

## Collaborative Innovation in Sustainable Educational Tourism Development in *Pasawahan* Village

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**Abstract:** The development of beekeeping edutourism in *Pasawahan* Village represents an innovative strategy to support rural economic growth while enhancing public awareness of bee ecosystems. This study analyzes the collaborative strategies underpinning this initiative using the Tourism Area Life Cycle (TALC) approach. Employing a descriptive qualitative method, data were collected through in-depth interviews, direct observation, and document analysis. The findings reveal that the development of beekeeping edutourism is driven by multi-stakeholder collaboration involving the village government, BUMDes, *Petani Muda Perlebah Foundation*, PT PLN (Persero) through its CSR program, and active community participation. This collaboration has been implemented through infrastructure development, technical capacity-building for local residents, and the adoption of digital marketing strategies to enhance tourist attraction and accessibility. Based on the TALC model, *Pasawahan*'s beekeeping edutourism is currently transitioning from the development stage toward consolidation. This phase is characterized by increasing visitor numbers and the diversification of tourism products and educational services. However, several challenges persist, including a shortage of skilled beekeeping experts, the absence of clear village-level tourism regulations, and suboptimal promotion and ticketing systems. To address these constraints, the study recommends strengthening community-based technical training, formulating village regulations to support sustainable tourism management, and enhancing integrated digital marketing and visitor management systems. With targeted and sustained collaboration, beekeeping edutourism has strong potential to emerge as a leading model of sustainable educational tourism. This study contributes novel insights by examining collaborative innovation in transforming a former sand-mining area into a sustainable edutourism destination in a rural Indonesian context, offering a practical framework for similar initiatives in developing countries.

**Keywords:** beekeeping edu-tourism, collaborative strategy, tourism area life cycle, sustainable rural tourism, community-based tourism development

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## INTRODUCTION

Indonesia boasts an exceptional diversity of natural, cultural, and local resources, offering immense potential for developing unique tourism destinations (Anjani & Anjani, 2025). In recent years, the concept of tourist villages has gained significant traction as a strategic approach to bolstering local economies while empowering village communities (Novianty et al., 2025; Nurkhayati et al., 2024). This paradigm shift aligns with global trends emphasizing sustainable and community-centric tourism models (Bertella, 2022). Among the various forms of tourism emerging, edutourism stands out for seamlessly blending recreation and education, catering to a growing demand for experiential learning (Fitria, 2024). This integration of leisure and educational components offers a compelling avenue for community development and knowledge dissemination.

The development of sustainable tourism, particularly edutourism, necessitates a robust understanding of fundamental concepts such as collaborative innovation and community-based tourism (CBT) (Saputra & Handayani, 2023). Collaborative innovation involves the dynamic interaction and shared efforts among diverse stakeholders—including local governments, communities, private entities, and academic institutions—to co-create novel solutions and foster progress (Carayannis et al., 2024). This collaborative approach is crucial for pooling resources, sharing expertise, and ensuring that development initiatives are inclusive and responsive to local needs. Complementing this, CBT emphasizes the active and meaningful participation of local communities in the planning, development, and management of tourism activities (Kurniadinata & Suhartini, 2024). By prioritizing local ownership and benefit-sharing, CBT ensures that tourism development contributes directly to the well-being and empowerment of the host community, thereby fostering long-term sustainability (Purnomo, 2025).

In Garut Regency, specifically in *Pasawahan* Village, a notable initiative has emerged to develop Beekeeping Edutourism centered around honey bee cultivation and the utilization of the environment surrounding Mount Guntur. This area, once a former sand mine, has undergone a remarkable transformation into an attractive educational tourism site thanks to a collaborative effort involving the village government, Village-Owned Enterprises (BUMDes), and private entities such as PT PLN. This transformation exemplifies successful inter-sectoral collaboration in converting environmental liabilities into sustainable assets (Lima et al., 2023). The Beekeeping Edutourism in *Pasawahan* Village currently attracts a diverse range of tourists, particularly students and families, who seek both recreational experiences and educational insights into apiculture and ecological restoration.

Despite the initial success and evident potential, the implementation of this edutourism initiative faces several challenges (Bama & Abrahams, 2023). These include limited human resources with specialized tourism management skills, the minimal presence of local regulations explicitly tailored to edutourism development, and suboptimal promotion and tourism management systems (Ilmayasinta et al., 2025; Vinh & Thanh, 2024). These issues collectively impede the full realization of the edutourism's potential and its long-term sustainability (Bhakti et al., 2024). Addressing these multifaceted challenges requires a deeper understanding of the collaborative dynamics at play and their impact on operational effectiveness and community benefits.

This study contributes to the existing literature by providing an in-depth analysis of collaborative innovation in sustainable edutourism development in a rural Indonesian setting. This niche area often lacks empirical evidence from developing countries (Aini et al., 2025). While previous research has explored collaborative efforts in tourism (Sentanu et al., 2023), the specific application of collaborative innovation principles to transform a former industrial site into a thriving edutourism destination, particularly focusing on the unique challenges and opportunities in *Pasawahan* Village, represents a significant gap that this research aims to fill.

This study offers a novel perspective on how multi-stakeholder collaboration can overcome substantial environmental and socio-economic hurdles to achieve sustainable development.

Therefore, this study aims to explore the strategies and mechanisms of collaborative innovation employed in the development of sustainable edutourism in *Pasawahan Village*. The urgency of this research lies in its potential to provide valuable insights and a replicable model for other rural areas in Indonesia and beyond that are grappling with similar challenges in leveraging local resources for sustainable economic development. The findings of this research are expected to contribute significantly to academic understanding of collaborative innovation in tourism, inform local policymakers on effective governance for edutourism, and empower community stakeholders with practical strategies to foster long-term sustainability and shared prosperity.

## **RESEARCH METHODS**

### **Research Design**

This study uses a qualitative descriptive approach that aims to deeply understand collaborative strategies in the development of beekeeping edu-tourism in *Pasawahan Village*. Qualitative methods are well-suited to exploring social phenomena and complex processes, especially those involving multiple actors and the dynamics of cooperation among stakeholders (Cho & Pyo, 2023). Qualitative research also allows researchers to explore the views, experiences, and meanings held by individuals or groups related to the issues studied (Lim, 2025). In this context, a qualitative approach is used to capture and understand how collaboration among the village government, BUMDes, farmer foundations, local communities, and private parties, such as PT PLN, is formed and implemented to support sustainable edu-tourism development. This research was conducted in *Pasawahan Village*, Tarogong Kaler District, Garut Regency, the site for the development of beekeeping edu-tourism. This location was chosen purposively because it was considered to have characteristics aligned with the research focus, namely, collaboration in the development of education and environmentally-based tourism. The research implementation period lasted six months, from October 2024 to March 2025, covering the initial observation stage, primary data collection, and the analysis and preparation of the final report.

### **Research participants**

Research participants were selected using purposive sampling, specifically targeting individuals and groups with direct knowledge, experience, and involvement in the development and operation of beekeeping edu-tourism in *Pasawahan Village*. Key informants included the Head of *Pasawahan Village*, who serves as the primary policymaker and leader at the village level, and the management of BUMDes (Village-Owned Enterprise) Saayunan, a crucial actor in village economic development and tourism management. We also engaged with the management of the Young Farmers Beekeeping Foundation, the core group of beekeepers and direct implementers of beekeeping activities, alongside individual beekeepers, to gather insights into their daily practices, challenges, and perspectives. Local community representatives were included to capture broader community viewpoints from individuals actively involved in or affected by the development of edu-tourism. Additionally, representatives from PT PLN were interviewed to understand their role and contribution within the collaborative framework, given their direct involvement in the project. Finally, visiting tourists provided insights into their experiences, perceptions, and satisfaction with the edu-tourism activities and facilities. This diverse selection of participants ensured a comprehensive understanding of the collaborative dynamics from various perspectives.

### **Data Collection Techniques**

Data were collected through three main techniques: in-depth interviews, field observations, and documentation. Interviews were conducted with key informants who were considered to have an understanding and direct involvement in the development of edu-tourism, including the Head of *Pasawahan* Village, the management of BUMDes Saayunan, the management of the Young Farmers Beekeeping Foundation, beekeepers, and visiting tourists. Field observations were conducted directly to observe tourism activities, available facilities, interactions between tourism actors, and the physical condition of the environment around the edu-tourism area. In addition, researchers collected supporting documents, including activity reports, cooperation agreements, tourist visitation data, and relevant visual documentation.

### **Data Validity Data Analysis**

To ensure data validity, this study applies triangulation across sources and methods. It conducts member checking with informants to ensure that the information obtained is consistent with reality in the field. Source triangulation involved comparing information obtained from different informants (village head, BUMDes, beekeepers) to identify consistency or discrepancies. Method triangulation involved cross-referencing findings from interviews, observations, and documentation to strengthen the credibility of the data (Dzwigol, 2022). Member checking was conducted by presenting preliminary conclusions and interpretations to key informants for verification and feedback, ensuring that the researchers' understanding accurately reflected the participants' perspectives (Motulsky, 2021). To analyze the data, the researcher used interactive analysis techniques from Miles and Huberman, which include three main stages: data reduction, data presentation, and conclusion. Data reduction involves sorting relevant data from all interviews and observation results, identifying key themes, patterns, and categories related to collaborative strategies. Furthermore, the data is presented in narrative and thematic form, often using matrices, charts, or flow diagrams, which facilitates understanding of collaboration patterns and stages of edu-tourism development. The process of conclusion is achieved by compiling the main findings linked to the theories used, namely the Tourism Area Life Cycle (TALC) and Collaborative Resource Management. This iterative process allowed for continuous refinement of themes and conclusions as new data emerged.

## **RESULTS AND DISCUSSION**

### **Stages of development of Beekeeping Educational Tourism in *Pasawahan* Village**

The development trajectory of Beekeeping Edu tourism in *Pasawahan* Village closely follows the Tourism Area Life Cycle (TALC) model, which systematically describes the evolutionary stages of a tourist destination. Initially, during the exploration phase, the concept of beekeeping Edu tourism faced considerable rejection and doubt from the local community. This initial resistance is a common phenomenon in the exploration stage of the TALC model, where new initiatives often encounter skepticism due to unfamiliarity or perceived threats to existing norms (Stepankova, 2024). However, as articulated by a key informant, "Yes, at first there were pros and cons. However, after we took a deeper approach and invited the community to be directly involved in the management of Beekeeping Edu tourism, thank God, the community's response has become more positive over time" (Interview Results, 2025). This active engagement strategy, moving beyond mere socialization to direct involvement, proved crucial in fostering community acceptance and transforming initial skepticism into support (Azahra et al., 2024). This transition marks the beginning of the involvement stage, in which residents become more actively involved (Abreu et al., 2024).

The Edu tourism initiative progressed to the community involvement development stage (Rustini et al., 2022). This phase was characterized by targeted capacity-building efforts, including various training and socialization programs aimed at enhancing residents' skills (Aini et al., 2025). Examples provided, such as tour guide training and destination management workshops, are vital for empowering local communities and are indicative of the involvement

phase in TALC (Deng & Zou, 2022), where basic infrastructure and services begin to be established by local initiatives (Apriyanti, 2024; Hadita & Rashid, 2024). These efforts successfully strengthened the community's sense of ownership over the developing tourism product, a critical factor for sustainable development. Furthermore, the transition to the development stage saw a significant diversification of tourism services, including the introduction of new facilities such as glamping and cafes. Exemplifies this expansion beyond the initial core offering. This diversification is typical of the development stage in TALC, where increased visitor numbers necessitate expanded infrastructure and a wider range of attractions to meet growing demand and capture more market share (Butler, 2024).

The destination is currently striving towards the consolidation phase, characterized by efforts to establish more systematic and professional management (Rojon et al., 2021). This stage typically involves larger investments, stronger organizational structures, and more comprehensive marketing (Gato et al., 2022). However, the study identifies several lingering challenges that hinder a complete transition and point to potential issues in the stabilization and potential decline phases if not addressed (Gajdosík et al., 2021). These include a lack of robust regulation, suboptimal promotional efforts, and the absence of a professional ticket management system (Pranoto et al., 2023). The current organizational limitations in promotion. While there is an encouraging shift towards digital strategies in the renewal phase, the current execution is not yet optimal, indicating a need for more specialized resources and structured approaches to leverage digital platforms effectively. Addressing these deficiencies is crucial for sustaining growth and preventing a potential decline (Gomerez & Ramos, 2023), ensuring the edu-tourism continues its progression through the TALC model.

### **Collaborative Strategy in Developing Beekeeping Educational Tourism**

The success of Beekeeping Edu tourism in *Pasawahan* Village is underpinned by a robust collaborative strategy that embodies the principles of Collaborative Resource Management. This strategy involves multiple key stakeholders: the Village Government, the Young Bee Farmer Development Foundation, the local community, and, crucially, private entities such as PT PLN Persero through its Corporate Social Responsibility (CSR) program. This multi-stakeholder collaboration has been instrumental in facilitating critical developments (Eweje et al., 2021), including the construction of essential road infrastructure, the provision of technical training for beekeepers, and the establishment of diverse supporting tourism facilities. The significant financial contribution from PLN, amounting to IDR 350 million, specifically for "Instagrammable" facilities and training for bee-farming MSMEs, underscores the pivotal role of private-sector engagement in driving rural development initiatives. This form of cross-sectoral partnership, where external resources (financial and expertise) are combined with local knowledge and needs, is a hallmark of effective collaborative resource management (Abou Assi et al., 2021; Marín-González et al., 2022).

Various strategies are implemented under this collaborative umbrella, significantly contributing to the sustainability of Edu tourism (Suhansa et al., 2025). These include proactive community empowerment through education, comprehensive tourism management training, and targeted digital promotion efforts. These capacity-building initiatives are critical for ensuring local ownership and skilled management (Chileshe et al., 2023). The tangible impact of this collaborative Edu tourism is evident in its contribution to the growth of MSMEs and the empowerment of the local economy. New job opportunities have been created, local honey-based UMKM has been significantly driven, and there is a heightened ecological awareness among both visitors and the community. This dual focus on economic benefit and environmental education demonstrates the holistic nature of the collaboration (Zikargae et al., 2022). Despite the significant successes demonstrated by this collaborative model, the development of beekeeping edu-tourism in *Pasawahan* Village continues to face several crucial challenges. A primary obstacle is the limited number of specialized experts in both modern

beekeeping and professional tourism management. This skill gap can hinder product innovation, operational efficiency, and the ability to compete in the broader tourism market (Chen & Yu, 2024; Syafruddin et al., 2025). Furthermore, the absence of formal regulations at the village level presents a serious impediment (Aspinall et al., 2025; Harsanto & Wahyuningrat, 2024; Zhang, 2023). Currently, operational mechanisms, ticketing systems, and revenue sharing from Edu tourism are not robustly institutionalized through Village Regulations (Perdes). This lack of a clear regulatory framework can lead to ambiguity in governance, potential conflicts of interest, and uncertainty in benefit distribution, ultimately threatening the project's sustainability (Hasdiansyah et al., 2025; Villiers, 2022). Therefore, the urgency to establish comprehensive Perdes that cover transparent ticketing systems, visitor management, and equitable revenue-sharing mechanisms is a fundamental step towards professionalizing governance and ensuring a fair distribution of benefits.

Collaborative-based Edu tourism development represents a promising solution for sustainable rural economic development (Pantiyasa et al., 2024; Suparman et al., 2025). This model demonstrates that when various stakeholders—the village government, BUMDes, farmer foundations, private entities (like PT PLN), and the local community—synergize, they can overcome resource limitations and achieve greater development goals (Bandari et al., 2022; Nurkhayati et al., 2024; Zhao et al., 2021). The success of this beekeeping Edu tourism empirically proves that active community participation is a dominant and indispensable factor in its success. Therefore, initiatives deeply rooted in local participation possess greater resilience and effectiveness (DiBella et al., 2023). This involvement extends beyond labor to include decision-making, maintenance, and promotion, fostering a strong sense of ownership of the destination (Hadiyanti et al., 2024; Tøttenborg et al., 2022).

In practical terms, this collaborative edu-tourism model has created positive multidimensional impacts for *Pasawahan* Village. Economically, it has successfully generated new employment opportunities for residents who might previously have lacked access to the formal sector. Furthermore, this initiative significantly drives the growth of local Micro, Small, and Medium Enterprises (MSMEs) in the honey products and their derivatives sector, directly increasing community income (Hidayat et al., 2025; Syafies et al., 2023; Wahyudin et al., 2023). However, the impact of this edutourism extends beyond the economic realm (Tang, 2021). It also profoundly fosters ecological awareness among both visitors and the local community (Che Haron et al., 2024). This beekeeping edutourism serves as an effective educational medium, not only teaching visitors about the vital role of bees in the ecosystem and the importance of conservation but also becoming a means for environmentally based tourism innovation in rural areas (Aulia & Listyorini, 2025; Bueddefeld et al., 2022; Fauziah et al., 2024). Thus, this project is not merely an economic catalyst but also an agent of social and environmental change, strengthening the community's commitment to sustainable practices (DiBella et al., 2023; Dushkova & Ivlieva, 2024; Gidage & Bhide, 2025; Irvansyah et al., 2023).

## CONCLUSION

The development of beekeeping Edu-tourism in *Pasawahan* Village demonstrates significant progress, aligning with the Tourism Area Life Cycle (TALC) and currently in the consolidation phase. This is evidenced by an increase in tourist numbers, strengthened infrastructure, and the diversification of educational and eco-friendly tourism services. The implemented strategy is highly collaborative, involving the village government, BUMDes Saayunan, the Young Farmers Beekeeping Foundation, PT PLN Persero (through CSR), and the local community. This collaboration has facilitated infrastructure development, technical training for beekeepers, and enhanced digital marketing. Despite these advancements, challenges remain, including limited expertise in beekeeping and tourism management, suboptimal village regulations, and conventional marketing/ticketing systems. Nevertheless, beekeeping edu-tourism has positively impacted the local economy by creating new business

opportunities, increasing community income, and fostering the growth of honey-based MSMEs. Therefore, strengthening collaborative strategies and integrated governance is crucial for its long-term sustainability and broad socio-economic impact.

Based on these findings, several strategic recommendations are proposed for various stakeholders. First, the *Pasawahan* Village Government should formulate more comprehensive regulations for Edu-tourism governance, enhance supporting infrastructure (roads, parking, restrooms), and improve promotional strategies through social media, travel agent collaborations, and worker certification. Second, beekeeping Edu-tourism managers need to boost human resource capacity through technical and managerial training, strengthen digital marketing (official website, professional social media, influencer partnerships), and diversify educational tourism packages (beekeeping training, interactive children's programs, eco-outbound activities). Expanding cross-sectoral cooperation with both the village government and private entities is also essential for sustainable management and funding. Third, for future research, it is recommended to conduct more in-depth studies on the socio-economic impacts of Edu tourism, possibly using quantitative approaches to assess visitor satisfaction and long-term economic effects. Comparative studies with similar tourist villages could identify best practices. Furthermore, exploring the role of digital technology, such as tourism applications and virtual platforms, in enriching visitor experiences while maintaining the sustainability of community-based management is vital. These recommendations aim to foster a more advanced, inclusive, and competitive beekeeping Edu-tourism in the future.

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