

COMMUNITY EMPOWERMENT STRATEGY THROUGH NON-FORMAL EDUCATION IN INCREASING PARTICIPATION IN TOURISM VILLAGE MANAGEMENT IN OGAN KOMERING ULU REGENCY

Zelpi Sapriana* & Yudan Hermawan
Universitas Negeri Yogyakarta, Indonesia

*Corresponding author email: saprianazelpi@gmail.com

Article History

Received: 15 May 2026

Revised: 7 July 2026

Published: 25 July 2026

ABSTRACT

This study aims to examine community empowerment strategies through non-formal education to increase community participation in the management of tourism villages in Kelumpang Village, Ogan Komering Ulu Regency. The researchers used a qualitative, descriptive approach. Data collection techniques were conducted through interviews, observation, and documentation, involving the community, tourism managers, and related parties as informants. The results of the study indicate that community empowerment strategies are implemented through skills training, outreach, mentoring, the use of digital technology, and strengthening community institutions. These strategies are participatory, contextual, and sustainable, thus increasing community capacity in terms of knowledge, skills, and attitudes. Community participation has increased, as demonstrated by involvement in the planning, implementation, and evaluation stages of tourism village management, although not evenly distributed. Supporting factors include natural resource potential, economic opportunities, and community social support, while inhibiting factors include low awareness among some communities, limited human resource capacity, and suboptimal institutional arrangements. Thus, non-formal education plays a strategic role in encouraging increased community participation in the sustainable management of tourism villages.

Keywords: *Community Empowerment, Non-Formal Education, Community Participation, Tourism Village, Tourism Management*

Copyright © 2026, The Author(s).

How to cite: Sapriana, Z. & Hermawan, Y. (2026). Community Empowerment Strategy Through Non-Formal Education in Increasing Participation in Tourism Village Management in Ogan Komering Ulu Regency. *NUSRA: Jurnal Penelitian Dan Ilmu Pendidikan*, 7 (3), 1649–1662. <https://doi.org/10.55681/nusra.v7i3.6399>



This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

INTRODUCTION

The tourism sector in Indonesia has shown rapid growth in recent years and is a strategic sector driving national economic growth. Tourism not only serves as a source of foreign exchange but also contributes to job creation, increased income, and fosters equitable development, particularly in rural areas (Loda et al., 2025; Organization, 2023). In the context of national development, the tourism sector has a multiplier effect that drives other sectors, such as transportation, the creative economy, and micro, small, and medium enterprises (Lukito, 2022).

As this thinking develops, the approach to tourism has also shifted from mass tourism to community-based tourism. This approach emphasizes the importance of active community involvement in the entire tourism management process, from planning and implementation to evaluation (Lekaota, 2015). Communities are no longer positioned as objects of development, but rather as primary subjects with a strategic role in determining the direction of tourism development (Aquino et al., 2018). Community involvement in tourism management is believed to enhance sustainability and provide more equitable economic benefits.

Nature-based and adventure tourism have significant potential for development in rural areas rich in natural resources. In addition to providing economic value, this type of tourism also helps raise public awareness of the importance of environmental conservation. Nature-based tourism must be managed sustainably to avoid damaging existing ecosystems, necessitating active community involvement

in environmental protection and management (Sana, 2025).

Kelumpang Village, located in Ogan Komering Ulu Regency, boasts promising natural tourism potential. Tourists are treated to views of high cliffs, fast-flowing rivers, and lush forests below, along with friendly locals, local cuisine, and a water activity called Belanting River Tubing, which uses the river's challenging currents, making it a popular destination for adventure seekers. This attraction demonstrates Kelumpang Village's local potential, promising potential for development into a nature-based tourism destination. In line with this, the existence of Belanting River Tubing offers significant opportunities to improve the village's economy. This tourism activity not only directly benefits the managers but also has the potential to create business opportunities for the surrounding community, such as tour guide services, culinary services, and other supporting businesses (Ibrahim et al., 2024). With proper management, this tourism can become an alternative source of income for the village community.

In addition to providing economic benefits, developing tourism villages can also increase community capacity. Through involvement in tourism activities, communities can acquire new knowledge and skills related to tourism management. It aligns with the concept of non-formal education, which emphasizes flexible, needs-based learning (Hutapea & Budiyo, 2026). Non-formal education enables communities to acquire practical skills that can be directly applied in their daily lives. This low level of community participation is one of the main inhibiting factors in the

development of community-based tourism villages, because without the active involvement of the community as the main actors, achieving optimal community empowerment is difficult.

Low community participation in tourism village management is influenced by limited knowledge and skills, as most people do not understand tourism management, tourist services, or the professional management of local potential, resulting in a lack of confidence in active involvement (Imaniar et al., 2025; Sudjana, 2014). Low levels of formal education also hinder the community's ability to manage tourism activities optimally. Furthermore, a lack of awareness and motivation leads the community to view tourism solely as benefiting certain parties, resulting in apathy and a low sense of ownership in tourism village programs (Nurlaela, 2018).

In the context of tourism in Kelumpang Village, the existence of Belanting River Tubing tourism which is managed individually shows that the management of tourism potential has not fully involved the wider community, so that the economic opportunities generated from these tourism activities cannot be felt evenly by all village residents, where some people are still in the position of spectators and have not become active actors in tourism activities that develop in their environment. This condition shows a gap between the tourism potential owned and the level of community participation in its management.

In relation to these issues, non-formal education can be a strategic solution to increase community capacity, as it is flexible, contextual, and needs-based, allowing it to be adapted to local conditions and potential within rural communities (Genius et al., 2025). Through non-formal

education, communities can acquire practical skills for managing tourist villages, including training in tourism services, business management, financial management, and the use of digital technology for tourism promotion.

Several previous studies have shown that community empowerment in managing tourist villages is effectively achieved through training and mentoring programs that increase local capacity. Hamzah et al. (2026) in the program in Gading Wetan Village, Probolinggo, reported an increase in participants' understanding through tourism management training and digital promotion, which also formed a village creative team for sustainability. Aini et al. (2025) in Sumberdem Village, Malang, implemented a participatory approach in tour guide training that included local knowledge, storytelling, ethics, and field simulations, thereby strengthening the competitiveness of community-based tourist villages. Andini and Rizki (2024) analyzed 57 community service articles and found that digital marketing, language, and tourism product management training consistently increased competitiveness and economic well-being in various tourist villages. In Bekasi Regency, Setyaningrum et al. (2025) emphasized the training of tour leaders and tour guides, integrated with the empowerment of creative SMEs to increase tourist attractions. Wahyudi et al. (2026) in Kebobang Tourism Village highlight the need for professional assistance for tourism actors to improve attraction management.

Based on previous research, most studies emphasize skills development, economic impact, and the development of tourism village potential. However, there are still limitations in comprehensively analyzing community empowerment

strategies through non-formal education to increase participation in tourism village management. These studies also tend to lack contextualization to specific local conditions, thus failing to describe the dynamics of community participation in depth at the village level. Thus, there is a research gap that requires further study of empowerment strategies through non-formal education, particularly in Kelumpang Village, Ogan Komering Ulu Regency, focusing on individual tourism management through Belanting River Tubing.

Developing tourism villages as a community-based development strategy has significant potential to improve welfare. Still, it faces challenges such as low community participation, limited human resource capacity, and suboptimal empowerment programs through non-formal education. In Kelumpang Village, the superior potential of Belanting River Tubing has not been fully utilized due to individual management, so community participation needs to be increased to ensure the economic and social benefits of tourism are evenly distributed. Non-formal education plays a crucial role in building community knowledge, skills, and attitudes. Still, its implementation has been ineffective so far, so a more appropriate, contextual, and sustainable approach is needed.

Therefore, this research is crucial for an in-depth examination of community empowerment strategies through non-formal education to increase participation in tourism village management in Kelumpang Village. The results are expected to provide theoretical contributions to non-formal education and practical input for village governments, tourism managers, and stakeholders in designing effective, participatory, and sustainable programs.

METHOD

The researchers in this study used a qualitative descriptive approach, chosen because it aimed to deeply understand the phenomenon of community empowerment strategies through non-formal education to increase community participation in tourism village management. This approach allows researchers to comprehensively explore subjects' meanings, perceptions, and experiences in a natural context, yielding in-depth, contextually rich, and holistic data. As explained by Creswell (2013), qualitative research focuses on understanding the meaning of individual or group experiences of social phenomena. At the same time, Anggito and Setiawan (2018) emphasize that this method explores social problems through direct interaction in natural settings, with the researcher as the key instrument, data triangulation, and inductive analysis that emphasizes meaning over generalization. Thus, a qualitative approach is highly relevant for examining social processes, interactions, and the dynamics of community life.

The type of research used in this study is descriptive qualitative. Descriptive research aims to systematically, factually, and accurately describe the phenomena being studied, including conditions, processes, and relationships within the field. Qualitative descriptive research seeks to understand the phenomena experienced by research subjects, such as behavior, perception, motivation, and actions, comprehensively and in-depth, then describe them verbally in a natural context (Nasution, 2023; Sugiyono, 2019).

In the context of this research, a qualitative descriptive approach was used to

in-depth describe the community empowerment strategy through non-formal education in managing tourism villages, the forms of community participation, and the factors influencing its success and obstacles, with an emphasis on the ongoing social dynamics (Kusumastuti & Khoiron, 2021). This approach was chosen because the phenomenon of community empowerment and participation is complex, dynamic, and cannot be measured quantitatively alone. Instead, it requires understanding through the perspectives and direct experiences of the research subjects, thus enabling the exploration of social interaction patterns, levels of involvement, and the meanings the community gives to these activities (Rukin, 2019; Sugiyono, 2017). Thus, this descriptive qualitative research is expected to provide a comprehensive, in-depth, and contextual understanding that is not only descriptive but also contributes, theoretically and practically, to the development of non-formal education and locally-based community empowerment.

Data collection techniques are a crucial step in qualitative research, as the quality of the data obtained depends heavily on the researcher's accuracy in gathering information in the field. In qualitative research, data collection is conducted directly in natural settings, with the researcher acting as the primary instrument, interacting directly with data sources to obtain in-depth, contextual information that reflects real-world conditions (Anggito & Setiawan, 2018; Yusuf, 2016). Therefore, the choice of data collection techniques must be tailored to the research objectives and the characteristics of the phenomenon being studied. In this study, the data collection techniques used included interviews, observation, and documentation. These three

techniques were used simultaneously to obtain more comprehensive data and enable data triangulation, thereby increasing the validity of the research results.

RESULTS AND DISCUSSION

Based on research conducted in Kelumpang Village, Ogan Komering Ulu Regency, it was found that the community empowerment strategy through non-formal education is implemented through various activities tailored to the local community's needs, potential, and characteristics. This strategy not only focuses on improving technical skills but also on increasing awareness, changing attitudes, and strengthening the community's institutional capacity to manage tourism villages.

Skills Training

One of the dominant empowerment strategies implemented is skills training directly related to tourism management. This training includes tourist services, tourism business management, local culinary product processing, and tour guide training tailored to the village's natural tourism potential. This approach aims not only to improve the technical capacity of the community but also to create a sustainable local economic value chain, where the skills acquired can be directly applied in the activities of tourism Small and Medium Enterprises (SMEs). Theoretically, this strategy aligns with the concept of community asset-based empowerment, which emphasizes the use of endogenous resources, such as local knowledge and natural resources, thereby reducing dependence on external assistance and promoting economic independence. Long-term implications include increased household income, reduced seasonal

unemployment, and strengthened village cultural identity through the integration of local elements into tourism services.

The training activities were carried out in a participatory manner, involving the community as active participants. Therefore, the learning process was not only one-way but also provided a space for the community to share their experiences and local knowledge. This active participation enriched the learning dynamics through an andragogical approach, where adult participants learned from their personal experiences, thereby increasing knowledge retention and intrinsic motivation to apply new skills. Furthermore, this participatory model facilitated the development of social capital, including cooperative networks among residents and collective trust, which are essential to the sustainability of village tourism initiatives (Ninh & Tam, 2026). In the Indonesian context, a similar approach has proven effective in community-based tourism (CBT) village programs, where post-training evaluations showed significant increases in tourist satisfaction levels and contributions to village quality.

Empowerment Activities through Counseling and Socialization

In addition to skills training, empowerment strategies are implemented through outreach activities aimed at raising community awareness of the importance of involvement in tourism village management. This outreach is systematically designed, including workshops, regular meetings with community leaders, and local communication channels such as bulletin boards, village social media, and house-to-house visits, to reach people of all ages and genders. These activities help build community understanding that tourism is not

solely the responsibility of a particular individual or group, but rather a shared responsibility that requires the active participation of the entire village community, from planning to ongoing evaluation. Through this approach, outreach goes beyond mere information conveyance. Also, it facilitates a two-way dialogue that encourages the internalization of participatory values, thereby fostering a strong sense of ownership of the village's tourism potential.

The socialization process further strengthened the outreach effect by integrating elements of direct experience, such as study visits to successful tourism villages or tourism simulations that visualized tangible benefits for daily life. This approach was effective in overcoming initial community resistance, which often stemmed from fear of change, lack of knowledge, or negative past experiences with mass tourism. Through this process, a shift in community mindsets began to emerge, shifting from a passive mindset to a more open and willing involvement in tourism village activities, as evidenced by the increase in volunteers and initiative proposals from residents in village management reports. This transformation not only increased social capacity but also strengthened community resilience to fluctuations in the tourism industry, establishing tourism villages as an adaptive and inclusive model of community-based empowerment (Pramono & Juliana, 2025).

Empowerment Through Continuous Mentoring

Furthermore, the community empowerment strategy is realized through ongoing mentoring by relevant parties, including village governments, tourism

managers, and other external stakeholders. This mentoring is not only technical but also encompasses managerial aspects, such as organizational management, role allocation, and strengthening cooperation among community members (Ichsan, Ikhsanudin, et al., 2025). This ongoing mentoring has proven effective in increasing community confidence in managing tourism activities and encouraging the formation of more organized and collaborative work patterns.

Furthermore, the empowerment strategy also involves the use of digital technology as part of the non-formal education provided to the community. The community is being introduced to the use of social media for tourism promotion, digital content creation, and online tourism information management. Although the community initially struggled with technology, through a gradual, practical learning process, they are beginning to use it as a supporting tool in developing tourism villages.

In an institutional context, empowerment strategies also focus on establishing and strengthening community groups and local organizations that help manage tourism villages. The formation of these groups aims to create a more structured, community-based management system that eliminates reliance on specific individuals. Through strong institutions, communities have a platform to participate collectively in decision-making and the implementation of tourism activities (Partelow & Nelson, 2020).

Overall, the community empowerment strategy through non-formal education implemented in Kelumpang Village demonstrates participatory, contextual, and sustainable characteristics. This strategy is not only focused on improving individual

capabilities but also on building collective awareness and strengthening the community's social capacity to manage its tourism potential. It demonstrates that non-formal education plays a very strategic role in the community empowerment process, particularly in creating an independent, active community capable of contributing to the sustainable management of tourism villages.

Forms of Community Participation

Based on research conducted in Kelumpang Village, Ogan Komering Ulu Regency, findings indicate that community participation in tourism village management has shown significant progress, alongside the implementation of empowerment strategies through non-formal education. Community participation is not only evident in physical involvement in tourism activities but also in decision-making, activity implementation, and program evaluation related to tourism village management.

The forms of community participation in this study can be categorized into three stages: planning, implementation, and evaluation of tourism village activities. During the planning stage, the community began to participate in village deliberation forums and group discussions on tourism development, particularly the management of Belanting River Tubing. Community involvement at this stage demonstrates an increased awareness of the importance of their role as subjects of development. It is reinforced by the results of an interview with Mr. DQ, who stated: *"Now, the community is starting to be involved in discussions, unlike before, when it was solely managed independently. They are starting to provide input on tourism development, although not all are actively involved."*

This statement indicates a shift in management practices from an individualistic to a more participatory approach, although the level of community involvement is still developing. Therefore, continued awareness-raising is needed to instill educational values in them (Ichsan, Abdullah, et al., 2025).

Furthermore, during the implementation phase, community participation is more visible through direct involvement in the tourism village's operational activities. Community members act as tour guides, facility managers, culinary service providers, and other supporting business actors. It is reinforced by an interview with Mr. AP, who stated, *"I joined as a tour guide because I received prior training, which gave me more confidence to get involved. Plus, it can also supplement my income."*

This statement demonstrates that community participation in the implementation phase is inseparable from the empowerment process through non-formal education, which equips the community with practical skills. It also confirms that increasing community capacity is closely related to their level of involvement in tourism activities (Syahputra et al., 2025).

Furthermore, community participation is evident from the perspective of tourists, where community involvement in tourism management positively impacts the quality of services received. Mr. RG conveyed: *"The service provided is quite good, the community is friendly, and it's starting to look organized, although there are still improvements needed, especially in terms of facilities."* This statement shows that community participation not only increases

internal involvement but also improves the quality of tourism services directly felt by visitors.

During the evaluation phase, community participation began to be evident, although not yet optimal. The community began to provide input on the management of the tourism village, both formally and informally. It indicates a shift in community participation patterns, extending beyond implementation to include reflection and program improvement. However, interviews with several informants indicated that community involvement in the evaluation phase still needs improvement, particularly in formal forums that involve all elements of society. Furthermore, community participation is reflected in the emergence of community initiatives to develop independent businesses related to tourism. Some residents have begun opening culinary businesses, tourism equipment rentals, and other supporting services. It demonstrates that community participation is not merely about following existing programs but has evolved into a form of economic independence driven by an awareness of the village's tourism potential (Partelow & Nelson, 2020).

Furthermore, community participation is also evident in non-material contributions, such as maintaining environmental cleanliness, ensuring tourist safety, and preserving local culture. This form of participation demonstrates a growing sense of ownership in the tourism village, encouraging the community to contribute to the program's sustainability collectively. However, research also shows that community participation remains uneven, with some still not actively involved in tourism village management. It is due to

various factors, including time constraints, lack of understanding, and the persistent perception that tourism benefits only certain groups.

Overall, community participation in managing the tourism village in Kelumpang Village has increased significantly, both in terms of direct involvement and community awareness in supporting tourism village development. This finding indicates that the community empowerment strategy implemented through non-formal education has increased community participation. However, more intensive strengthening efforts are still needed to achieve broader and more sustainable participation.

Supporting and Inhibiting Factors in the Implementation of Community Empowerment

Based on research conducted in Kelumpang Village, Ogan Komering Ulu Regency, it was found that the success of community empowerment strategies through non-formal education in increasing community participation is inseparable from various supporting and inhibiting factors that interact during the implementation process. Both factors are crucial for a more comprehensive understanding of the dynamics of community empowerment.

One of the main factors supporting community empowerment is the potential natural resources of Kelumpang Village, particularly the Belanting River Tubing, a major tourist attraction. This potential serves as the initial capital that encourages community involvement in tourism activities, as it presents economic opportunities that the community can directly utilize. Furthermore, support from tourism management is also a crucial factor in encouraging community involvement.

Mr. DQ conveyed: *"If the community is invited and given an understanding, they will actually want to get involved, especially if they see that there are economic benefits."*

This statement indicates that the existence of real economic opportunities is a key factor in increasing community motivation to participate in tourism village management. This factor is supported by the theory of extrinsic motivation in behavioral economics, which holds that the expectation of additional income from tourism activities drives active community involvement. Consequently, economic opportunities not only strengthen human capital through training but also form a positive cycle of sustainable empowerment that integrates financial well-being with the preservation of the village's cultural and natural assets (Kyeyune & Ntayi, 2025).

Furthermore, the implementation of non-formal education through training and mentoring is a significant supporting factor in increasing community capacity. Through these activities, the community gains knowledge and skills relevant to tourism management needs, thereby increasing their confidence to participate actively. It was reinforced by an interview with Mr. AP, who stated: *"After participating in the training, I understand better how to serve tourists, so I no longer hesitate to get involved."*

Another supporting factor is the strong social ties within the community, reflected in cooperation and mutual assistance in promoting village tourism activities. These social values serve as important social capital in building collective community participation. However, in its implementation, community empowerment through non-formal education also faces various complex inhibiting factors. One of the main inhibiting factors is the still-low

level of awareness and participation among some communities in tourism village activities. It stems from the perception that tourism activities benefit only certain groups, leading some communities to remain passive and lack a sense of ownership in tourism village programs. Furthermore, limited community knowledge and skills, particularly in tourism management and the use of digital technology, also pose obstacles to increasing community participation. Despite training, not all communities can adapt quickly to these changes, necessitating ongoing mentoring.

Another inhibiting factor is the suboptimal institutional system for managing tourist villages. Management tends to be individualistic, leading to suboptimal coordination among communities. This results in a lack of broader community involvement in tourism village management activities. Furthermore, limited tourism facilities and infrastructure are also a barrier to village tourism development. Mr. RG conveyed: *"The tourism is already good, but the facilities still need to be improved to make it more comfortable for visitors."*

This statement demonstrates that limited facilities not only impact tourist comfort but also directly impact the attractiveness of tourism and the community's opportunities to develop supporting businesses. This impact is evident in the decline in tourist visits to destinations with minimal infrastructure, which ultimately hinders the growth of local SMEs (McCamley & Gilmore, 2017). Therefore, improving facilities through collaborative investment by village governments, the private sector, and the community is crucial to creating an inclusive tourism ecosystem in which tourist comfort

drives increased communal income and long-term economic sustainability.

These supporting and inhibiting factors indicate that the success of community empowerment is not solely determined by the strategy used but is also influenced by the community's internal conditions and external factors that support or hinder the empowerment process. Therefore, sustainable and integrated efforts are needed to maximize supporting factors and minimize inhibiting factors in the management of community-based tourism villages.

Based on the research results and discussions outlined above, it is clear that the community empowerment strategy through non-formal education implemented in Kelumpang Village, Ogan Komering Ulu Regency, has demonstrated high effectiveness in increasing community participation in tourism village management. It is evident in the significant changes, both in terms of community involvement at every stage of management and in increasing community capacity and awareness of the importance of their role in tourism village development.

The empowerment strategy implemented through a non-formal education approach has proven to be able to provide a flexible, contextual, and community-based learning space, so that the community not only acquires technical skills related to tourism management, but also experiences a process of strengthening self-capacity that has an impact on increasing self-confidence, independence, and motivation to participate in tourism village activities actively. This process shows that non-formal education plays a strategic role as a medium for social transformation, not only improving skills but also changing the

attitudes and mindsets of the community (Covaciu, 2025).

Furthermore, community participation in the management of tourism villages demonstrates not only quantitative but also qualitative development, with communities becoming more actively, consciously, and independently involved in various activities related to the management of village tourism potential. It indicates that the empowerment strategy implemented has fostered a more responsive community to existing opportunities and a sense of ownership in the tourism village program being developed (Dushkova & Ivlieva, 2024).

However, the dynamics on the ground also indicate that the community empowerment process still faces various challenges, such as unequal levels of community participation, limited human resource capacity, and suboptimal institutional strengthening in tourism village management. This situation suggests that community empowerment efforts through non-formal education need to be carried out sustainably, systematically, and more inclusively to reach all levels of society and produce a more equitable impact. This discussion emphasizes that the potential of existing resources does not solely determine the success of community-based tourism village management, but also depends heavily on empowerment strategies that increase the community's capacity, awareness, and active participation in a sustainable manner. Therefore, strengthening non-formal education as part of a community empowerment strategy is crucial and must be continuously developed to support the realization of participatory, independent, and sustainable tourism village management.

CONCLUSION

This study concludes that the community empowerment strategy through non-formal education in the management of Kelumpang Tourism Village, Ogan Komering Ulu Regency, effectively increased community participation across planning, operations, and evaluation. The training, outreach, and mentoring-based approach successfully built community capacity in knowledge, skills, and attitudes, thereby fostering a sense of ownership, awareness, and independence to utilize tourism potential to improve welfare. However, participation remains uneven due to limited human resources and suboptimal institutional conditions. These findings enrich the theory of community empowerment in the context of sustainable tourism, particularly Freire's non-formal education model that emphasizes the transformation of critical consciousness. Practically, recommendations include strengthening village institutions through ongoing training programs, inclusive allocation of village funds, and multi-stakeholder collaboration for more equitable and sustainable participation. Further research is recommended to explore the long-term impacts on community income and environmental sustainability.

REFERENCES

- Aini, D. N., Winarno, A., Sulistina, O., Sani, F. E. A., & Khusnia, R. (2025). Strategi Pemberdayaan Masyarakat melalui Penguatan Kapasitas Pemandu Wisata untuk Mendukung Pariwisata Berkelanjutan di Desa Sumberdem, Kabupaten Malang. *Mosintuwu Jurnal Pengabdian Kepada Masyarakat*, 5(2). <https://doi.org/https://dx.doi.org/10.71>

127/2808-9073.757

- Andini, D. S., & Rizki, M. (2024). Program Pelatihan dalam Pengabdian Masyarakat di Desa Wisata Indonesia: Tinjauan Literatur Sistematis. *Al-Khidma: Jurnal Pengabdian Masyarakat*, 4(2). <https://doi.org/http://dx.doi.org/10.35931/ak.v4i2.4149>
- Anggito, A., & Setiawan, J. (2018). *Metodologi Penelitian Kualitatif*. CV Jejak.
- Aquino, R. S., Lück, M., & Schänzel, H. A. (2018). A Conceptual Framework of Tourism Social Entrepreneurship for Sustainable Community Development. *Journal of Hospitality and Tourism Management*, 37. <https://doi.org/https://doi.org/10.1016/j.jhtm.2018.09.001>
- Covaciu, G. (2025). Non-formal Education and Its Impact on Society. *Journal of Non-Formal and Digital Education*, 1(2). <https://doi.org/https://doi.org/10.63734/JNFDE.01.02.006>
- Creswell, J. W. (2013). *Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed*. Pustaka Pelajar.
- Dushkova, D., & Ivlieva, O. (2024). Empowering Communities to Act for a Change: A Review of the Community Empowerment Programs towards Sustainability and Resilience. *Sustainability*, 16(19). <https://doi.org/https://doi.org/10.3390/su16198700>
- Genius, S. M., Saputri, I. S. B., Anjani, S. D. P., Shafa, E., & Kusumawardani, E. (2025). Pola Pemberdayaan Berbasis Aktivitas Literasi: Studi pada Komunitas Sosial dengan Pendekatan Pendidikan Nonformal. *Jurnal Pendidikan Nonformal*, 20(2). <https://doi.org/https://doi.org/10.17977/um041v20i22025p42-53>
- Hamzah, M., Nur'aini, F., & Masruro, U. (2026). Peningkatan Kapasitas Pengelola Desa Wisata melalui Pelatihan Manajemen dan Promosi Digital Berbasis Potensi Lokal. *Mumtaza: Journal of Community Engagement*, 2(1). <https://journal.literasikhatulistiwa.org/index.php/mumtaza/article/view/491>
- Hutapea, O. K., & Budiyo. (2026). Konsep Kurikulum Alternatif Pendidikan Nonformal di Daerah Terpencil: Kajian Literatur Berbasis Pengembangan Kurikulum Model Taba. *Jurnal Ilmiah Global Education*, 7(1). <https://doi.org/https://doi.org/10.55681/jige.v7i1.5590>
- Ibrahim, Y., Maryati, S., & Pratama, M. I. L. (2024). Analisis Faktor Pendukung dan Penghambat Pariwisata dalam Mempengaruhi Kondisi Sosial Ekonomi Masyarakat di Kecamatan Kabila Bone, Kabupaten Bone Bolango, Provinsi Gorontalo. *Jurnal Riset Dan Pengabdian Interdisipliner*, 1(1). <https://doi.org/https://doi.org/10.37905/jrpi.v1i1.28889>
- Ichsan, A. S., Abdullah, M. A., Masakin, M. I., Khairunnas, M., Fakhurrozi, M. A., Alayya, A. A. R., Isyanti, A. P.,

- Khairani, A., Dewi, A. P., Isnaini, D. L., Ulhaq, D., & Hasanah, L. N. (2025). Holiday Programs Berbasis Pesantren Sebagai Internalisasi Pendidikan Anak di Koripan 1 Dlingo Bantul. *ABDI DAYA: Jurnal Pengabdian Dan Pemberdayaan Masyarakat*, 3(1). <https://doi.org/https://doi.org/10.52421/abdidaya.v3i1.603>
- Ichsan, A. S., Ikhsanudin, M., Lina, L., Kurniawan, M. A., Khairunnas, M., Ulhaq, D., Dewi, A. P., Isyanti, A. P., Isnaini, D. L., & Hasanah, L. N. (2025). Pelatihan Penulisan Lukis Kaligrafi Arab untuk Meningkatkan Kreativitas Anak Usia Pendidikan Dasar di Dlingo, Bantul, Yogyakarta. *Abdi Widya: Jurnal Pengabdian Masyarakat*, 4(1). <https://doi.org/https://doi.org/10.59997/awjpm.v4i1.4604>
- Imaniar, M., Nurhidayatika, N., & Roswati, R. (2025). Peran Pendidikan Nonformal dalam Mengurangi Angka Putus Sekolah di Wilayah Pedesaan. *DIKSI: Jurnal Kajian Pendidikan Dan Sosial*, 6(2). <https://doi.org/https://doi.org/10.53299/diksi.v6i2.1570>
- Kusumastuti, A., & Khoiron, A. M. (2021). *Metode Penelitian Kualitatif*. LPSP.
- Kyeyune, G. N., & Ntayi, J. M. (2025). Empowering Rural Communities: the Role of Financial Literacy and Management in Sustainable Development. In *Frontiers in Human Dynamics*. Frontiers.
- Lekaota, L. (2015). The Importance of Rural Communities' Participation in the Management of Tourism Management: A Case Study from Lesotho. *Worldwide Hospitality and Tourism Themes*, 7(5). <https://doi.org/https://doi.org/10.1108/WHATT-06-2015-0029>
- Loda, A. E., Gamatara, M. P. J., Banase, M. A. D. D., & Baso, S. P. (2025). Kontribusi Sektor Pariwisata Terhadap Pengentasan Kemiskinan pada Kabupaten/Kota di Provinsi NTT. *Jurnal Ilmiah Manajemen, Ekonomi, & Akuntansi (MEA)*, 9(3). <https://doi.org/https://doi.org/10.31955/mea.v9i3.6292>
- Lukito, L. E. (2022). *Kontribusi Industri Pariwisata terhadap Pembangunan Indek Manusia*. CV Widina Media Utama.
- McCamley, C., & Gilmore, A. (2017). Aggravated Fragmentation: A Case Study of SME Behaviour in Two Emerging Heritage Tourism Regions. *Tourism Management*, 60. <https://doi.org/https://doi.org/10.1016/j.tourman.2016.11.016>
- Nasution, A. F. (2023). *Metode Penelitian Kualitatif*. Harfa Creative.
- Ninh, N. Van, & Tam, T. Van. (2026). The Role of Social Capital in Enhancing Community Participation for Sustainable Agricultural Tourism. *Sustainable Futures*, 11. <https://doi.org/https://doi.org/10.1016/j.sftr.2025.101612>
- Nurlaela, N. (2018). Strategi Pengembangan Desa Wisata Berbasis Potensi Lokal. *Plano Madani: Jurnal Perencanaan Wilayah Dan Kota*, 7(2). <https://journal.uin->

- alauddin.ac.id/index.php/planomadani/article/view/5822
- Organization, W. T. (2023). *UNWTO Tourism Highlights 2023 Edition*.
- Partelow, S., & Nelson, K. (2020). Social Networks, Collective Action and the Evolution of Governance for Sustainable Tourism on the Gili Islands, Indonesia. *Marine Policy*, 112. <https://doi.org/https://doi.org/10.1016/j.marpol.2018.08.004>
- Pramono, R., & Juliana, J. (2025). Beyond Tourism: Community Empowerment and Resilience in Rural Indonesia. *Tourism and Hospitality*, 6(4). <https://doi.org/https://doi.org/10.3390/tourhosp6040210>
- Rukin. (2019). *Metodologi Penelitian Kualitatif*. Yayasan Ahmar Cendekia Indonesia.
- Sana, I. N. L. (2025). Strategi Pengelolaan Pariwisata Berkelanjutan untuk Mengurangi Dampak Lingkungan di Destinasi Wisata Alam Indonesia. *Mandalika Journal of Business and Management Studies*, 3(1). <https://doi.org/https://doi.org/10.59613/mjbms.v3i1.205>
- Setyaningrum, R. P., Bintari, S., Fatchan, M., & Ekhsan, M. (2025). Peningkatan Daya Tarik Wisata melalui Pemberdayaan UKM Kreatif dan Pelatihan Tour Leader serta Tour Guide di Kabupaten Bekasi. *Lentera Ilmu Nusantara*, 3(2). <https://doi.org/https://doi.org/10.59422/lentera.v3i2.802>
- Sudjana, D. (2014). *Pendidikan Nonformal: Wawasan, Sejarah Perkembangan, Filsafat & Teori Pendukung, Serta Asas*. Falah Foundation.
- Sugiyono. (2017). *Metode Penelitian Kualitatif untuk Penelitian yang Bersifat: Eksploratif Interaktif dan Konstruktif*. Alfabeta.
- Sugiyono. (2019). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*. Alfabeta.
- Syahputra, M., Fikri, A. N., & Suryaningsih. (2025). Peran Pokdarwis dalam Pengembangan Potensi Desa Wisata dan Meningkatkan Ekonomi Masyarakat di Desa Resun. *Jurnal Masyarakat Madani Indonesia*, 4(1). <https://doi.org/https://doi.org/10.59025/1drje689>
- Wahyudi, S. T., Sakti, R. K., & Radeetha, R. (2026). Peningkatan Kapasitas Masyarakat Melalui Pelatihan dan Pendampingan Desa Wisata Kebobang. *Prosiding Seminar Nasional Unars*. <https://unars.ac.id/ojs/index.php/prosidingSDGs/article/view/7820>
- Yusuf, A. . (2016). *Metode Penelitian Kuantitatif, Kualitatif & Penelitian Gabungan*. Prenada Media.