

The Role of Human Resources in The Development of Educational Tourism in Cibiru Wetan Tourism Village

Naya Putri Azzahra¹, Erie Hidayat¹, Norman Wardana¹

¹ Manajemen Kekhususan Manajemen Pariwisata, Sekolah Tinggi Ilmu Ekonomi Pariwisata STIEPAR YAPARI Bandung, Indonesia.

Correspondence: E-mail: nayputazzahra33@gmail.com

ABSTRACT

Tourism development programs fundamentally engage all stakeholders, positioning the community as the primary agent in advancing tourism inside the village. The establishment of the Cibiru Wetan Educational Tourism Village, utilizing an education-centered strategy, has drawn travelers seeking authentic educational experiences. Nonetheless, the Cibiru Wetan Tourism Village has deficiencies concerning human resources, namely a scarcity of proficient personnel in the tourism sector. The employed research approach is qualitative, utilizing observation, interviews, and documentation for data collecting, aimed at verifying the accuracy of information from diverse sources. The condition and function of human resources in the Cibiru Wetan Tourism Village remain suboptimal due to the absence of effective tourism training, resulting in a lack of understanding of tourism, particularly in guiding, among certain human resources. It is essential to enhance the market value of various educational tourism packages already available. It is essential to undertake a competency assessment in tourism, particularly in guiding, to enhance the quality of tourist villages and educational tourism offerings.

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1. INTRODUCTION

Tourism is a significant industry that greatly contributes to a nation's economy by offering employment possibilities. Tourism in Indonesia has a key role in fostering economic progress. Tourism positively impacts local economies by enhancing community income, fostering infrastructure development, and promoting the expansion of small and medium-sized firms. The tourism business significantly contributes to economic growth while also conserving local traditions, cultures, and customs. The latest annual report from the World Travel & Tourism Council (WTTC, 2023) indicates that the global travel and tourism sector contributed 9.1% to the world's GDP in 2023, generated nearly 27 million new employment, and experienced a 23.2% increase compared to the prior year.

The tourism sector in Indonesia is regarded as a critical domain for generating foreign exchange revenue. The tourist sector significantly affects local communities, particularly those living in or adjacent to tourism zones. Consequently, regional governments are progressively endeavoring to investigate and enhance their tourist potential (Edison & Reza, 2018). The execution of tourism activities is influenced by the relationships between tourists, as consumers who partake in travel, and producers, specifically individuals or groups that provide tourism products and services. The accessibility and caliber of human resources are thus crucial for the advancement and sustainability of tourism. Tourism-related human resources encompass tourists, tourism stakeholders, business proprietors, and service providers engaged in the sector.

Human resources may comprise personnel in governmental organizations, entrepreneurs whose activities impact service quality and tourist happiness, along with experts and professionals tasked with regulating, managing, and improving the quality of tourism services. Equally significant are community people residing near tourism sites who, despite not being technically recognized as tourism practitioners, play a crucial role in the operation of tourism operations. Thus, human resources are acknowledged as a critical factor in the progression of the tourist sector, since individuals represent the most important assets in numerous firms.

The advancement of tourism can yield significant advantages and prospects. It aims to enhance tourism as a premier economic sector capable of competing with other businesses, including related areas. Law No. 10 of 2009 on Tourism mandates the advancement of tourism to broaden equitable business prospects, disseminate benefits among communities, and improve the ability to respond to local, national, and global developments (Government of the Republic of Indonesia, 2009). Given the extensive efforts necessary for tourism development, the active support and involvement of local communities are crucial.

Efforts in tourism development fundamentally require coordination among all

stakeholders. A vital element is the presence of skilled human resources able to actively participate in tourism development at the village level. They are anticipated to oversee and augment the tourist potential in their regions while facilitating community empowerment through tourism education and skills enhancement. Local governments and pertinent stakeholders offer aid via rules, promotional support, and the financial resources necessary for tourism growth. These players also contribute to cultural and environmental conservation while enhancing community understanding of the significance of maintaining cultural heritage and the natural environment—assets that are vital attractions for tourists. The amount and quality of human resources engaged in the development of educational tourism in the Cibiru Wetan tourism village, as illustrated in Table 1.1, indicate their impact on work distribution and the overall performance of the tourism village.

Table 1. 1 Number of Human Resources Managing the Tourism Village

Years	Total Human Resources in the Tourism Village
2023	25
2024	25
2025	20

Source: Tourism Village Management Data, 2025

A village is defined as a legal community unit possessing an indigenous social structure derived from inherent and distinctive traditional rights. Its governance is grounded in principles of diversity, participation, autonomy, democratization, and community empowerment. Therefore, village communities should be actively involved in and contribute to development processes (Kartika & Muchtar, 2023). In the context of tourism, a tourism village positions local residents as the primary actors in tourism development to promote community welfare. West Java has a total of 474 tourism villages, one of which is Cibiru Wetan Tourism Village located in Bandung Regency (Jadesta Kemenparekraf, 2024).

The development of Cibiru Wetan Tourism Village through an education-based tourism approach has attracted tourists seeking authentic and educational experiences. The village consists of two hamlets—Hamlet I and Hamlet II—each offering distinct potential for tourism development. Its primary focus lies in promoting educational tourism by leveraging its existing resources. The village offers various activity packages, including cultural trips, ngumbara di desa (village exploration), ngendong di lembur (traditional village immersion), industrial village tours, and forest-based experiences referred to as ngeleweung in Manglayang.

Despite the diverse educational tourism products offered, Cibiru Wetan Tourism Village continues to face challenges related to human resources. The human resource capacity in the village remains suboptimal, particularly due to the limited availability of competent personnel. Addressing these issues is essential to improving the overall performance and quality of Cibiru Wetan Tourism Village

2. METHODS

This study employs a qualitative approach to gain an in-depth understanding of the role of human resources in the development of educational tourism in Cibiru Wetan Tourism Village. This approach was chosen because it enables the researcher to explore meanings, experiences, and social phenomena related to community involvement in creating and developing educational tourism activities. The qualitative research process emphasizes the subjective understanding of informants, the interpretation of phenomena, and descriptive analysis of conditions observed in the field.

1. Type of Research Approach

The type of research used in this study is descriptive qualitative research. Descriptive qualitative research aims to provide systematic, factual, and accurate descriptions of various phenomena or specific characteristics of a population or particular area. In the context of this study, the focus is directed toward:

the condition of human resources in Cibiru Wetan Tourism Village, their roles in terms of tasks, quality, quantity, timeliness, and cost-effectiveness, and the implementation of educational tourism activities in the village. This approach is relevant because the study does not aim to test theories but rather to describe the existing reality based on actual data obtained from informants.

2. Research Location

The study was conducted in Cibiru Wetan Tourism Village, located in Cileunyi District, Bandung Regency. This village is one of the tourism villages that has undergone rapid development through the utilization of local potentials, such as:

- Manglayang nature tourism,
- industrial village activities,
- the Women Farmers Group (Kelompok Wanita Tani/KWT),
- local micro, small, and medium enterprises (MSMEs),
- art studios,
- ngaleweung and live-in programs (ngendong di lembur), and
- craft- and agriculture-based educational tourism.

he research site was selected purposively with the consideration that this village possesses unique characteristics and an educational tourism system that actively involves various local community groups.

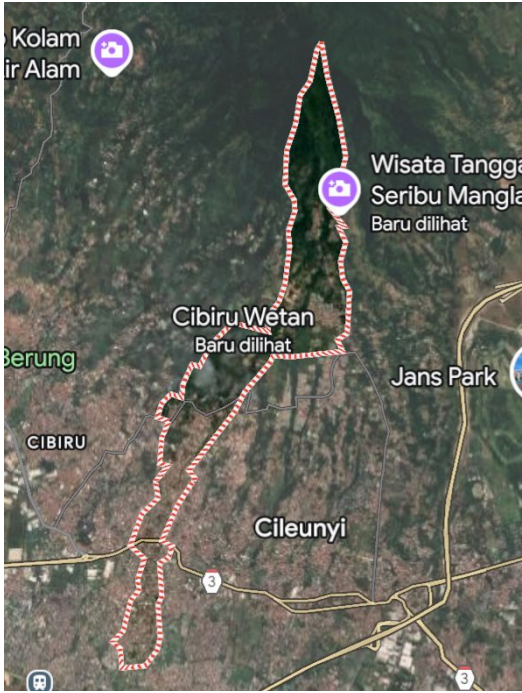


Figure 2.1. Boundary Map of Cibiru Wetan Village

Source: Cibiru Wetan Village Website, 2025

Table 2.1. Administrative Boundaries

Boundary	Village/Subdistrict
North Side	Perhutani
South Side	Desa Cibiru Hilir
East Side	Desa Pasir Biru
East Side	Desa Cinunuk

Source: Cibiru Wetan Village Area Data, 2025

3. Research Informants

The research informants were selected using a purposive sampling technique, in which participants are chosen based on specific considerations relevant to the objectives of the study. Informants were selected because they were deemed to possess substantial information, experience, or knowledge related to educational tourism activities and the role of human resources involved in these initiatives. The research informants consisted of the following groups:

1) Village Government Officials

– Provided information related to policies, the village's role, and support for the development of educational tourism.

2) Cibiru Wetan Tourism Village Management

– Provided data regarding operational activities, task distribution, and dynamics of the human resources involved.

3) Women Farmers Group (Kelompok Wanita Tani/KWT)

– Particularly members directly involved in educational activities such as farming, hydroponics, and agricultural tourism programs.

4) Micro, Small, and Medium Enterprises (MSMEs)

– Especially those producing bamboo crafts, traditional foods, and creative products used as educational materials for tourists.

5) Art and Cultural Practitioners (Art Studios)

– Involved in cultural educational tourism, art performances, and creative workshops.

6) Community Members Involved in Tourism Activities

– Including local tour guides, homeowners participating in live-in programs, and local artisans.

7) Tourist

– Provided perspectives regarding service quality, educational experiences, and perceptions of tourism village human resources.

The number of informants remained flexible following the principle of data saturation, in which data collection is discontinued once the information becomes repetitive and no new findings emerge.

Table 2.2. Informants

No	Informant Name	Position
1	Hadian Supriatna	Head of Cibiru Wetan Village
2	Ferdy Setia	Head of Cibiru Wetan Tourism Village Management
4	Asep	Aren-Qu MSME Owner
5	Cacih	Rancage Women Farmers Group (KWT)
6	Neni	Village Community Member
7	Putri	Tourist

Source: Researcher's Compilation, 2025

4. Data Collection Techniques

Three primary data collection techniques were employed in this study: interviews, observations, and documentation.

a. In-Depth Interviews

Semi-structured interviews were conducted to allow the researcher to explore information in depth while still following a guided set of questions. The interview topics included:

- informants' experiences in educational tourism activities,
- distribution of human resource tasks,
- challenges in implementing tourism activities,
- the readiness of human resources in teaching and assisting visitors, and tourists' perceptions of service quality.

The interviews were conducted face-to-face and lasted approximately 30–60 minutes per informant.

b. Field Observation

Observations were carried out by directly examining educational tourism activities at the following locations:

- the Industrial Village,
- the Women Farmers Group (KWT),
- the ngaleweung area in Manglayang,
- art studios,
- live-in program locations (ngendong di lembur), MSME production sites.

The purpose of the observation was to examine the implementation of activities, interactions between tourists and local human resources, and the effectiveness of human resource roles in daily operations.

c. Documentation

Documentation consisted of:

- photographs of activities,
- village archives,
- village profile data,
- activity reports,
- tourist visitation data,
- tourism village program reports, and
- social media content of the tourism village.

These documents supported the validity of the findings and provided visual illustrations of actual field conditions.

5. Data Analysis Techniques

Data analysis was conducted using the model developed by Miles, Huberman, and Saldaña, which includes three stages:

a. Data Reduction

At this stage, data obtained from interviews, observations, and documentation were organized, coded, and selected based on their relevance to the research focus. Relevant information was grouped into categories such as:

- conditions of human resources,
- human resource roles based on the five dimensions proposed by Afandi (2018),
- implementation of educational tourism,
- field constraints, and
- development potential.

b. Data Display

The data were organized in the form of descriptive narratives, simple tables, and informant quotations that illustrated the main findings. The presentation of data was arranged systematically to facilitate readers' understanding of the field conditions.

c. Conclusion Drawing

Conclusions were derived from patterns of information that emerged throughout the study. This process was conducted continuously during data collection until a comprehensive understanding was obtained regarding the role of human resources in educational tourism in Cibiru Wetan Tourism Village.

6. Data Validity Techniques

To ensure data validity, this study employed both source triangulation and technique triangulation.

a. Source Triangulation

Source triangulation was conducted by comparing information from various informants, including:

- village officials,
- tourism village management,
- the Women Farmers Group (KWT),
- MSME actors,
- tourists, and
- official documentation.

b. Technique Triangulation

Technique triangulation was conducted by comparing data obtained through:

- interviews,
- observations, and
- documentation.

These steps ensured that the research findings were consistent, valid, and not dependent on a single source of information.

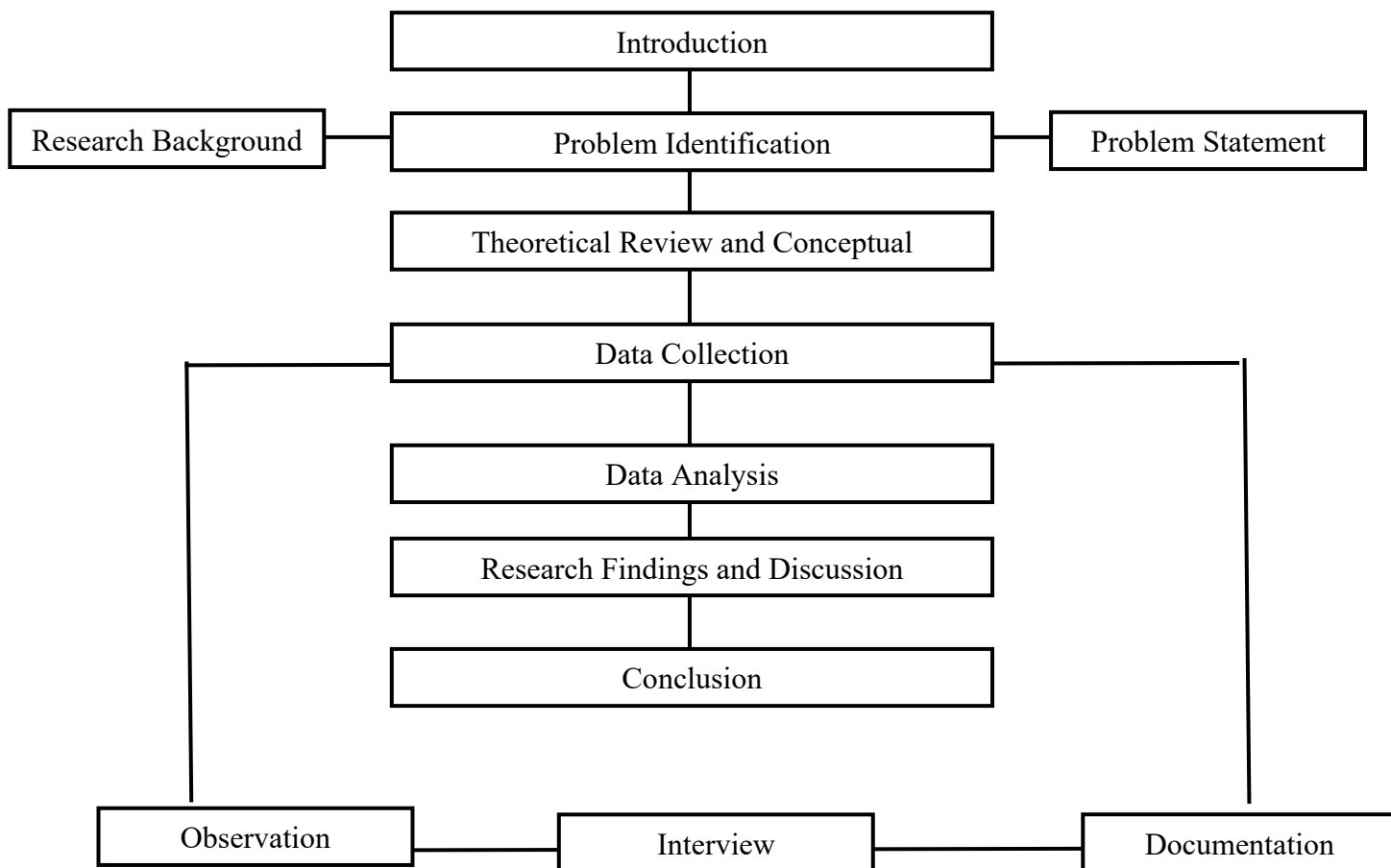


Figure 2.2. Research Design

Source: Researcher's Compilation, 2025.

7. Research Focus

This study has three main focuses:

1. The Condition of Human Resources in Cibiru Wetan Village

This includes qualifications, competencies, task distribution, and the readiness of personnel in facilitating educational tourism activities.

2. The Role of Human Resources in the Development of Educational Tourism

Assessed using five indicators: job duties, work quality, work quantity, timeliness, and cost-effectiveness.

3. The Implementation and Forms of Educational Tourism Activities

This focus analyzes how educational activities are carried out, who is involved, the processes involved, and the responses of tourists.

3. RESULTS AND DISCUSSION

3.1. Kondisi Sumber Daya Manusia di Desa Wisata Cibiru Wetan

Cibiru Wetan Tourism Village employs 20 active human resources (HR) directly engaged in the operational activities of educational tourism. The workforce comprises 8 tourism village managers, 11 members of the Women Farmers Group (KWT), and 1 MSME participant involved in the production and educational marketing of local products. The majority of HR personnel, totaling 17 individuals, possess a secondary-level education (senior high school or equivalent), whilst just 3 have achieved higher education (bachelor's degree). This composition suggests that the formal intellectual competence of the HR is insufficient to manage complicated educational tourism activities effectively. In terms of age distribution, 14 persons are aged 30 to 45, while 6 individuals are aged 25 to 30. This advantageous age demographic offers significant potential for the advancement of the tourism village, since these age groups are generally linked to employment stability and robust adaptability. Nevertheless, the participation of younger, more inventive individuals is still restricted. The gender makeup exhibits a very equitable distribution, comprising 11 women and 9 males. The significant participation of women is notably apparent in food processing, organic farming, and eco-enzyme management via the Women Farmers Group.

Table 3.1 Number of Human Resources Based on Education

Education	Total
Senior High School	17
Bachelor's Degree (S1)	3

Source: Village Tourism Management, 2025.

Table 3.2 Number of Human Resources by Gender

Gender	Total
Female	11
Male	9

Source: Village Tourism Management, 2025.

Table 3.3 Number of Human Resources by Age

Age Range	Total
25-30 Tahun	6
30-45 Tahun	14

Source: Village Tourism Management, 2025.

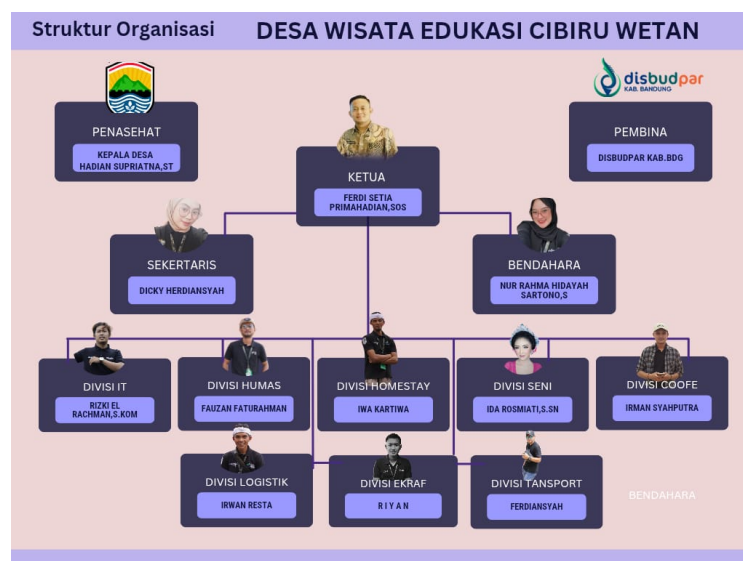
Conceptually, this condition indicates that the human resources (HR) in Cibiru Wetan Tourism Village have fulfilled the basic criteria of a participatory tourism village. However, when compared to the human resource development theory by Afandi (2018), core competencies such as tourism communication skills, guest services, and fundamental tourism literacy have not yet developed

optimally. The limited availability of formal training has resulted in some individuals lacking service awareness, which is a key principle in education-based tourism. The limited level of education and training also affects the readiness of HR to meet the demands of educational tourism, which emphasizes hands-on learning, where visitors not only come to see but also to learn, interact, and participate directly in community activities.

3.2 Management of the Cibiru Wetan Educational Tourism Village

The Cibiru Wetan Tourism Village is managed by the Tourism Village Management Team, which was appointed and officially authorized by the Head of Cibiru Wetan Village in early 2023. The management team consists of community leaders, youth organization members (karang taruna), posyandu members, as well as members of Swarga Desa Cibiru Wetan. The management team has an established organizational structure and well-defined standard operating procedures (SOPs) that guide the operational activities of the tourism village. This structured system ensures that each unit within the management team performs its duties effectively and in accordance with established guidelines. The organizational structure can be seen in the following figure :

Figure 3.1 Organizational Structure of the Tourism Village Management



Source: Tourism Village Management, 2025

The Cibiru Wetan Tourism Village management team has established standard operating procedures (SOPs). The purpose of these SOPs is to maintain and improve the quality of services, enhance the professionalism of the tourism

village management team, and ensure operational efficiency. The SOPs function as guidelines to support the professional development of tourism village management. The following are the standard operating procedures for the tourism village management team :

STANDARD OPERATING PROCEDURES (SOP) CIBIRU WETAN

TOURISM VILLAGE MANAGEMENT TEAM

Purpose: This SOP aims to provide general guidelines regarding the duties and responsibilities of each member of the Tourism Village team in carrying out their daily tasks efficiently.

1. Attendance & Timekeeping : Team members must arrive on time according to operational hours and are required to record their attendance through the designated system. If a team member is unable to attend, they must inform the head of the Tourism Village at least one day in advance.
2. Absence/Attendance Sanctions : If a team member is absent without prior notice, a verbal or written collective warning will be issued.
3. Daily Tasks : Each team member must perform tasks according to their respective job descriptions and follow instructions given by the head of the Tourism Village as well as mutual agreements.
4. Internal & External Communication : Team members are responsible for maintaining effective communication within the team and with external parties. Each individual is accountable for communicating with external stakeholders when required.
5. Work Ethics : Team members must uphold good work ethics, including respecting colleagues, supervisors, and guests. Each individual is expected to act professionally while carrying out their duties.

6. Competency Development : Team members are required to continuously improve their competencies through internal or external training provided by the Tourism Village.

3.3 Women Farmers' Groups

The Cibiru Wetan Tourism Village has several Women Farmers' Groups (Kelompok Wanita Tani/KWT), including :

1. Pintar Women Farmers' Group
2. Rancage Women Farmers' Group
3. Indah Lestari Women Farmers' Group
4. Water Yellow Women Farmers' Group
5. Mekar Abadi Women Farmers' Group

These groups were established in 2017 through an official decree issued by the Head of Cibiru Wetan Village. The KWT plays an important role in processing agricultural products into consumable goods and in managing waste processing initiatives. One of the most active groups in producing consumable products is the Rancage Women Farmers' Group, which focuses on organic vegetable cultivation and agricultural product processing, including banana chips. Meanwhile, the Pintar Women Farmers' Group focuses on processing kitchen waste by producing eco-enzyme, which is used as plant fertilizer and organic pesticide. The KWT holds a strategic role in educational tourism activities, particularly as facilitators who guide and assist tourists during hands-on learning experiences.

Figure 3.2 Rancage Women Farmers' Group



Source: Researcher Documentation, 2025

3.4 Micro, Small, and Medium Enterprises (MSMEs)

MSMEs in the Cibiru Wetan Tourism Village are micro, small, and medium-scale businesses that have developed within the tourism environment. These businesses not only offer their products but also provide educational experiences and knowledge to visitors. Therefore, MSME actors in the Cibiru Wetan Tourism Village play an essential role in supporting the sustainability of educational tourism products. MSMEs in Cibiru Wetan are diverse, ranging from producers of local food products such as ulen, tutut, and balado cassava chips. One of the leading MSMEs in the village is Aren-Qu, which sells innovative products derived from palm sugar, including ginger palm sugar (jahe aren), lemon palm sugar (lemon aren), sweet tamarind turmeric (kunyit asam manis), and aren coffee.

Figure 3.3 Aren-Qu MSME



Source: Researcher Documentation, 2025

3.5 Role of Human Resources in the Cibiru Wetan Tourism Village

The role of human resources in the Cibiru Wetan Tourism Village is highly significant for ensuring the continuity of tourism activities. Referring to Afandi (2018), the assessment of human resource roles is categorized into five dimensions: job tasks, work quality, quantity, timeliness, and cost-effectiveness. Based on interviews conducted with key informants—including the Head of Cibiru Wetan Village, the Head of the Tourism Village Management Team, and community members—findings related to these five dimensions are as follows :

3.5.1 Job Tasks

Each human resource (HR) member in the Cibiru Wetan Tourism Village has specific roles and responsibilities :

1. Tourism village managers are responsible for managing village tourism operations, including designing educational tour packages, receiving government guests, and promoting the tourism village. They are also responsible for coordinating with women farmers' groups, MSME actors, and the community to ensure organized activities.
2. Women farmers' groups (KWT) are responsible for activities related to food processing and agricultural cultivation.
3. MSME actors are responsible for selling local products and providing educational explanations about village-based MSME products.

In terms of job tasks, most HR members already understand their respective roles. However, several management team members have not fully mastered their assigned responsibilities, which can create challenges during tourist activities. In addition, the management team needs to create a written schedule to ensure more structured and efficient planning for upcoming activities.

3.5.2 Work Quality

Regarding work quality, the performance of tourism managers, women farmers' groups, and MSME actors is not yet optimal in tourism-related fields due to limited training, particularly in areas such as tour guiding. A tourism village does not solely offer products but also provides services through quality interactions, yet the lack of adequate training results in insufficient understanding of tourism professionalism. Beyond tourism, HR members in Cibiru Wetan have also not received regular and comprehensive training in MSMEs, agriculture, and livestock. This condition directly affects the quality of tourism products offered by the village.

3.5.3 Quantity

In terms of quantity, the number of HR members in the tourism village is relatively sufficient; however, the number of active management members is inadequate because many have become inactive. This leads to issues such as unbalanced workloads, slow development due to limited personnel, individuals performing multiple roles, limited workforce availability, minimal regeneration, and insufficient support staff such as tour guides. Therefore, the current HR quantity does not yet meet the needs of educational tourism activities, resulting in suboptimal interactions with visitors.

3.5.4 Timeliness

Timeliness is an essential indicator of visitor satisfaction.

1. The management team has a fairly structured scheduling system regarding visitor arrivals and departures, ensuring proper coordination.
2. Educational activities conducted with women farmers' groups follow well-organized schedules to prevent overlap between visiting groups.

3. MSME product demonstrations, production processes, and product preparation are carried out according to the procedures directed by the management team, indicating good coordination.

Overall, timeliness among HR members in the tourism village is well maintained, allowing activities to run smoothly and efficiently.

3.5.5 Cost-Effectiveness

In terms of cost-effectiveness, the tourism village management has been efficient in organizing tourism programs while offering affordable packages. During tourist visits that require additional HR support, the management collaborates with youth organizations and local residents to assist. Likewise, women farmers' groups demonstrate cost-effective practices by utilizing local materials, homegrown produce, and recycled resources in their educational activities.

3.6 Development of Educational Tourism in the Cibiru Wetan Tourism Village

Educational tourism in the village is diverse and provides visitors with meaningful knowledge about rural life, local wisdom, and traditional values. These activities create memorable and instructive experiences for tourists. The following are several educational tourism activities available in Cibiru Wetan Tourism Village :

3.6.1 Educational Tourism in Cibiru Wetan Village

1. Ngaleweung In Manglayang

Cibiru Wetan Tourism Village is located at the foot of Mount Manglayang. The village offers an educational and experiential attraction known as “ngaleweung di Manglayang,” which means spending the night in the Manglayang forest area. Visitors can participate in activities such as camping on Mount Manglayang or trekking to its summit, which reaches an elevation of 1,828 meters above sea level. Access to the mountain is facilitated by a stairway known as the “Thousand Steps” (Tangga Seribu).



Figure 3.4 Ngaleweung in Manglayang
Source: Researcher's Documentation, 2025

a. Tangga Seribu

As its name suggests, Tangga Seribu offers visitors a unique hiking experience through hundreds of stairs ascending toward the peak of Mount Manglayang. Along the climb, tourists are greeted by scenic views of agricultural landscapes, including terraces of gardens and rice fields. Upon reaching the summit, visitors can enjoy the panoramic beauty of Bandung City from above the mountainous area. The peak also features gazebos, photo spots, and a children's play area.



Figure 3.5 Tangga Seribu

Source: Tourism Village Management Documentation, 2025

b. Batu Kuda Tourism Site

Located within the Manglayang Mountain area, Batu Kuda is one of the well-known natural attractions accessible from Cibiru Wetan Tourism Village. The travel time from the village to Batu Kuda is approximately 15 minutes using either motorcycles or cars. Although Batu Kuda is not formally included as an official tourism product under the management of Cibiru Wetan Tourism Village, visitors who wish to explore the site are required to pay an affordable entrance fee of IDR 10,000 per person. Batu Kuda is widely recognized for its unique geological formation—a large stone resembling the head of a horse, which has led to its popularity as both a natural landmark and a cultural point of interest.



Figure 3.6 Batu Kuda Site

Source: Researcher's Documentation, 2025

2. Industry Village (Kampung Industri)

Cibiru Wetan Village has an Industry Village (Kampung Industri) that serves as a major attraction for tourists while simultaneously empowering the local community through economically valuable production activities. Various home-based industries and micro, small, and medium enterprises (MSMEs) operate in this area, including :

digital printing, pottery production, beadcraft manufacturing, wayang golek crafting, traditional dance costumes, and packaged rendang production, which is already distributed to several cities. These products are produced collectively by community groups and have become an identity of Cibiru Wetan. As part of educational tourism, visitors are encouraged not only to purchase the products but also to observe production processes and participate in hands-on activities such as clay crafting, packaging demonstrations, and viewing traditional wooden puppet (wayang golek) collections.

a. Digital Printing

The digital printing sector in Cibiru Wetan Tourism Village focuses mainly on jersey production using modern digital printing technology. This industry is incorporated into educational tourism because visitors can observe and learn about the entire digital printing workflow, starting from design creation to the final jersey printing process.



Figure 3. 7 Digital Priting

Source: Researcher's Documentation, 2025

b. Pottery (Gerabah)

Another educational activity in Cibiru Wetan is the production of pottery, where clay is transformed into various handicraft products such as flower vases, water jugs, plant pots, wall decorations, and other ceramic artworks. This pottery industry functions not only as a livelihood for local residents but also as an educational tourism product that attracts both domestic and international visitors who come to learn about traditional craftsmanship.



Figure 3.8 Pottery Industry

Source: Researcher's Documentation, 2025

c. Packaged Rendang Production

Restu Mande is the pioneering producer of packaged rendang in Cibiru Wetan. Initially established as a small household-scale MSME, Restu Mande continues to operate locally; however, its products have now expanded distribution to regions outside the village, with future plans to enter international markets. In addition to packaged rendang, Restu Mande also produces various rendang variants and several types of instant seasoning products.



Figure 3.9 Packaged Rendang Products

Source: UMKM Restu Mande Documentation, 2025

d. Wayang Golek

Cibiru Wetan Tourism Village hosts a traditional wayang golek industry. Wayang golek is a traditional Sundanese puppet art form that utilizes wooden puppets as its primary medium. The wayang golek industry in the village has developed beyond traditional performances and has become a form of handicraft production as well as an educational activity for visitors interested in local culture and heritage.



Figure 3.10 Wayang Golek Industry

Source: Tourism Village Management Documentation, 2025

e. Dance Costume Production

Cibiru Wetan Village is home to a well-known traditional dance studio, Sanggar Tari Dapur Pangbarep. The dance costume industry plays a vital role in

supporting the studio by producing and providing rental services for traditional dance costumes. Tourists can visit the costume workshop as well as the dance studio to observe traditional dance performances and learn about the cultural significance of dance in Sundanese society.



Figure 3.11 Dance Costume Industry in Cibiru Wetan
Source: Tourism Village Management Documentation, 2025

3. Ngendong Di Lembur (Village Homestay Experience)

Ngendong di Lembur, which translates to staying in the village, is one of the key attractions offered to visitors as it provides an authentic rural living experience. Tourists stay in homestays, which are essentially local villagers' homes that have been prepared to welcome guests. During their stay, visitors experience a strong sense of familial warmth, engage with host families, and are introduced to traditional Sundanese cuisine and daily village routines. This activity represents an essential form of experiential tourism that emphasizes social interaction, cultural exchange, and direct learning from local lifestyles. Therefore, Ngendong di Lembur is not merely an accommodation service but an immersive educational and emotional experience that enhances the cultural value of the tourist village.

4. Ngumbara Di Desa (Village Exploration Activity)

Ngumbara di Desa, also known as the village exploration program, is an educational tourism activity where visitors explore Cibiru Wetan by visiting various community-based points such as the women farmer group, maggot cultivation area, dairy farming activities, the Industrial Village, and local MSMEs. This activity aims to provide a comprehensive understanding of the village's potential, creative economy, and environmental sustainability practices.

- a. Cibiru Wetan Village hosts a maggot cultivation unit that focuses on breeding Black Soldier Fly (BSF) larvae. The maggots are used primarily as feed for livestock such as catfish, chickens, and ducks, and serve an additional function in organic waste processing, as they accelerate decomposition. Through this activity, tourists learn about environmentally friendly and circular-economy practices supported by appropriate technology.



Figure 3.12 Maggot Cultivation

Source: Research Documentation, 2025

- b. Another educational attraction is the cow-milking activity, where visitors especially children learn proper milking techniques under the guidance of local farmers. After milking, the fresh milk is processed through sterilization before consumption. This activity serves as an educational experience that introduces visitors to livestock management, dairy production processes, and hygiene standards in handling animal products.



Figure 3.13 Cow Milking

Source: Tourism Village Management, 2025

5. Culture Trip

The Culture Trip is one of the flagship educational programs in Cibiru Wetan Tourist Village, offering a direct encounter with the daily cultural practices

of the local community. It is designed to be an engaging and enjoyable learning activity suitable for various age groups, including children and adults. Under the concept of Ulin di Desa (Playing in the Village), several attractions are offered :

- a. Nganyam , Nganyam introduces visitors to the art of bamboo weaving with local artisans. Participants are taught weaving techniques while also learning about Sundanese cultural values such as cooperation, patience, meticulousness, and aesthetic appreciation. This activity integrates cultural philosophy into hands-on craftsmanship..



Figure 3.14 Bamboo Weaving

Source: Research Documentation, 2025

- b. Tatanen (Traditional Farming Practice), The tatanen activity allows visitors to practice farming directly with the Women Farmer Group. Tourists learn planting techniques for vegetables and tubers while gaining insights into community empowerment and the socio-ecological values upheld in rural agriculture. This activity strengthens ecological literacy and cultural understanding..



Figure 3.15 Farming Practice

Source: Research Documentation, 2025

- c. Ulin sampah (Waste Management Education), Ulin Sampah introduces visitors to environmentally responsible waste management practices in the village. The word ulin means “to play” in Sundanese, reflecting the

program's emphasis on learning about waste reduction and recycling through interactive, playful, and educational activities.

- d. Warung jujur (Honesty Store), The Warung Jujur or “Honesty Store” is a unique attraction where customers make purchases without a shopkeeper. Visitors select items, calculate the cost, and place the payment in a designated box. This activity teaches integrity, responsibility, and honesty, particularly for children and adolescents, making it a meaningful educational component of the cultural tourism experience.

6. Sakola Desa (Village School Program)

Sakola Desa is a knowledge-sharing program conducted between villages, typically facilitated by the Cibiru Wetan Village Government. As Cibiru Wetan has been recognized for several notable achievements—one of which is its designation as an anti-corruption village—it often becomes a model for other villages seeking to adopt similar governance practices. The tourism village management team supports the entire implementation process of these benchmarking activities as part of their educational tourism offerings, although the participants usually come from governmental institutions rather than general tourists. Sakola Desa provides valuable opportunities for exchanging innovation, insights, and recommendations related to village development.



Figure 3.16 Saung Sakola Desa
Source: Research Documentation, 2025

Based on the results of interviews and field observations, the development of educational tourism in Cibiru Wetan Tourist Village demonstrates strong potential. Each educational tourism product offered by the village holds a high market value and contributes significantly to the attractiveness of the destination. Although the village tourism program was only officially established in 2023, its progress has been evident through the steadily increasing number of tourist visits every year. The data on tourist visitation is shown in Table 3.4

Table 3.4 Tourist Visit Data

Year	Total Visit	Percentage
2023	2662	49%
2024	2736	51%
Total Keseluruhan	5398	100%

Source: Cibiru Wetan Tourism Village Management, 2025

The development of educational tourism in Cibiru Wetan Tourist Village can therefore be considered **strong and progressive**, given its diverse and educationally rich offerings. Referring to Jehane (2019), educational tourism consists of three core components: **education, experience, and creative facilities**. Based on interviews with key informants—specifically, visiting tourists—the researcher identified the following outcomes related to these three components in Cibiru Wetan :

1. Education Component

From the educational perspective, the tourism products offered by Cibiru Wetan Tourism Village have been effective in providing informative and meaningful learning experiences for visitors. Various tourism activities deliver educational value to both children and adults. Tourists gain a wide range of knowledge, including insights into local cultural values, organic farming systems, waste and household waste management, and daily rural life.

Through their stay in homestays and direct interaction with local residents, visitors learn about community solidarity, cooperation, and shared responsibilities, which reflect the core social values embedded in village life. The live-in or homestay program especially allows tourists to observe and experience the living culture of the community firsthand.

Tourists also gain exposure to the creative economy. Artisans in Cibiru Wetan are not limited to producing traditional food products, but also generate various cultural crafts such as wayang golek and bamboo weaving. This experience broadens visitors' perspectives on how local cultural resources can be developed into sustainable economic opportunities. Overall, the educational tourism experience helps visitors understand the importance of cultural preservation while simultaneously encouraging the development of local potential. The educational village is therefore not merely a recreational destination, but a place for experiential and authentic learning.

Based on interviews and observations, several educational tourism products are available in Cibiru Wetan, including : 1. Ngaleweung di Manglayang 2. Kampung Industri 3. Ngendong Di Lembur 4. Ngumbara Di Desa 5. Culture Trip 6. Sakola Desa. Among these, the researcher identifies two tourism products with the highest potential for further development: (1) Ngumbara di Desa and (2) Culture Trip, These products can be expanded into special-interest educational packages, such as: “A Day as a Farmer”, involving tourists directly in agricultural activities such as plowing, planting rice, and harvesting. “Traditional Gameplay Education (Edukasi Kaulinan Baheula)”, where visitors learn local traditional games like congklak, egrang, and sapedah bambu. To enhance the educational appeal of all tourism products, digitalization is recommended. The use of QR Codes containing narratives, visual documentation, village history, activity descriptions, and cultural information can help tourists access accurate and structured information independently throughout their visit..

2. Experience Component

From the experiential dimension, Cibiru Wetan Tourism Village offers more than recreational activities; it provides deeply memorable and transformative experiences that broaden tourists’ understanding of rural life. Visitors participate directly in hands-on activities such as bamboo weaving, agricultural practices, local handicraft production, and other culturally embedded routines. Based on interview results, tourists particularly enjoy educational activities that involve direct participation, such as milking cows, crafting pottery, and planting crops. Homestays—where travelers live with local families—offer meaningful insights into daily routines, traditional values, and the simplicity of rural living. Guests can also follow the entire sequence of educational activities, including hydroponic planting workshops, fish catching, pottery making, and UMKM-based production from raw materials to packaging. At the digital printing industry, visitors can design their own scarf as a personalized souvenir. In pottery workshops, visitors can craft their own ceramic pieces to bring home as mementos. All creations produced by tourists in each industry serve as tangible souvenirs representing their learning experience in Cibiru Wetan.

Several tourism experiences also show strong potential for further development, such as: Bathing the cows (memandikan sapi), Making traditional foods, Ngaguyang di Balong (catching fish in a drained pond), Ngurek Belut (traditional eel fishing in rice fields), Pottery painting workshops, where tourists decorate their own pottery as memorable keepsakes. To strengthen the experiential component, the village should also provide a dedicated souvenir center featuring locally themed items such as miniature farming tools, replicas of rice barns, or symbolic cultural objects representing the village’s agricultural identity.

3. Creative Facilities Component

Creative facilities refer to the infrastructures that support the implementation of educational tourism activities, such as weaving workshops, pottery studios, UMKM production spaces, and other creative environments. Cibiru Wetan Tourism Village already offers adequate creative facilities that ensure visitor comfort and support a variety of hands-on activities. Existing creative facilities include :

- a. Wayang Golek Gallery
- b. Handicraft Industry Workshops
- c. Saung Sakola Desa
- d. Literacy Corner (Pojok Literasi)
- e. Traditional Food and UMKM Production Houses
- f. Village Hall (Bale Desa)
- g. Homestays

While these facilities are functional and supportive, further development is essential to ensure sustainable, high-quality educational tourism. Potential areas for improvement include: Creative Workshops, such as traditional game-making (kaulinan baheula) that can be produced as souvenirs. Enhanced Cultural Arts Facilities, supporting dance studios, traditional music performances (karawitan, angklung), and cultural exhibitions to improve visitor experience. Souvenir Center, enabling tourists to purchase locally made creative products that reflect the identity of Cibiru Wetan Educational Tourism Village.

4. CONCLUSION

Based on the findings and discussion regarding The Role of Human Resources in the Development of Educational Tourism in Cibiru Wetan Tourism Village, several conclusions can be drawn :

1. Condition of Human Resources in Cibiru Wetan Tourism Village :

This study's findings indicate that the human resources in the tourism village comprise eight tourism village managers, eleven members of the Women Farmers' Groups (KWT), and one MSME participant actively engaged in educational tourism activities, amounting to a total of 20 individuals. Their educational qualifications consist of 17 individuals with senior high school or equivalent schooling and 3 individuals holding a bachelor's degree (S1). The age bracket of 25–30 years comprises 6 persons, whilst the 30–45 years bracket encompasses 14 individuals. Regarding gender, there are 11 women and 9 men.

2. Roles of Human Resources in Cibiru Wetan Tourism Village:

The human resources of Cibiru Wetan Tourism Village exhibit commendable performance regarding punctuality and cost-efficiency. Nonetheless, enhancements are required in task execution, work quality, and work quantity, as these aspects are vital for maintaining the viability of the tourism village. A number of managers remain uncertain about their precise job definitions, resulting in operational difficulties. The quality of human resources has been suboptimal due to inadequate tourism-related training, especially in tour guiding, leading to a restricted comprehension of tourism principles and norms. Professional tour guide training is essential to ensure that managers can operate in accordance with set standards.

The existing amount of managers is inadequate to adequately support tourism activities. Consequently, more staff are necessary to enhance the execution of educational tourism initiatives.

3. Development of Educational Tourism in Cibiru Wetan Tourism Village :

The findings indicate that the advancement of educational tourism in Cibiru Wetan Tourism Village necessitates an environmental assessment and the development of alternative strategies organized into short-term objectives, including enhancing promotional activities, emphasizing educational attractions and cultural diversity, and offering extensive tour-guiding training to personnel. In the long term, the town can provide standardized mementos for visitors. Moreover, all initiatives for educational tourism growth must be enhanced to augment their market worth and competitiveness. Innovation is essential, particularly through the development of specialized educational tour packages that allow tourists to acquire significant experiences and knowledge pertaining to village life and culture.

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