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THE ROLE OF NON-FORMAL EDUCATION IN DEVELOPING THE POTENTIAL OF TOURISM VILLAGES: A LITERATURE REVIEW (2016-2025)

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Abstract: Rural tourism sustainability relies heavily on community competence, yet significant skill gaps among residents remain a critical barrier. This study aims to systematically synthesize the role and models of Non-Formal Education (NFE) in developing tourism village potential. Employing a Scoping Review methodology, twenty-one (21) articles published between 2016 and 2025 were analyzed based on specific inclusion criteria regarding NFE in rural contexts. The review identifies three dominant NFE intervention models: (1) Economic Empowerment (vocational training), (2) Socio-Cultural Preservation (heritage education), and (3) Institutional Capacity Building (governance strengthening). These interventions are proven to essentially transform passive residents into skilled tourism actors. However, this study is limited to academic literature and may exclude practical insights from non-published field reports. Consequently, it is recommended that stakeholders integrate standardized NFE curricula into village policy to ensure consistent human resource development.

Keywords: Community Empowerment, Lifeskills, Non-Formal Education, Scoping Review, Tourism Village.

INTRODUCTION

Tourism has evolved into a leading sector in the national development agenda, functioning not only as a foreign exchange generator but also as a vital instrument for economic equity and poverty alleviation (Rahmadi, 2021). In today's broader social and educational context, this sector is increasingly viewed through the lens of inclusive development and lifelong learning. This shift has prioritized the Tourism Village (*Desa Wisata*) model, which integrates local attractions with the authentic social structure of the community (Mamuri & Saputra, 2020). However, a critical social issue persists: the disparity between rapid infrastructure development and the stagnation of local human resource capacity. Without adequate educational intervention, rural communities risk becoming marginalized spectators in their own regions, exacerbating social inequality while economic benefits are captured by external parties (Sagita et al., 2025).

This competency gap underpins the urgency of Non-Formal Education (NFE) within the Tourism Village ecosystem. As a flexible educational subsystem, NFE functions as a complement to formal schooling, providing practical lifeskills highly relevant to the tourism market (Dzurrahmi et al., 2021). NFE transforms local potential such as agricultural products and traditions into marketable tourism assets, while simultaneously instilling essential soft skills like service ethics and hospitality (Djafri et al., 2020). Theoretically, this role is operationalized through three key dimensions: Economic Empowerment (vocational training), Socio-Cultural Development (character building and preservation), and Institutional Strengthening (governance training) (Astariyani et al., 2021; Mustangin et al., 2017).

Despite the recognized importance of NFE, a significant gap remains in the academic discourse. What is currently known from existing literature is largely based on fragmented case studies and community service reports (PKM) that describe isolated success stories of specific training programs (Surahman & Nayla, 2022). What remains unknown, however, is a comprehensive, systematic synthesis that integrates these disparate intervention models into a unified theoretical framework. There is a lack of clarity on how specific NFE models correlate with success across different village typologies. This gap matters because without a consolidated understanding, stakeholders including local governments and village managers often rely on trial-and-error approaches rather than evidence-based strategies, leading to ineffective programs and unsustainable empowerment efforts.

This lack of structural synthesis necessitates a rigorous review to analyze NFE's specific contribution to enhancing Tourism Village potential across the three critical dimensions. Consequently, this research aims to address this need by systematically mapping the most effective NFE models implemented across Indonesia.

Specifically, this study addresses the following research question: How do various Non-Formal Education (NFE) intervention models effectively contribute to the development of tourism village potential across economic, socio-cultural, and institutional dimensions?

The synthesis provides a structured, cross-case comparison and offers robust theoretical insights into NFE's role in rural tourism development. Furthermore, these findings deliver detailed, practical guidance for stakeholders in designing targeted and sustainable empowerment curricula. The resulting conceptual map constitutes the primary contribution of this study, demonstrating which NFE models are most potent and replicable for the successful transformation of Tourism Villages throughout Indonesia.

RESEARCH METHODOLOGY

This study employs a Systematic Literature Review (SLR) utilizing a Scoping Review approach to systematically map the role of Non-Formal Education (NFE) in tourism village development. The review protocol rigorously follows the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2020 guidelines. This framework was chosen to ensure the transparency, comprehensiveness, and reproducibility of the article selection process, minimizing bias in the literature synthesis.

The literature search was conducted comprehensively across multiple reputable academic databases to ensure broad data coverage. The primary databases included Google Scholar, Garuda (Garba Rujukan Digital), UNJ Journal Portal, and DOAJ (Directory of Open Access Journals). The search strategy utilized Boolean operators to combine key terms relevant to the research topic. The keyword combinations used were: ("*Non-Formal Education*" OR "*Community Empowerment*" OR "*Lifeskills*") AND ("*Tourism Village*" OR "*Rural Tourism*"). To capture the most recent and relevant developments in the field, the search was strictly limited to articles published within the last decade, specifically from 2016 to 2025.

The selection process was conducted in three systematic stages: Identification, Screening, and Eligibility. First, in the Identification stage, a total of 35 articles were initially identified from the database search based on the keyword combinations. Due to the targeted nature of the search, no duplicates were found, or duplicates were immediately removed during the initial listing, leaving 35 articles for the screening phase. Second, in the Screening stage, the articles were screened based on their titles and abstracts. In this stage, 8 articles were excluded because they did not meet the fundamental criteria (e.g., studies focused solely on technical tourism infrastructure, purely economic analysis without an educational component, or research located in urban settings). This left 27 articles for the full-text review. Third, in the Eligibility stage, the full texts of the remaining 27 articles were retrieved and assessed against the specific inclusion and exclusion criteria.

During the eligibility phase, a total of 6 articles were excluded based on specific criteria. Three articles were removed due to having the wrong focus (n=3), as they did not explicitly discuss Non-Formal Education, Lifeskills, or Community Empowerment processes, often focusing solely on visitor satisfaction metrics. Additionally, two studies were excluded because they were conducted in the wrong context (n=2), such as non-tourism villages or general urban areas. Finally, one document was excluded based on publication type (n=1), as it was identified as a thesis or dissertation rather than a peer-reviewed journal article or proceeding.

To ensure the reliability and validity of the synthesis, the Joanna Briggs Institute (JBI) Critical Appraisal Checklist for Qualitative Research and Text and Opinion Papers was used as the framework for quality appraisal. This tool assessed the methodological rigor, the congruity between the research methodology and the interpretation of results, and the relevance of the findings to the review questions. Only articles meeting the "moderate" to "high" quality threshold were included in the final review.

After the rigorous appraisal process, a total of 21 articles were deemed eligible and included in the final review. Data from these articles were extracted into a structured matrix focusing on intervention models, dimensions of development (economic, social, institutional), and outcomes. The analysis employed a thematic synthesis approach to categorize the findings into the key dimensions of tourism village development.

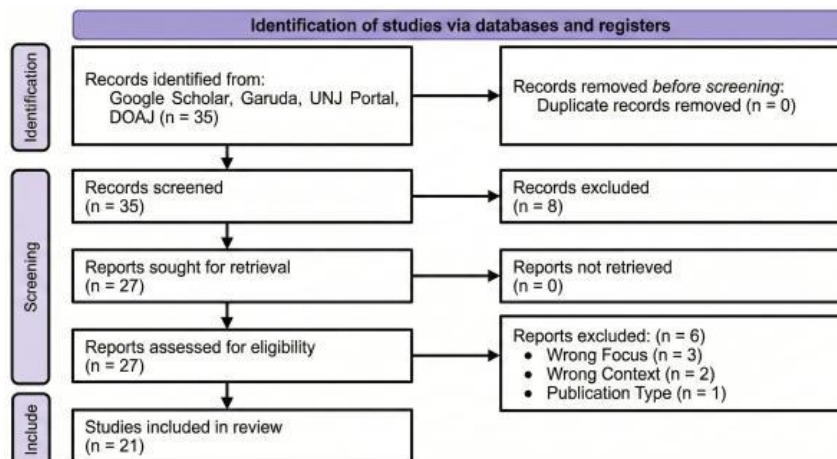


Figure 1.1 PRISMA Flow Diagram for the Systematic Review

RESULTS AND DISCUSSION

The findings of this systematic review are based on the synthesis of 21 selected articles (see Appendix Table 1.1 for the Data Extraction Matrix). The review identifies that Non-Formal Education (NFE) interventions in Indonesian tourism villages are predominantly categorized into three dimensions: Economic Empowerment, Socio-Cultural Development, and Institutional Strengthening.

Results

To provide a structural overview of the literature, a quantitative breakdown of the 21 selected articles is presented below based on the thematic focus and intervention types.

1. Distribution by Thematic Dimension

- a. Economic Empowerment: 10 articles (47.6%) - Focus on vocational skills, products, and marketing.
- b. Socio-Cultural Development: 6 articles (28.6%) - Focus on arts, character, history, and equivalency education.
- c. Institutional & Environmental Strengthening: 5 articles (23.8%) - Focus on governance, regulations, and environmental awareness.

2. Distribution by Specific Intervention Model

- a. Lifeskill-based Interventions (Vocational/Craft/Culinary): 12 articles. The most dominant approach, emphasizing tangible hard skills.
- b. Institutional/Governance Training: 5 articles. Emphasizing management capacity for Pokdarwis/BUMDes.
- c. Equivalency Education (Paket A, B, C): 2 articles. Focusing on formalizing education for dropouts.
- d. Digital/e-Branding: 1 article. Focusing specifically on digital literacy and online marketing.
- e. Arts & Cultural Literacy: 1 article. Focusing on historical sites and multiliteracy.

Table 1.1 Data Extraction Matrix of Selected Literature (N=21)

No.	Author & Year, and Study Title	Main NFE/Empowerment Program Model Found	NFE Role/Impact on Tourism Village Development
1	Saepudin et al. (2022). Community Empowerment Through Tourism Village Development	Hospitality and Promotion Training (Implicit NFE)	Increased knowledge and skills of homestay managers for excellent service.
2	Soedarwo et al. (2017). Community Empowerment Through Nonformal Education Based on Local Potential in Establishing Traditional Tourism Villages	Training on Drafting Village Regulations (Perdes), Environmental Character, Dutch Eggplant Processing.	Established traditional tourism villages based on local regulation and economic activities.
3	Dzurrahmi et al. (2021). Non-Formal Education Assistance in Bilebante Green Tourism Village in "Bale Cerdas" Learning Group	"Bale Cerdas" Learning Group Formation (NFE), Cleanliness/Environmental Education.	Reduced negative environmental impact and improved children's education quality in the tourism village.
4	Ananda et al. (2023). Menguak Uncovering the Role of Sanggar Lingkaran as a Nonformal Education Forum to Empower Children in Denai Lama Village	Arts Studio (Sanggar Seni) (NFE), Character Education, Equivalency Education (A, B, C Packages).	Increased self-confidence, channeled artistic/cultural talents, and fostered an education minded community.
5	Baisa and Agustianto (2019). Developing Community Potential Through Non-Formal Education to Improve Human Resources and Empowerment in Gunung Leutik Village, RW 05, Benteng Village	Training on Cassava UMKM Management, Tourism Village Website Creation.	Improved HR, created new business opportunities (UMKM), and promoted tourism potential.
6	Sagita et al. (2025). The Importance of Education Equivalency for Bejjong Tourism Village in Mojokerto Regency	Equivalency Education Program (NFE - Package A, B, C)	Improved HR quality involved in craft UMKM and met the need for formal certification for employment.

7	Avrilianda (2025). Contribution of Nonformal Education Through Tourism e-Branding for Community Empowerment in Banyuwangi	e-Branding, Marketing, and Entrepreneurship Training (NFE).	Digital and Training	e-Branding mediated NFE contribution to enhancing empowerment and tourism competitiveness.
8	Marizka et al. (2024). The Role of Women in Tourism Village Development to Address Gender Gaps in the Tourism Sector	Business Management Training (Homestay, Culinary), Craft Development (Implicit NFE).		Increased economic participation and role of women in the tourism sector.
9	Surahman & Nayla. (2022). Community Empowerment Strategy of Baturetno Village Bantul Through Nonformal Education	NFE/Empowerment Programs (PPIP & EPE) focusing on lifeskill and governance.		Improved economic welfare, education, social, cultural, and village infrastructure.
10	Mustangin et al. (2017). Community Empowerment Based on Local Potential Through Tourism Village Program in Bumiaji Village	Tourism Village Team Formation, Homestay Mentoring, Processed Apple Home Industry.		Maximized local potential (apples) for picking tourism and processed industry; increased supplementary income.
11	Astariyani et al. (2021). Community Empowerment in Tourism Village Development Based on Village Regulations in Tampaksiring, Gianyar	Drafting Village Regulations, Tour Guiding Techniques Training (Lifeskill), Food Packaging Training.		Strengthened institutional governance and creative economic innovation (rempeyek products and souvenirs).
12	Putra et al. (2023). Community Empowerment and Agrotourism Management of Telaga Madiredo as a Rural Nature Tourism Destination	HR Management Training, Tourism Product Marketing (PRA & FGD).		Created understanding of employee roles and tourism marketing strategies for agrotourism sustainability.
13	Kartika et al. (2019). Community Empowerment in Cibuntu Tourism Village Kuningan Regency West Java Province	7D Empowerment Pattern (Structured NFE), Pottery Training, Flute Crafting.		Developed local natural, cultural, and historical potential, along with community lifeskills.
14	Panjaitan et al. (2022). Community Empowerment in Kuta Jungak Village Tourism Development Siempat Rube District	Empowerment Stages (Awareness, Capacity Building, Empowerment, Mentoring), Destination Management Training.		Improved HR (knowledge, skills, ethics) and preserved culture/environment.
15	Rahmadi (2021). Community Empowerment Through Village Potential Utilization to Become a Tourism Village	Participatory Learning and Action (PLA) Method, Local Business Group Coaching.		Encouraged community self-reliance in decision-making and developed the quality of rural tourism products.
16	Mamuri & Saputra (2020). Tourism Village Development as a Community Empowerment Effort	Tour Guide Training, Foreign Language, Craftsmanship Training (Implicit NFE through CBT).		Involved the community as the subject of development to create local economic welfare.
17	Prakoso (2015). Sustainable Cultural-Based Rural Tourism Development in Srowolan Tourism Village, Sleman	Skill Training, Institutional Strengthening (Implicit NFE).		Fostered socio-cultural and economic development through sustainable tourism principles.

18	Affandi (2019). Empowerment of Dayak Maanyan Indigenous Community of Tuyau Village Through Independent Business Literacy Program	Independent Business Literacy (KUM - NFE Program), Culinary Lifeskill (Kue Kacang/Sempol).	Developed literacy and introduced basic entrepreneurship based on local potential.
19	Setiani et al. (2018). Omah Belajar Ndeso: Efforts to Develop Life Skill of Jasem Lor Children, Gunung Kidul	Life Skill (Cooking Skill, Bamboo Craft Skill), Reading Corner (NFE).	Filled children's free time with productive activities and developed local-potential-based skills.
20	Afiffianti et al. (2024). Community Empowerment of Bumi Jaya Village Through Pottery Industry MSMEs	Pottery Technique Training (NFE/Lifeskill), Utilization as Educational Tourism.	Strengthened UMKM, improved artisan skills, and created education tourism based on craftsmanship.
21	Adisaputera et al. (2023). Efforts to Build Tourism Villages Utilizing Malay Kingdom Historical Sites in Stabat Lama Barat Village	Multiliteracy Program Assistance (Literacy, Science, Culture) (NFE).	Integrated local cultural potential (Malay) into community learning activities to support historical tourism.

Following this quantitative overview, the qualitative synthesis highlights the dominant NFE models supporting tourism village development:

1. Economic Empowerment Dimension (Dominant Theme: n=10 articles)

The most prominent NFE model observed is vocational lifeskill training, focusing on increasing the added value of local products (Avrilianda, 2025; Mustangin et al., 2017).

- a. Local Product Processing Training: NFE programs often take the form of technical guidance (*BimTek*) for processing agricultural or plantation yields into high-value commercial products. Examples include training on processing local apples (Mustangin et al., 2017), cassava into gethuk variants (Simple Cooking Skill) (Setiani et al., 2018), or processing bananas into specialty cuisine like "Ba'Alo" (Djafri et al., 2020).
- b. Tourism Service Skills: NFE focuses on enhancing the capabilities of local Human Resources (HR) in providing tourism services. This includes training in hospitality, excellent service, tour guiding techniques, and basic foreign language skills for effective tourist interaction (Putra et al., 2023; Mamuri & Saputra, 2020).

2. Socio-Cultural Development Dimension (n=6 articles)

NFE plays a vital role in preserving local wisdom while simultaneously fostering community character awareness.

- a. Character and Cultural Reinforcement: NFE is implemented through art studios or learning groups (Setiani et al., 2018) to practice traditional arts and instill noble values as found in cultural literacy training (Adisaputera et al., 2023) or through leveraging historical sites as mediums for history and cultural education (Kartika et al., 2019).
- b. Equivalency Education and Literacy: Package Programs (A, B, C) in tourism villages provide a solution to upgrade the educational attainment of local residents (Sagita et al., 2025), making local HR more competitive and overcoming formal certificate barriers when managing tourism businesses. Furthermore, integrated literacy programs using storytelling and science experiments aim to holistically foster interest in learning (Adisaputera et al., 2023).

3. Institutional and Environmental Strengthening Dimension (n=5 articles)

NFE serves as a catalyst for better governance and sustainable ecotourism practices.

- a. Group Governance Strengthening: NFE is directed at institutional training for management bodies, such as Tourism Awareness Groups (*Pokdarwis*) and Village-Owned Enterprises (*BUMDes*). Programs cover organizational management mentoring, program planning (Kartika et al., 2019), and drafting articles of association/village regulations (*Perdes*) (Panjaitan et al., 2022).
- b. Ecopreneurship and Environment: NFE models are beginning to shift towards ecopreneurship (ecology-based entrepreneurship), combining economic skills with conservation efforts. Examples include waste processing into value-added products (Laelasari & Hayya, 2025) or waste management/cleanliness training (Dzurrahmi et al., 2021) supporting the concept of Green Tourism Villages.

Discussion

This section discusses the findings through relevant theoretical lenses, confirming that NFE is a central strategy for rural transformation.

1. Enabling Community-Based Tourism (CBT) through NFE

The findings strongly validate the premise of Community-Based Tourism (CBT), which posits that tourism must be managed by the community for the community. The review reveals that without NFE interventions specifically

governance training (Astariyani et al., 2021) and hospitality skills (Saepudin et al., 2022) CBT remains an ideal rather than a reality. NFE serves as the critical "enabling mechanism" that shifts local residents from being passive spectators to active stakeholders. By building local capacity to manage resources, NFE ensures that the "Community" in CBT is not just a location, but an active agent of development, preventing the marginalization often seen in top-down tourism models.

2. Andragogy (Adult Learning Theory) and Economic Effectiveness

The dominance of vocational *lifeskill* training (48% of studies) can be explained through Malcolm Knowles' Adult Learning Theory (Andragogy). The success of programs like "Ba'Alo" processing (Djafri et al., 2020) or apple cultivation (Mustangin et al., 2017) aligns with Knowles' principles that adults learn best when the subject matter is of immediate value and problem-centered. NFE in tourism villages succeeds because it is highly contextual; it does not teach abstract theory but provides practical solutions to immediate economic needs (income generation). This "just-in-time" learning approach bridges the gap between raw human capital and market demands more effectively than rigid formal schooling.

3. UNESCO's Empowerment Framework and Institutional Participation

The synthesis of findings across the three dimensions (Economic, Socio-Cultural, Institutional) mirrors UNESCO's NFE Empowerment Framework, which defines empowerment as a multidimensional process involving cognitive, psychological, economic, and political capabilities.

- a. Economic Capability: Achieved through vocational training (Human Capital).
- b. Political Capability: Achieved through governance training (Perdes drafting), which aligns with Arnstein's Ladder of Participation. NFE propels communities from "Manipulation" to "Partnership" by equipping them with the regulatory language to govern their assets (Panjaitan et al., 2023). This theoretical alignment confirms that NFE in tourism villages is not merely about job creation, but about holistic "conscientization" awakening the community's critical awareness of their potential and rights.

c.

4. Social Capital and Cultural Ecology

Beyond economic metrics, NFE fosters Social Capital, particularly "bonding capital." Forums like Sanggar Seni (Ananda et al., 2023) strengthen village cohesion, a prerequisite for the collective action required in CBT. From a Cultural Ecology perspective, NFE acts as an adaptive mechanism, teaching locals how to commodify culture for tourism without losing its authentic meaning, thus ensuring cultural sustainability amidst modernization.

5. The Digital Divide: A Critical Emerging Gap

While vocational training is widespread, specific interventions in *e-branding* and digital literacy remain sparse (represented significantly only by Avrilianda, 2025). In the context of the Digital Divide, this suggests that while NFE has addressed "first-level" barriers (access to basic skills), it must now pivot to address "second-level" barriers (effective technology use). Without integrating digital competency into the standard NFE curriculum, tourism villages risk invisibility in the global digital marketplace.

CONCLUSION

This Systematic Literature Review confirms that Non-Formal Education (NFE) is not merely a supplementary measure but a fundamental catalyst in the sustainable development of Tourism Villages. By synthesizing data from 21 verified articles, this study provides a unified framework for understanding how educational interventions transform rural communities.

1. Key Findings

The analysis establishes that NFE functions as a critical enabler that shifts the community's status from passive objects of development to self-reliant, empowered subjects capable of managing their own destinations. This transformation is operationalized through three distinct dimensions:

- a. Economic Dimension: NFE generates new income streams through vocational training in local crafts, culinary arts (e.g., *Ba'Alo*), and *homestay* management, effectively converting local potential into market-ready tourism assets.
- b. Socio-Cultural Dimension: NFE strengthens social identity and preserves local wisdom while simultaneously fostering essential "tourism awareness" (*Sadar Wisata*) and ethical service skills required for visitor interaction.
- c. Institutional Dimension: NFE enhances governance and environmental sustainability by equipping local institutions, such as *Pokdarwis* and *BUMDes*, with managerial competencies and *ecopreneurship* principles.

2. Limitations

Despite the rigorous methodology employed, this study has several limitations that must be acknowledged:

- a. Geographical Scope: The review is strictly limited to studies conducted within the Indonesian context. Consequently, the findings may reflect specific Indonesian socio-cultural and regulatory dynamics, limiting their direct generalizability to rural tourism contexts in other countries with different governance structures.

- b. Quality Appraisal: While the study employed inclusion/exclusion criteria to select articles, it did not utilize a highly rigorous quantitative quality appraisal tool (such as a statistical meta-analysis). Therefore, there is a potential for selection bias regarding the "effectiveness" of the reported NFE programs, as published articles tend to report positive outcomes (publication bias).

3. Recommendations & Future Directions

Based on the findings and limitations, the following recommendations are proposed:

- a. For Policymakers: It is imperative to integrate NFE explicitly into local development plans. Local governments should provide dedicated financial and technical resources to support sustained partnerships between village institutions (*Pokdarwis/BUMDes*) and academic bodies to ensure curriculum continuity.
- b. For Future Research: Future studies should address the identified limitations by conducting longitudinal research to measure the long-term economic impact of NFE interventions beyond the initial training period. Additionally, comparative studies involving tourism villages in other Southeast Asian countries would be valuable to test the universality of the identified NFE models and broaden the theoretical applicability of these findings.

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