

Implementation Of Community Based Tourism Principles In The Development Of Conservation Educational Tourism In Labuhan Ratu VII Village

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ABSTRACT

This research is motivated by the potential of Labuhan Ratu VII Village, East Lampung Regency, as a buffer village for Way Kambas National Park, which has great potential for developing conservation education tourism. Although the community has been involved in tourism management, management practices still face various obstacles, such as suboptimal promotion, limited infrastructure, low community participation outside the core group, and irregular recording of tourist visit data. This study aims to describe and analyze the implementation of Community Based Tourism (CBT) in managing conservation education tourism in Labuhan Ratu VII Village. This study uses a qualitative method with a case study design, and a theoretical approach to the main development aspects of CBT according to Suansri (2003), which include economic, social, cultural, environmental, and political principles. The results show that the implementation of CBT has contributed to community development through job creation, increased community income, strengthening social and institutional roles, preserving local culture, and efforts to control tourism activities and conservation education. However, the resulting benefits have not been felt evenly and still require strengthening in aspects of community participation, promotion, and the role of local institutions.

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1. INTRODUCTION

Tourism is a strategic sector in sustainable development because it not only contributes to economic growth and job creation but also plays a role in environmental preservation and strengthening the social and cultural values of local communities. Along with evolving tourism trends, conservation-based

educational tourism is gaining popularity because it offers hands-on learning experiences that integrate recreation, knowledge, and environmental awareness. Conservation educational tourism is seen as part of sustainability-oriented ecotourism, aiming to introduce biodiversity and foster tourists' awareness of nature conservation efforts [1].

In the context of conservation area management, tourism development cannot be separated from the role of local communities, particularly in the villages surrounding the national park. Way Kambas National Park (TNWK) has developed a conservation tourism concept integrated with buffer villages to provide economic benefits while reducing pressure on the conservation forest area [2]. One village strategically positioned within this scheme is Labuhan Ratu VII Village, East Lampung Regency, which directly borders the TNWK area and serves as access to the Elephant Training Center. As an officially designated tourist village since 2022, Labuhan Ratu VII Village has significant potential for developing conservation education tourism through various environmentally-based activities and leveraging local resources.

Based on data from the Tourism Awareness Group (Pokdarwis) in 2025, the number of conservation education tourism visits in Labuhan Ratu VII Village shows that visits are dominated by student groups rather than family tourists, indicating that conservation education tourism in Labuhan Ratu VII Village is primarily utilized as a learning tool.

Table 1. Number of Visits to Conservation Educational Tourism in Labuhan Ratu VII Village

Month	Student	Family
January	142	60
February	138	50
March	60	25
April	80	45
May	141	53
June	160	60
Total	721	293

Source: Tourism Awareness Group, 2025

Despite showing positive developments in terms of visitor attraction and interest, conservation educational tourism management in Labuhan Ratu VII Village still faces several challenges, including limited infrastructure, suboptimal tourism promotion, poorly managed visitation data recording, and low community involvement outside the core

management group. This situation indicates a gap between existing tourism potential and current management practices.

Therefore, the Community-Based Tourism (CBT) approach is relevant to study, as it emphasizes active community participation in tourism management with the aim of improving economic welfare, strengthening local institutions, and preserving the environment and culture [3]. This study aims to analyze the application of CBT principles in the management of conservation educational tourism in Labuhan Ratu VII Village as an effort to support the development of community-based tourism and sustainable conservation.

2. LITERATURE REVIEW

The literature review in this study consists of four main sections: tourism villages, educational tourism, Community-Based Tourism (CBT), and tourism development. These four studies are used to understand the management of community-based conservation educational tourism in Labuhan Ratu VII Village, a buffer village within Way Kambas National Park (TNWK).

2.1 Tourism Village

A village can be categorized as a tourism village if it possesses unique natural and cultural attractions, supported by tourism facilities, interaction with the tourism market, and active participation from the local community [4].

The Ministry of Tourism and Creative Economy classifies tourism villages into four levels of development: pioneering, developing, advanced, and independent [5]. This classification indicates the level of management capacity, quality of infrastructure, level of community participation, and economic independence of the village. The higher the tourism village level, the stronger the innovation, digitalization, and application of sustainability principles in its management.

Tourism village development requires the integration of various key

components, including tourist attractions, community based accommodations, institutions and human resources, supporting facilities, infrastructure, transportation, and preservation of the natural and socio-cultural environment [6].

2.2 Educational Tourism

Saepudin (in Igrisa *et al.*, 2025) states that tourism activities classified as educational tourism include ecotourism, historical tourism, rural or agricultural tourism, student exchange programs between educational institutions, comparative studies, university activities both domestically and internationally, and school study tours [7].

Educational tourism, in the context of tourism, is classified as a form of special interest tourism. Ismayanti (in Sugiarti *et al.*, 2022) states that special interest tourism is a form of tourism that offers activities that differ from general tourism because it focuses on specific skills or interests [8].

According to Nurhidayati (2008), there are several criteria used as a reference in determining special interest tourism, namely: 1. Learning, namely tourism oriented towards learning elements. 2. Rewarding, namely tourism that contains values of appreciation, recognition, and admiration for the beauty or uniqueness of an attraction. 3. Enriching, namely tourism that provides opportunities for exchange and enrichment of knowledge between tourists and the environment and local communities. 4. Adventuring, namely tourism packaged with an adventure concept [9].

2.3 Community Based Tourism

Community Based Tourism (CBT) is a tourism development approach that positions local communities as key actors in the planning, management, and utilization of tourism activities. CBT is not solely oriented toward economic profit, but rather emphasizes environmental, social, and cultural sustainability and

improving the community's quality of life [3].

According to Rocharungsat (in Syarifah & Rochani, 2022), several criteria can be used to measure the success of CBT implementation, namely [10]:

- 1) Broad community involvement is a key element because the CBT concept is based on community participation.
- 2) The benefits generated from CBT implementation must be felt equally by all levels of society.
- 3) The implementation of tourism activities requires good management for their effective operation.

Suansri (2003) states that community-based tourism development encompasses five main principles: economic, social, cultural, environmental, and political [3].

- 1) The economic principle has several sub-aspects, including the availability of funds to support community development, job creation in the tourism sector, and increased income for local communities.
- 2) The social principle has several sub-aspects, including improving the community's quality of life, fostering a sense of community pride, establishing a fair division of roles between men and women, and strengthening organizational mechanisms.
- 3) The cultural principle has several sub-aspects, including encouraging communities to appreciate different cultures, fostering cultural exchange, and fostering a culture of development embedded in local culture.
- 4) The environmental principle has several sub-aspects, including developing regional carrying capacity, establishing environmentally friendly waste disposal systems, and increasing conservation awareness.

- 5) The political principle has several sub-aspects, including efforts to increase local participation, increasing broader community power, and mechanisms that guarantee community rights in natural resource management.

2.4 Tourism Development

Tourism development in Indonesia is a strategic sector that plays a role in driving economic growth, creating jobs, and improving community welfare while maintaining a sustainable balance between economic, social, cultural, and environmental aspects [11]. Tourism development involves the government as regulator and facilitator, the community as the primary actor, and the private sector as a supporter of development [12].

3. METHODS

This research uses a qualitative approach with a case study design. The aim is to describe and analyze in depth the implementation of Community-Based Tourism (CBT) in managing conservation-based educational tourism in Labuhan Ratu VII Village, East Lampung Regency. A qualitative approach was chosen because it allows researchers to comprehensively understand the phenomenon within a real-life context, particularly regarding the social, economic, cultural, environmental, and institutional dynamics that accompany community-based tourism management [13].

The research location was selected in Labuhan Ratu VII Village because it is a buffer village within the WKNP and is considered successful in integrating educational tourism and conservation activities compared to surrounding villages. This success is reflected in the diversity of conservation educational attractions developed and the active involvement of the community in environmental conservation efforts [14].

Data collection was conducted through in-depth interviews, direct observation, and documentation studies.

Research informants were selected based on their involvement and role in managing conservation educational tourism. These included village government officials, forestry extension officers from the WKNP Office, tourism groups (Pokdarwis), forest farmer groups (KTH), women's farmer groups (KWT), cooperatives, micro, small, and medium enterprises (MSMEs), and tourists. Semi-structured interviews were conducted to explore experiences, perspectives, and practices of implementing CBT principles at the local level.

Data analysis was conducted narratively, following the qualitative analysis stages outlined by Creswell, J. W., & Creswell, 2018, including data processing, thorough reading, coding, data grouping, interpretation, and presentation in narrative and tabular form. Data validity was ensured through source triangulation, comparing interviews, observations, and documentation from various informants to obtain a comprehensive and valid picture of CBT implementation in conservation education tourism management in Labuhan Ratu VII Village.

4. RESULTS AND DISCUSSION

4.1 Economic Principles

Within the CBT framework, the economic dimension emphasizes the creation of tangible economic benefits for local communities through the provision of community development funds, job creation, and increased community income [3].

Research results indicate that the application of economic principles in the management of conservation education tourism in Labuhan Ratu VII Village has been implemented through strengthening community economic institutions and supporting community-based funding. The village government acts as a facilitator by encouraging the formation of community groups and tourism cooperatives as independent business entities. The existence of tourism cooperatives allows for more organized management of economic

activities and relative independence from the village government, thus aligning with the CBT principle, which emphasizes local community independence [3].

In addition to internal village support, the development of conservation education tourism is also strengthened by the role of external actors through the Corporate Social Responsibility (CSR) program of PT Batavia Prosperindo Aset Manajemen (BPAM) and mentoring from the Indonesian Rhino Initiative (IRI). This assistance has contributed to the improvement of tourism facilities and infrastructure, such as the construction of glamping areas and ecoprint education facilities, ultimately increasing the village's readiness to welcome tourists. This situation demonstrates the crucial role of cross-actor collaboration in supporting the economic dimension of CBT, particularly in the initial capacity-building phase of the community.

In terms of job creation, conservation education tourism in Labuhan Ratu VII Village creates new employment opportunities for the community through direct involvement in various tourism activities. The Rahayu Jaya Forest Farmers Group (KTH) is involved in managing trigona honeybees, providing jungle tracking guide services, and integrating conservation activities into tourism. Meanwhile, the Dharma Lestari Women's Farmers Group (KWT) manages ecoprint education, which not only provides a space for women's participation but also enhances their skills and economic role. These findings align with Goodwin and Santilli's (2009) perspective, which states that CBT ideally creates local jobs and expands the participation of vulnerable groups, including women [15].

The increase in local community income is also evident in the collective and transparent business management mechanisms. The honeybee and ecoprint businesses have a clear profit-sharing

system, with a portion of the revenue allocated for group funds, operations, and conservation activities. This practice reflects the principle of equitable distribution of economic benefits in CBT, where profits are not solely enjoyed by individuals but are also utilized for the benefit of the group and environmental conservation [3].

However, research also shows that the economic benefits of conservation education tourism are not felt equally by all business actors in the village. Batik MSMEs reported that revenue increases from village tourism activities are still limited, and most product demand comes from institutional activities, not from tourist visits. These findings emphasize that although economic opportunities have opened up, the interconnectedness between business actors and the integration of local products into tourism packages still need to be strengthened to ensure the economic benefits of CBT are more widely felt. The results of the study describe the main findings of the study.

4.2 Social Principles

In the context of CBT, the social dimension emphasizes active community involvement in tourism management, improving quality of life, fostering a sense of community pride, equitable role sharing between men and women, and cross-generational involvement in organizational strengthening mechanisms [3].

Research findings from the management of conservation education tourism in Labuhan Ratu VII Village demonstrate that community involvement is not merely symbolic, but rather integrated into various core tourism activities. The community is directly involved in area restoration activities, educational guides, trigona honeybee cultivation, homestay management, catering, and tourism services, coordinated through community groups and tourism cooperatives. This involvement

contributes to improving community skills and social capacity, while strengthening their relationship with the conservation efforts of the WKNP area.

Mentoring provided by the village government and WKNP extension workers also plays a role in improving the community's quality of life through group formation, skills training, and community-based social approaches. These efforts encourage a shift in forest use patterns from potentially destructive activities to productive, environmentally friendly ones. This situation aligns with the principles of Community-Based Tourism (CBT), which emphasize a bottom-up approach, collective decision-making, and strengthening community capacity as key actors in tourism management [16].

In terms of social cohesion, the growing sense of community pride is reflected in increased solidarity, communication, and cooperation among residents in implementing conservation education tourism activities. Tourism activities managed through mutual cooperation strengthen community social ties and position local residents as the primary source of knowledge for tourists. Direct interaction between the community and visitors, particularly in education about Trigona honeybees and environmental conservation, creates a valuable educational tourism experience and strengthens local community identity.

Social inclusivity is also evident in the relatively equitable distribution of roles between men and women. Men are generally involved in guiding activities, field management, and tourist transportation, while women play an active role in homestay management, catering, and ecoprint education. Women's involvement is not merely supportive but integrated into the organizational structure and tour packages, reflecting the equitable

distribution of roles and social benefits as emphasized in the principles of CBT [3].

However, research results indicate that the involvement of younger generations in organizational strengthening mechanisms, particularly in digital media-based tourism promotion, is still suboptimal. Youth participation tends to be limited, while the primary role is still dominated by adults and older adults with local experience and knowledge. This situation highlights challenges in strengthening human resources and adapting to the demands of digitalization in tourism villages, which are prerequisites for more independent and sustainable tourism management.

Overall, the social dimension of CBT implementation in Labuhan Ratu VII Village has been successful, improving the community's quality of life, strengthening social cohesion, and achieving a relatively inclusive role allocation. However, the sustainability of this social dimension still requires increased youth involvement, particularly in tourism promotion and organizational strengthening.

4.3 Cultural Principles

The cultural principles in managing conservation education tourism in Labuhan Ratu VII Village represent a strong connection between local culture, daily community activities, and the conservation values of the Way Kambas National Park (TNWK) buffer zone. Culture is not positioned as a mere decorative element, but rather as an integral part of the educational and community-based tourism experience. This is reflected in the use of traditional arts, daily economic activities, and local creative products as tourist attractions.

Within the CBT framework, culture serves as both a learning medium and a symbol of the tourism village's identity. The practice of welcoming tourists with traditional dances such as the Sigeh Pengunten and the Melinting dance demonstrates the community's

efforts to respect cultural differences and foster open interactions with tourists. The involvement of art studios and school children in cultural performances also reflects the process of passing on cultural values across generations, which forms the foundation for local cultural sustainability.

Cultural exchange between the community and tourists develops through direct interactions within the conservation education tourism series. Tourists not only enjoy the attractions but also gain knowledge about the village's history, the characteristics of the TNWK buffer zone, and the community's relationship with the natural environment. This interaction reinforces the function of tourism as a space for the exchange of values, perspectives, and knowledge, in line with the character of educational tourism, which emphasizes hands-on learning experiences.

The development culture inherent in local culture is evident in the way communities plan and develop tourism while maintaining the authenticity of the environment and cultural values. Rejection of modern development concepts that are incompatible with the character of rural areas and conservation areas demonstrates a collective awareness of preserving local identity. The packaging of daily activities such as gardening, rubber tapping, and horticultural cultivation as educational tourism packages emphasizes that local culture is not being overly altered but rather utilized as a learning resource.

The integration of local culture is also strengthened through the development of creative ecoprint products based on leaves of rhinoceros food plants. These products are not only aesthetically pleasing but also serve as a medium for cultural and environmental education, reinforcing the identity of Labuhan Ratu VII Village as a buffer village for the conservation area. Thus, culture in the management of

educational conservation tourism is not overly commercialized but is positioned as a sustainable identity and educational tool.

Overall, the application of cultural principles in Labuhan Ratu VII Village shows a positive direction through respect for cultural diversity, the development of cultural exchange, and a development culture rooted in local values. However, strengthening the involvement of the younger generation in a more structured manner is still needed so that cultural sustainability does not only depend on existing cultural actors.

4.4 Environmental Principles

The principles of Community-Based Tourism (CBT) emphasize that tourism development must consider environmental sustainability through controlling regional carrying capacity, environmentally friendly waste management, and increasing conservation awareness (Suansri, 2003). In the context of conservation education tourism in Labuhan Ratu VII Village, the environmental dimension is understood not only as an effort to maintain the cleanliness of the tourist area, but also as a strategy to protect the ecosystem of the Way Kambas National Park (TNWK) buffer zone through an educational and participatory approach.

Research results indicate that environmental management in Labuhan Ratu VII Village is directed at controlling tourism activities to prevent them from being exploitative. Tourism activities such as forest restoration, planting rhinoceros food crops, agroforestry, and jungle trekking are packaged as limited and controlled learning spaces. This approach reflects the application of regional carrying capacity, where natural areas are utilized as educational media without compromising their ecological function. The arrangement of tourist facilities is carried out in stages, while still considering the suitability of

building materials and structures to the surrounding environmental conditions.

From a waste management perspective, the application of environmental principles is evident in the utilization of agricultural and livestock waste to produce biogas, which is used as an energy source in ecoprint activities. The use of natural fiber materials and the reduction of single-use plastics are also part of environmentally friendly practices integrated into tourism activities. However, waste management systems at tourist attractions still face limitations, particularly in the number of trash receptacles and the suboptimal waste sorting system.

The most prominent aspect of the environmental dimension is increasing conservation awareness. Conservation education tourism in Labuhan Ratu VII Village places environmental education at the core of tourism activities. Visitors, particularly students and institutions, not only enjoy the tourism activities but also gain an understanding of ecosystem functions, forest restoration practices, and the importance of maintaining environmental balance. The involvement of the community as the primary actors in these educational activities demonstrates the effectiveness of the CBT principle, where the community acts as both environmental managers and educators.

However, although conservation awareness has been well established, strengthening the waste management system and establishing a more structured environmental participation mechanism is still needed. These efforts are crucial to ensure that environmental sustainability does not depend solely on individual awareness but is also supported by a consistent and sustainable management system.

4.5 Political Principles

The political principles of Community-Based Tourism (CBT) relate to governance, distribution of authority,

institutional legitimacy, and the extent to which local communities are actively involved in tourism management decision-making [3]. In the context of conservation education tourism in Labuhan Ratu VII Village, the political dimension is reflected not only in formal village government policies but also in the dynamics of relationships between the community, local institutions, and external actors in managing the natural resources of the Way Kambas National Park (TNWK) buffer zone.

Research findings indicate that community participation in Labuhan Ratu VII Village has been ongoing since the early stages of tourism development, stemming from community activities and initiatives. Tourism development did not begin with top-down policies, but rather with community activities such as honeybee cultivation, forest restoration, and ecoprint training, which were then packaged as conservation education tourism with the assistance of TNWK extension workers. This participation was strengthened through regular communication forums that involved the community in the planning, evaluation, and decision-making of activities, albeit packaged within informal socio-religious forums. This pattern demonstrates the existence of relatively strong bottom-up participation practices that are contextualized within the local culture.

Strengthening community power is also evident through the institutional legitimacy granted by the village government. The issuance of a Village Head Decree (SK) for the Rahayu Jaya Forest Farmers Group (KTH) and the establishment of a tourism cooperative as a legal umbrella institution provide clearer authority for the community in managing tourism activities and fostering cross-stakeholder collaboration. However, institutional functioning is not yet fully equitable. The Pokdarwis (Tourism Group), which is traditionally the primary actor in tourism management, has not been functioning

optimally due to limited member engagement. Consequently, the KTH assumes a greater role in management, with more intensive mentoring.

In terms of protecting local community rights, natural resource management mechanisms in Labuhan Ratu VII Village are regulated through an integrity pact, a licensing system, and collaboration between institutions such as the WKNP, the tourism cooperative, and KOWAGAS. These mechanisms ensure that tourism and restoration activities are carried out legally,

coordinated, and in accordance with conservation principles, while simultaneously protecting the community's right to legally manage natural resources. The implementation of these mechanisms has had a positive impact on the regularity of tourism flows and the quality of visitor experiences, reflecting sound community governance. The flow of the Trigona honey bee educational tour is attached in the following documentation:



Figure 1. Trigona honey bee educational tour route.

5. CONCLUSION

The implementation of Community-Based Tourism (CBT) in the management of conservation educational tourism in Labuhan Ratu VII Village has been effectively implemented, involving the community as the primary actor in various stages of management. Tourism management is not only oriented towards economic growth through job creation and increased community income, but also encourages strengthening social solidarity, a relatively fair division of roles, and fostering a sense of pride in village tourism. Furthermore, the implementation of CBT supports the preservation of local culture by packaging daily activities and products based on local wisdom, as well as preserving the

environment through the management of tourism activities and conservation education as the core activities. From an institutional perspective, community involvement has been established in planning and evaluation, although the role of the Tourism Awareness Group (Pokdarwis) and the participation of the younger generation remains suboptimal. Overall, the implementation of CBT in Labuhan Ratu VII Village has provided multidimensional benefits, but still requires strengthening in the areas of benefit equity, organization, and community participation.

Based on the research findings, it is recommended that the management of conservation educational tourism in Labuhan Ratu VII Village strengthen the role of institutions, particularly the Pokdarwis, by increasing human resource capacity and

clarifying task distribution. Furthermore, the involvement of the younger generation needs to be encouraged more actively in strengthening organizations and promoting digital-based tourism to ensure sustainable management. Equitable distribution of economic benefits also needs to be addressed by expanding opportunities for community participation beyond core groups. Synergy between communities, village governments, and relevant parties is expected to strengthen

the implementation of CBT, allowing conservation education tourism to develop sustainably and inclusively.

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