did not arise solely from the demands of the training program but grew out of the Pokdarwis's awareness of the real need to improve the quality of service and management of the tourism village.

Through the CBL approach which is focused on tangible competency outcomes (outcome-based) and the mastery of competencies demonstrated through practice (performance-based) a paradigm shift has occurred in the Pokdarwis capacity-building process. The choice of nonformal education is relevant because the learning process can be tailored to the needs, characteristics, experiences, and real-world conditions of Pokdarwis. Learning emphasizes not only the transfer of knowledge but also the ability to apply that knowledge in real-world situations and the development of a professional attitude in fulfilling the role of a tourism village manager.

Thus, the implementation of CBL in the Lombok Kulon Organic Tourism Village demonstrates that competency development unfolds as a dynamic and continuous process. Competencies are built through a combination of direct experience, interaction with various stakeholders, reflection on service delivery, learning through nonformal activities, and responsiveness to tourist feedback and needs. This process ultimately results in a transformation of Pokdarwis's capacity, centered on three main competency domains: knowledge, skills, and attitude. These three domains do not develop in isolation but are interrelated and integrated in shaping the Pokdarwis capacity to manage tourism villages in a more professional, adaptive, and responsive manner to tourists' needs, while also being sustainability-oriented. A more comprehensive and detailed explanation of the transformation across these three competency domains is provided below:

Field findings from this study confirm that the implementation of Competency-Based Learning (CBL) through nonformal education has driven a fundamental transformation of the capacity of the Lombok Kulon Organic Tourism Village Pokdarwis not merely a technical improvement, but a reconstruction of the collective identity of the farming community into that of professional tourism managers. This holistic transformation process encompassing knowledge, skills, and attitudes underscores that the success of Community-Based Tourism (CBT) depends not only on the availability of natural resources but primarily on the quality of human resources capable of interpreting, managing, and preserving local potential in an adaptive and sustainable manner (Junaid et al., 2021; Suyatna et al., 2024)

Capacity Transformation in Knowledge Competence

Knowledge competency is the initial dimension to undergo change after Pokdarwis participated in various competency based nonformal learning programs. Before the village developed into an organic tourism village, Pokdarwis knowledge was primarily acquired through farming experience, community customs, and self-directed learning. This knowledge was sufficient for agricultural purposes but was insufficient to support the educational function that is a key characteristic of the Lombok Kulon Organic

Tourism Village. This situation caused Pokdarwis members to face difficulties when explaining organic farming processes, local culture, or tourism service standards to visitors. Therefore, non-formal education was directed toward expanding Pokdarwis members knowledge so they could interpret the village's full potential as a learning medium for tourists.

Table 1. Results of the Thematic Analysis of Pokdarwis Capacity Transformation in the Knowledge Competency

Knowledge Competency	Field Findings	Nonformal Education	Forms of Capacity Transformation	Impact on Tourism Villages
Knowledge of Organic Farming	Initially, some members only knew farming techniques as agricultural activities to support their families' economic needs. After the village developed into a tourism village, they were required to be able to explain the philosophy of organic farming to tourists as part of educational tourism.	- Support from Agricultural Extension Workers	Members are able to explain the planting cycle, organic fertilizers, natural pest control, and the benefits of organic products to tourists in easy-to-understand language.	Farming has evolved from a mere production activity into a medium for educational tourism.
Homestay Management	Homestay management initially followed household standards and therefore did not yet take tourism service aspects into account.	- Technical Guidance for Homestays - Benchmarking	Members have a good understanding of standards for cleanliness, comfort, safety, guest service, and homestay administration.	Homestay quality has improved, and tourists feel more comfortable staying there.
River Tubing Safety	Before receiving training, members did not have established safety operating standards for river tubing activities.	- Rescue training, - Benchmarking	Members now understand procedures for using safety equipment and handling emergency situations.	The risk of accidents has decreased, and tourists sense of safety has increased.
Organic fish farming	Some members view fish farming solely as a means of production, not as a tool for interpretive tourism.	- Extension - Facilitators	Members are able to explain the farming system, natural feed, and the benefits of organic fish to tourists.	Fish farming has evolved into an educational tourism activity.
Local Culture	Previously, knowledge of the culture was held only by community leaders and had not been systematically documented.	- Mentoring	Members are able to explain the village history, local traditions, and local wisdom to tourists.	Tourists gain an authentic cultural experience.

Based on Table 1, the transformation of knowledge competencies was carried out across all aspects of the village flagship tourism offerings, namely organic farming, homestay, river tubing, organic fish farming, and local culture. Initially, Pokdarwis only understood these activities based on practical experience without an adequate conceptual foundation. Through guidance from extension workers, technical training, mentoring, and benchmarking studies, Pokdarwis gained a more comprehensive understanding of the principles of organic village tourism management.

The most notable transformation occurred in knowledge competencies related to organic farming. Initially, Pokdarwis viewed village tourism activities as merely waiting for tourists to arrive and

providing them with the opportunity to tour the area. After receiving guidance and acquiring these competencies, they were able to explain the philosophy of organic farming, crop cycles, the use of organic fertilizers, natural pest control, and the benefits of organic products to tourists. This change reflects a shift from tacit knowledge to explicit knowledge, thereby providing educational value.



Figure 2. Pokdarwis Explaining Organic Crops to Tourists

Based on Figure 2, Pokdarwis members possess the understanding and skills to explain organic crops and actively serve as educational facilitators for visiting tourists. Pokdarwis is able to present material on organic crops including plant characteristics and cultivation systems in a comprehensive yet communicative manner. This adaptive and easy to understand presentation allows tourists not only to visit for recreation but also to gain concrete knowledge (real knowledge) about organic farming practices in the field.

A similar transformation has taken place in the management of homestays and river tubing tours. Previously, homestays were managed according to household standards, while river tubing tours did not yet have standardized safety procedures in place. After participating in technical guidance, training, and benchmarking studies, the Pokdarwis gained an understanding of standards for cleanliness, comfort, homestay administration, the use of safety equipment, and emergency response procedures. This increased knowledge has improved the quality of homestay services and strengthened safety in river tubing tourism.

As part of efforts to improve safety standards at river tubing tourist destinations organized specialized competency training involving Fire Department (Damkar) personnel as instructors. The primary focus of this collaboration is to equip participants with preventive procedures and emergency response (rescue) protocols during tourism activities. Beyond technical proficiency, this training is designed to reshape the mindset of Pokdarwis members, making them more responsive and prioritizing visitor safety (safety first) as the top priority in tourism operations management.

Knowledge has also been enhanced in the areas of organic fish farming and local culture. The knowledge previously held by some community members has been transformed into collective knowledge that can be shared with tourists as part of destination interpretation. Pokdarwis members not only understand organic fish farming techniques and their ecological benefits but are also able to explain the village history, community traditions, and local wisdom values in a more systematic manner, thereby enriching tourists' authentic experiences.

Overall, the field findings indicate that the transformation of knowledge competencies not only strengthens the knowledge possessed by Pokdarwis members but also changes the way they interpret

existing activities. Knowledge that was previously individual, intuitive, and production-oriented has evolved into professional knowledge that can be used as a medium for tourism interpretation, a basis for decision making, and an educational tool for tourists. This transformation serves as the primary foundation for enhancing other competencies, as the ability to explain, educate, and provide interpretation is a key characteristic of community-based tourism (CBT) management.

From local wisdom to interpretive capacity, one of the most substantive findings is the shift in Pokdarwis's knowledge from merely traditional, passed down agricultural experience (tacit knowledge) to structured, explicit knowledge that can be communicated as a tool for tourism education. Before implementing CBL, Pokdarwis understood organic farming solely as a production activity. After participating in extension worker mentoring, training, and comparative studies, they were able to systematically explain the philosophy of organic farming, crop cycles, and natural pest control.

This transformation reflects the essence of contextual nonformal education, in which the learning process does not take place in the classroom but is instead integrated into the work ecosystem and daily life (Hayat et al., 2026; Junaid et al., 2021; Kodom-Wiredu et al., 2022). Through an andragogical approach, non-formal education values prior experience as a foundation for learning, while also building a bridge between local wisdom and the scientific knowledge required by tourism service standards (Desta & Gugssa, 2022; Hikmah & Wahyuni, 2020). These findings align with the argument (Bawono et al., 2024) that nonformal vocational education effectively bridges specific competency gaps not yet addressed in the formal curriculum, such as the interpretation of agricultural ecosystems and the management of organic waste.

Furthermore, the finding that an understanding of local culture previously held only by traditional leaders is now collectively documented and shared demonstrates that CBL based nonformal education not only transfers knowledge but also democratizes access to knowledge. This reinforces the concept of community education as a process of liberation and enlightenment, in which every community member has equal standing in mastering and disseminating cultural values (Murniati et al., 2024). Thus, the transformation of knowledge serves as a critical foundation for creating authentic and meaningful tourism experiences, which are the hallmarks of sustainable CBT (Shrestha et al., 2025; Zainal et al., 2024).

Nevertheless, this transformation does not yet fully indicate that knowledge has become an organizational knowledge system. The learning process within Pokdarwis still largely takes place through sharing, experience, mentoring, communication with external parties, and evaluation of services. This situation is a strength because it allows learning to occur flexibly and contextually, but it simultaneously poses a challenge to the sustainability of knowledge. If knowledge remains embedded only in specific members and is not systematically documented, the sustainability of competencies may face challenges during member turnover or organizational renewal. Thus, the shift from tacit knowledge to communicable knowledge must be followed by processes of documentation, knowledge sharing, and the institutionalization of learning so that individual knowledge evolves into organizational capacity.

At this point, it becomes evident that CBL has the strength to build individual competencies, but this process does not automatically result in institutional change. An individual's ability to explain organic farming, local culture, or safety procedures does not in itself guarantee that all members possess the same competencies or that the organization has a structured learning system. This situation highlights the boundary between individual competencies and organizational capacity. In the context of CBT, organizational capacity is crucial because destination management requires not only competent individuals but also collective mechanisms to preserve knowledge, allocate roles, conduct evaluations, and make decisions in a participatory manner.

Capacity Transformation in Skill Competencies

Skill competencies are the tangible manifestation of the implementation of knowledge acquired by Pokdarwis members through the CBL process. While knowledge competencies serve as the foundation for conceptual understanding, skill competencies demonstrate members' ability to apply that knowledge in the practical management of tourism villages. Skill development is carried out through various forms of nonformal education that emphasize hands-on practice "learning by doing", field simulations, mentoring, and performance-based assessments. With this approach, Pokdarwis members not only understand how a task is performed but are also able to demonstrate skills in accordance with professional tourism village service standards.

Table 2. Results of the Thematic Analysis of Pokdarwis Capacity Building in Skill Competencies

Skill Competencies	Field Findings	Nonformal Education	Forms of Capacity Transformation	Impact on Tourism Villages
Tour Guiding Skills	At the beginning of the tourism village's development, some members merely escorted tourists to locations without providing systematic explanations, resulting in a less meaningful tourism experience.	- Tour guiding training - Tour interpretation training, - Guiding simulations	Pokdarwis is able to launch tourism activities effectively, explain each attraction in a communicative manner, manage the tour itinerary, and answer tourists' questions with confidence.	Tourists gain an educational experience, leading to increased satisfaction and longer visit durations.
Homestay Management	Homestay services still follow the tradition of hosting family guests, so they do not yet adhere to tourism service standards.	- Benchmarking, - Hospitality Training	Pokdarwis is able to prepare rooms that meet hygiene standards, provide friendly service, and address tourists' needs during their stay.	The quality of homestay service has improved, and tourists feel more comfortable staying longer.
River Tubing Safety	River tubing operators do not yet have standardized rescue skills, so safety procedures are not yet being implemented optimally.	- Rescue training, - evacuation simulations - Benchmarking	Pokdarwis is able to conduct safety briefings, use protective gear, anticipate risks, and perform rescues in the event of an emergency.	Tourism safety has improved, and tourist confidence has increased.
Organic food processing	Food presentation remains simple and does not yet highlight the identity of local organic food.	- Cooking Training	Pokdarwis is able to transform organic ingredients into signature village dishes with attractive presentation.	Culinary offerings have become a tourist attraction with economic value.
Digital Promotion	Previous promotion relied on word of mouth.	- Digital Marketing Training - Tourism photography training	Pokdarwis is able to independently create photos, videos, Reels, and promotional content.	The visibility of the tourism village has increased, thereby expanding its market reach.

Based on Table 2 the transformation of skill competencies occurred in five main areas: tour guiding, homestay management, river tubing safety, organic food processing, and digital promotion. All competencies showed a similar pattern of change shifting from experience-based skills to professional skills that adhere to operational standards for tourism destination management. Nonformal education not only enhances members' technical abilities but also boosts their confidence in providing tourism services.

The most notable transformation was seen in tour guiding skills. Initially, Pokdarwis members simply escorted tourists without providing systematic explanations, so tourism activities were more recreational in nature. After participating in training on tour guiding, interpretation, and guided tours, members were able to lead activities professionally, manage itineraries, explain each attraction in a communicative manner, and answer tourists' questions with confidence. This change reflects a shift from merely escorting tourists to the ability to provide interpretive explanations that offer a learning experience.



Figure 3. Pokdarwis Tour Guide with Tourists

Figure 3 illustrates the lively atmosphere of organic farm tourism after Pokdarwis members acquired tour guiding skills through training and workshops. While accompanying tourists through the lush green expanses of organic farms, they do not merely act as guides; through flexible communication, Pokdarwis members have successfully transformed into pleasant conversation partners, making this organic tourism experience feel more relaxed, intimate, and memorable for visitors.

Transformations have also taken place in the management of homestays and river tubing tours. Previously, homestays were managed using household practices, and river tubing guides lacked standardized rescue skills. Through training in hospitality, rescue, evacuation simulations, and benchmarking studies, members have been able to meet homestay hygiene and service standards, provide safety briefings, use protective equipment correctly, anticipate risks, and perform rescues during emergencies. These skill improvements have strengthened destination safety while boosting tourist confidence.

The implementation of safety management standards by Pokdarwis during river tubing tours. Tactical competence is demonstrated through the ability to position oneself strategically at points along the river where the current is dangerous or may pose an obstacle to tourists. This preparedness is also optimally supported by the use of adequate safety equipment that meets operational standards, as learnt during training.

Skill development is also evident in organic food preparation and digital marketing. Previously, food presentation was still basic, and marketing relied solely on simple social media communication. After participating in cooking and digital marketing training, Pokdarwis was able to develop menus featuring organic ingredients with more appealing presentations and independently create photos, videos, reels, and promotional content. This transformation has turned local cuisine into an economically valuable attraction while expanding the reach of promotions through digital media.

Transformation in service standardization for the presentation of organic food menus by Pokdarwis. The culinary sector, which was initially managed using simple household standards, has now shifted to using modern equipment comparable to that found in typical commercial restaurants. Nevertheless, this modernization of serving facilities is carried out carefully while maintaining the rural aesthetics and concept that serve as the main attraction of organic tourism destinations.

Overall, the field findings indicate that the transformation of skill competencies not only enhances Pokdarwis technical capabilities but also strengthens professionalism in the delivery of tourism services. Competencies developed through hands-on practice result in improved service quality, destination safety, tourism product innovation, and promotional effectiveness. Thus, the implementation of CBL has successfully bridged the gap between members existing knowledge and the competency requirements needed for managing community-based tourism villages.

Between standardization and creative innovation. If knowledge serves as the conceptual foundation, then skill-based competencies represent the tangible manifestation of Pokdarwis's ability to apply that knowledge in the practical management of tourism villages (Hidayat et al., 2026; Junaid et al., 2021; Ngo et al., 2018). Field findings indicate significant improvements in tour guiding skills, homestay management, river tubing safety, organic culinary processing, and digital promotion. Interestingly, this transformation has not turned Pokdarwis into rigid and mechanical tourism operators; on the contrary, they have been able to internalize professional standards without losing the distinctive warmth and flexibility characteristic of rural communities, as seen in their communicative tour guiding and the presentation of organic cuisine that preserves local aesthetics (Cheng et al., 2024; Zhou et al., 2025).

The CBL approach, which emphasizes performance-based assessment where each Pokdarwis must demonstrate practical skills in the field has proven effective in building self confidence and independence. Research on competency based vocational education reveals that CBL enhances employability and problem solving skills because students are exposed to simulations and real-world case studies. In the context of Lombok Kulon, evacuation simulations during river tubing and homestay hospitality training are concrete examples of how CBL fosters the mental and technical readiness needed to handle real-world situations (Inderanata & Sukardi, 2023). This also reinforces the findings (Nazura et al., 2023; Sarwoprasodjo et al., 2023; Susanto et al., 2023) that life skills based training is key to the readiness of tourism village services.

Furthermore, the emergence of digital promotional skills such as creating reels content and tourism photos demonstrates that the implementation of CBL in Lombok Kulon Tourism Village has successfully addressed the demands of the digital age. These competencies not only expand market reach but also strengthen the tourism village's bargaining position with tourists; digital competencies have now become an integral component (Au-Yong-Oliveira et al., 2024; Purnomo et al., 2026). Thus, the transformation of skills is not limited to traditional technical mastery but has evolved into multidimensional capabilities that make tourism villages more adaptive and innovative.

This skill enhancement also highlights challenges that still need to be addressed. The ability to create digital content, for example, does not automatically indicate that Pokdarwis has a comprehensive digital marketing strategy. Similarly, the ability to conduct tour guiding does not automatically mean that the entire destination service system adheres to the same standards. This implies a distinction

between individual skill mastery and the standardization of skills at the organizational level. CBL can provide experiences to develop individual capabilities, but sustaining service quality requires organizational mechanisms that ensure these competencies are consistently applied by all members.

Another challenge is maintaining a balance between standardization and local character. Improving service standards is indeed necessary so that tourists have a safe, comfortable, and high quality experience. However, professionalization should not erode the rural character, the hospitality of the community, organic farming, and local wisdom which are the destination's main attractions. In the context of CBT, the community functions not only as a provider of tourism services but also as the custodian of local knowledge, culture, and resources. Therefore, competency standardization must be developed contextually to avoid producing uniform service models that lose local authenticity (Cheng et al., 2024; Tresiana & Kartika, 2024)

These conditions also highlight the limitations of CBL when applied in the context of community-based nonformal education. CBL is highly effective for competencies that can be observed and demonstrated, but not all of the community's capacities can be reduced to easily measurable technical skills. Competencies such as a sense of belonging to the village, solidarity, mutual aid, cultural awareness, social responsibility, and a commitment to sustainability develop through social experiences and a long process of socialization. Therefore, the implementation of CBL must be integrated with community education and andragogy approaches so that competencies not only result in work performance but also foster community awareness and empowerment.

Capacity Transformation in Attitude Competencies

In addition to enhancing knowledge and skills, the implementation of CBL also brings about a transformation in the aspect of attitude related to changes in mindset, values, commitment, and behavior among Pokdarwis members in managing community-based tourism villages. Attitudinal competencies are a crucial dimension because the success of community-based tourism villages is determined not only by technical abilities but also by the quality of individuals' character in providing services to tourists and fostering cooperation among organizational members. Unlike knowledge and skill competencies, which can be acquired through technical training in a relatively short period, attitudinal changes develop through a process of habituation, reflection on experiences, social interaction, and a culture of learning that occurs continuously across various non-formal educational activities.

Table 3. Results of the Thematic Analysis of Pokdarwis Capacity Transformation in Attitude Competencies

Attitude Competencies	Field Findings	Nonformal Education	Forms of Attitude Transformation	Impact on Tourism Villages
Service Orientation (Service Mindset)	Before the village developed into a tourist destination, the community was not accustomed to serving guests as tourists, so service was still rather basic.	- Hospitality Workshop	Community members became more friendly, responsive, communicative, and focused on tourist satisfaction.	Tourist satisfaction increases, encouraging repeat visits
Discipline	Initially, service schedules were still dictated by farming activities, so there were often delays in receiving guests.	- Organizational Management Workshop	Members have become more disciplined regarding time, activity schedules, and task assignments.	Tourism services are now provided more professionally.

Mutual Assistance and Cooperation	Each tourist attraction requires the involvement of many members, so coordination is a key factor.	- Capacity Building - Organizational team building	A culture of mutual assistance, task-sharing, and collective problem solving has been established.	Management becomes more effective and harmonious
Responsibility	Managing a tourism village requires a commitment to each person's responsibilities so that services run optimally.	- Leadership and organizational training	Members demonstrate a high sense of responsibility toward their work and tourism facilities.	Tourists' trust increases.
Commitment to lifelong learning	Members recognize that tourists' needs are constantly evolving, so their competencies must be continually updated.	- Advanced training - Workshops, Benchmarking	A habit has emerged of seeking new information, participating in training, and conducting self-evaluations.	Capacity transformation is an ongoing process

Based on Table 3, the transformation of competency and attitude encompasses five main aspects: a service mindset, discipline, mutual assistance and cooperation, responsibility, and a commitment to lifelong learning. All of these aspects indicate that the implementation of CBL not only changes individual attitudes but also fosters a more professional organizational culture within Pokdarwis. These changes took place through workshops, capacity building, leadership training, advanced training, and benchmarking studies that instilled the values of service, collaboration, and continuous learning.

The most notable shift in attitude is evident in the service mindset. Before the village developed into a tourist destination, the community was not accustomed to providing service focused on tourist satisfaction. After participating in hospitality workshops, members became more friendly, communicative, and responsive, and realized that visitor satisfaction is an indicator of service success. This shift in mindset has led to increased satisfaction and repeat visits by tourists to the Lombok Kulon Organic Tourism Village.



Figure 4. Pokdarwis Members Participating in a Tourism Service Workshop

Figure 4 illustrates the capacity building process of the Pokdarwis in meeting the competency standards required in the tourism industry. Mastery of these competencies is pursued continuously through active participation in various enrichment activities, such as workshops, outreach sessions, and technical training. This strategic step is taken as a concrete effort by the organization to enhance competitiveness and ensure the continued existence of the Lombok Kulon Organic Tourism Village destination amid the intense competition in today's tourism industry.

Transformation has also occurred in the areas of discipline, cooperation, and responsibility. Initially, service schedules were still adjusted to fit agricultural activities, resulting in frequent delays in coordination. Through workshops on organizational management, capacity building, team building activities, and leadership training, members have become more disciplined, capable of carrying out task assignments, working collaboratively, helping one another, engaging in deliberation, and demonstrating a higher sense of responsibility toward their work and tourism facilities. These changes have made destination management more effective, harmonious, and professional.

Furthermore, the implementation of CBL fosters a commitment to lifelong learning. Pokdarwis members recognize that changing tourist needs, technology, and tourism trends demand continuous improvement in competencies. This awareness encourages them to actively participate in training, workshops, benchmarking visits, and to seek new information independently. These findings indicate that learning has evolved into an organizational culture that strengthens Pokdarwis adaptability while ensuring the sustainability of capacity building efforts.

Pokdarwis long-term commitment to developing and enhancing their competencies in the tourism sector through sustainable capacity building. These consistent capacity building efforts are a tangible manifestation of professional responsibility and a strong sense of belonging among members. Through this emotional attachment and collective responsibility, Pokdarwis strives to ensure that tourism destination management operates optimally and remains highly competitive.

Overall, the research findings indicate that the transformation of competencies and attitudes serves as the primary foundation for strengthening the successful implementation of CBL. The changes in attitude evidenced by increased service orientation, discipline, cooperation, responsibility, and commitment to learning have fostered a more professional, adaptive, and service quality oriented organizational culture. Thus, the transformation of Pokdarwis's capacity not only produces competent individuals but also creates a learning organization capable of sustaining the management of the Lombok Kulon Organic Tourism Village amid the dynamic developments in the tourism sector.

The most profound and long-lasting dimension is the transformation of attitudes. Field findings indicate a paradigm shift from a production-oriented orientation (farming for crop yields) to a service-oriented one (serving tourists with satisfaction as the priority). Hospitality workshops, organizational outbound activities, and leadership training have collectively fostered the awareness that service is at the core of the tourism industry (Bawono et al., 2024; Dao et al., 2025). This change does not occur instantly but rather through a process of continuous habituation and reflection hallmarks of humanistic and participatory community education.

The most interesting fact is the emergence of a commitment to lifelong learning as a shared value. Pokdarwis members consciously participate in continuing education, benchmarking studies, and independently seek out new information because they understand that tourists needs and industry trends are constantly changing. This awareness is an indicator of the success of community empowerment, where external incentives are no longer the sole driving force but have become ingrained as an internal awareness (Murniati et al., 2024; Suyatna et al., 2024). In the context of CBT, true empowerment occurs when communities have the capacity to determine the direction of their own development (Gutierrez, 2023; Moayerian et al., 2022). This finding also reinforces the concept of a learning organization in destination management, where the organization collectively adapts, innovates, and maintains its sustainability amid uncertainty (Harsanto & Wahyuningrat, 2025; Showkat & Nagina, 2025).

The emergence of this learning culture does not yet mean that Pokdarwis has fully become a learning organization in the institutional sense. Much of the learning still takes place informally and has not been fully documented within organizational mechanisms. The lack of formal modules does provide flexibility, but it also makes the learning process heavily dependent on experience, active individuals, and the availability of learning resources. Therefore, the next challenge is to transform the established learning culture into a more sustainable organizational learning system through knowledge documentation, competency needs mapping, mentoring of new members, periodic evaluations, and the sharing of experiences among members.

These conditions demonstrate that a change in attitude is a key achievement of CBL, but they also highlight the limitations of this approach. Attitudes and values cannot be fully shaped through short term training or performance evaluations. A service-oriented mindset, responsibility, mutual cooperation, and a commitment to learning require a process of habituation, reflection, social interaction, and the reinforcement of organizational culture. Therefore, CBL must be understood as part of a broader community education process, not as a standalone training intervention.

Furthermore, the sustainability of Pokdarwis learning efforts also faces challenges stemming from the characteristics of rural community life. Tourism activities must coexist with agricultural activities, which serve as the community's primary source of livelihood. These conditions make time management, service schedules, and member availability ongoing challenges that must be continuously addressed. These challenges do not merely indicate weaknesses in the community but represent characteristics of the local context that must be taken into account in competency development. Precisely because the agrarian identity is part of the appeal of a tourism village, the development of CBL needs to be directed toward integrating agricultural and tourism activities, rather than replacing one with the other.

Another challenge is the equitable distribution of competencies among members. A flexible learning process allows members to learn according to their needs but also has the potential to result in varying levels of competency mastery. Members who are more active in participating in training, mentoring, benchmarking, and practical exercises have the opportunity to gain more experience compared to members whose involvement is more limited. Therefore, the sustainability of capacity transformation requires knowledge-sharing mechanisms so that competencies are not concentrated in specific individuals but develop as collective capacity.

Overall, these field findings indicate that the capacity transformation of Pokdarwis is a circular and mutually reinforcing process. Newly enriched knowledge the knowledge domain serves as the raw material for the development of practical skills the skills domain, which in turn are reflected upon and reinforced by changes in attitude and work culture the attitude domain (Junaid et al., 2021; Murniati et al., 2024; Suyatna et al., 2024). These three domains are not linear but interact within a dynamic learning ecosystem through CBL based nonformal education. The success of CBT does not lie solely in the number of tourist visits, but also in other factors, including the extent to which the transformation of community capacity can create a balance between cultural preservation, environmental protection, and equitable economic well-being, as mandated by the Sustainable Development Goals (SDGs) (Aulia et al., 2024; Murniati et al., 2024; Prayoga & Wahyono, 2024).

LIMITATIONS

This study has limitations because it was conducted in only one tourism village; therefore, the results cannot yet represent the conditions of tourism villages in other locations. Additionally, some of the CBL learning processes identified still occur informally and have not been fully documented as an organizational learning system. Therefore, future research should test the application of CBL in various tourism villages and measure organizational competencies and capacity in a more structured manner.

CONCLUSION

Competency-Based Learning (CBL) through nonformal education forms a model for transforming the capacity of Pokdarwis, focused on developing competencies tailored to the needs of community-based tourism village management. This transformation takes place through various learning methods such as training, workshops, coaching, mentoring, outreach, simulations, capacity building, and comparative studies designed based on the competency requirements in the field. Through this process, Pokdarwis undergoes a holistic transformation in the domains of knowledge, skills, and attitude shifting from experience-based knowledge to interpretive knowledge, from practical skills to professional tourism services, and from a production-oriented work ethic to a culture of service, collaboration, responsibility, and lifelong learning. Theoretically, this study expands on the implementation of CBL, demonstrating that capacity transformation occurs through a dynamic integration of knowledge, skills, and attitudes developed contextually in accordance with local potential. These findings result in a Pokdarwis capacity-building model that integrates tourism competencies with local wisdom as the foundation for the sustainability of Community-Based Tourism (CBT), and can serve as a reference for community capacity building in tourism villages with similar characteristics.

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