

Integration of Local Wisdom in Curriculum and Learning Environment Development in Kelumpang Tourism Village

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Abstrak

Penelitian ini bertujuan mengkaji integrasi kearifan lokal dalam pengembangan kurikulum dan lingkungan pembelajaran di Desa Wisata Kelumpang, Kabupaten Ogan Komering Ulu. Meskipun memiliki potensi alam dan budaya yang kuat, aspek edukatif dalam pengembangan desa wisata belum dikelola secara optimal untuk mendukung pembelajaran berkelanjutan dan pemberdayaan masyarakat. Penelitian menggunakan pendekatan kualitatif deskriptif melalui wawancara, observasi, dan dokumentasi yang melibatkan masyarakat, pengelola wisata, guru, dan pembuat kebijakan. Hasil penelitian menunjukkan bahwa nilai-nilai kearifan lokal seperti gotong royong, musyawarah, dan kepedulian terhadap alam dapat diintegrasikan sebagai sumber belajar kontekstual. Integrasi ini memperkaya materi kurikulum, memperkuat pembelajaran berbasis pengalaman, serta menciptakan lingkungan belajar berbasis komunitas. Strategi pengembangan meliputi penyusunan modul berbasis budaya lokal, peningkatan kapasitas guru melalui kolaborasi dengan masyarakat, pemanfaatan teknologi pendidikan untuk mendokumentasikan praktik budaya, serta penerapan pembelajaran berbasis proyek yang terkait dengan pengelolaan pariwisata. Penelitian ini menegaskan bahwa integrasi kearifan lokal dalam proses pembelajaran mendukung pembangunan pendidikan yang berkelanjutan serta memperkuat karakter, kepedulian lingkungan, dan partisipasi sosial peserta didik.

Kata kunci: Kearifan lokal, Pengembangan kurikulum, Lingkungan pembelajaran, Pendidikan berkelanjutan, Desa wisata.

Abstract

This study explores the integration of local wisdom into curriculum development and learning environments in Kelumpang Tourism Village, Ogan Komering Ulu Regency. Although the village has strong natural and cultural potential, the educational aspect of tourism development has not been optimally structured to support sustainable learning and community empowerment. Using a descriptive qualitative approach through interviews, observations, and documentation involving community members, tourism managers, teachers, and policymakers, this study examines how local values such as mutual cooperation, deliberation, and respect for nature can be transformed into contextual learning resources. The findings show that local wisdom can enrich curriculum content, strengthen experiential learning, and create a community-based learning environment. The development strategies include designing local culture-based learning modules, strengthening teacher capacity through community collaboration, integrating educational technology to document cultural practices, and developing project-based learning activities linked to tourism management. The study confirms that integrating local wisdom into curriculum and teaching practices contributes to sustainable educational development and strengthens students' character, environmental awareness, and community engagement.

Keywords: Local wisdom, Curriculum development, Learning environment, Sustainable education, Tourism village.

1. INTRODUCTION

Tourism is a vital sector that contributes to economic growth, job creation, and cultural preservation in Indonesia and globally. Tourism involves a wide range of activities connected to travel and the exploration of destinations, encompassing not only the movement of people but also the services, experiences, and cultural interactions associated with it. Its comprehensive nature reflects the interconnected aspects of economic, social, and environmental dimensions that collectively define sustainable tourism practices.

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(Permatasari, 2022). Beyond its economic role, tourism provides opportunities for experiential learning and community engagement, making it a potential medium for education and skill development. In line with Law Number 10 of 2009 concerning Tourism, sustainable tourism development must be based on local potential and oriented towards community empowerment.

In tourism studies, the success of a destination is often explained through the 3A framework: attraction, accessibility, and amenity. Amenities and infrastructure serve not only to improve visitor experience but also as potential learning environments where communities and students can engage in practical, project-based, and contextually meaningful activities. One implementation of this approach in Indonesia is the development of tourism villages, which serve as community-based models integrating socio-cultural values, collaborative management, and local knowledge.

Tourism enterprises engage in experiential learning by actively accessing and applying knowledge to drive innovation, offering practical insights that can be integrated into educational programs on tourism management and sustainable development (Booyens & Rogerson, 2019). Education is a key factor in improving the quality of human resources globally (Mustafa, 2022). Education is a conscious effort to realize the inheritance of culture from one generation to the next. Education shapes the current generation to become role models based on the teachings of previous generations (Abd Rahman et al., 2022). Curriculum functions as a guide and a learning plan designed to achieve the predetermined educational objectives (Usan & Suyadi, 2022). The curriculum must be dynamic, meaning that it continually evolves in accordance with the development of the times, advances in science and technology, and the intelligence level of the learners (Darman, 2021). Environmental education is an effort to enhance individuals' understanding, awareness, values, and character regarding cleanliness and care for their surrounding environment (Jelita & Adri, 2024)

The development of tourist destinations in tourism literature is often framed around the "3A" concept attraction, accessibility, and amenity which are interrelated and form the basis for the success of a tourist area (Aristyanisa Ramadhani et al., 2023). Amenities and infrastructure are important indicators in enhancing the visitor experience and extending the length of stay of tourists at a destination (Candra & Sari, 2024). In the context of education, these components can be incorporated into curriculum development for tourism, hospitality, and community development programs, providing students with opportunities to connect theoretical knowledge with practical applications. For example, attraction studies can be integrated with lessons on cultural heritage and environmental preservation, accessibility can be linked to logistics and infrastructure management, and amenities can be connected to service quality and visitor experience. Environmental Education is an educational program designed to cultivate in children or students an understanding, awareness, attitudes, and responsible behavior regarding the reciprocal influence between humans and the environment across various aspects of life." (Widiawati & Barkah, 2022).

The development of tourism villages in Indonesia exemplifies a community-based tourism model that promotes independence, collaboration, and the preservation of local values (Wicaksono, 2023). In this model, the community actively participates in planning, managing, and maintaining tourism activities rather than serving merely as an object of development. From an academic perspective, tourism villages offer experiential learning opportunities for students and educators, demonstrating principles of sustainable tourism development, which demand a balance between economic, social, cultural, and ecological aspects (UNEP, 2020).

Kelumpang Tourism Village in Ogan Komering Ulu (OKU) Regency, South Sumatra, demonstrates this potential. Rich in natural resources and local wisdom, the village offers

opportunities to develop curricula that incorporate cultural values, environmental awareness, and community-based learning activities. However, limitations in infrastructure and institutional capacity reduce both tourism competitiveness and the village's potential as a learning environment. Previous studies have shown that the application of local wisdom can create harmony between tourism development and environmental conservation. For example, research by Lawang Kembara (2022) found that the development of eco-cultural tourism in Magelang succeeded in creating sustainable tourism by involving local communities in culture-based planning. A similar approach was also reviewed by Sugiyarto and Amaruli (2019), who stated that local wisdom can be the foundation for ethical, participatory, and sustainable tourism development. This approach to sustainable tourism based on local wisdom is also emphasized in the results of an international conference by Atlantis Press, which highlights the importance of synergy between modern infrastructure and the preservation of local culture as the key to the success of tourist destinations in Southeast Asia (Widyaswari et al., 2025). This integration not only strengthens tourism appeal, but also reinforces the identity of local communities in the face of the globalization of tourism. This study explores strategies for integrating local wisdom into curriculum development and learning practices within tourism-based educational programs. It examines how community values such as mutual cooperation, deliberation, and respect for nature can be embedded in experiential learning, project-based learning modules, and teacher training, offering insights for sustainable educational and tourism development.

2. METHOD

Research Type

This study employs a descriptive qualitative approach to examine how local wisdom values in Kelumpang Tourism Village, Ogan Komering Ulu Regency, can be integrated into curriculum design, learning activities, and academic programs. Descriptive qualitative (QD) refers to a type of qualitative research that focuses on providing a detailed and systematic description of a phenomenon. This approach is commonly applied in studies aiming to explore and explain experiences or practices in depth. (Yuliani, 2019). The emergence of qualitative research arose as a response to the positivist tradition, emphasizing studies that are cultural and interpretative in nature (Sholikhah, 2019). This approach is appropriate because it allows researchers to explore the social, cultural, and ecological meanings embedded in community practices, and how these can serve as contextualized learning resources for students (Creswell & Poth, 2019). Kelumpang Village was selected due to its rich natural and cultural resources, which offer opportunities to develop experiential and project-based learning modules, though existing infrastructure limits structured educational implementation.

The researcher acted as the primary instrument, collecting data through interviews, observations, and documentation in line with qualitative research principles (Miles et al., 2019). Observation is a tool used to measure individual behavior or to examine a process or activity as it occurs (Sarita & Imawati, 2023). Interview is a form of communication between two or more parties, typically conducted face-to-face, in which one party acts as the interviewer and the other as the respondent" (Rahmawati, Halimah, Karmawan, & Setiawan, 2024). Documentation is an activity or process that entails collecting, organizing, and providing various types of documents for reference, analysis, or reporting purposes (Hasan, 2022). Primary data were gathered from semi-structured interviews with village heads, Pokdarwis administrators, traditional leaders, local business actors, and educators involved in community-based learning. Secondary data included official documents, Tourism Office

reports, previous studies, and literature on curriculum development incorporating local wisdom. Observations focused on learning environments, community practices, and infrastructure that could be leveraged for educational activities, supported by field notes and photographs to enable triangulation.

Data analysis followed Miles and Huberman's interactive model, involving data reduction, presentation, and conclusion drawing/verification (Miles et al., 2019). Source and method triangulation ensured validity. The study emphasizes how local wisdom integration can inform curriculum development, enhance student learning experiences, and strengthen academic programs related to cultural education, environmental awareness, and community engagement.

3. RESULT AND DISCUSSION

Result

1. Existing Conditions of Tourism Facilities and Infrastructure in Kelumpang Tourism Village

Kelumpang Tourism Village has developed as an eco-cultural destination, featuring river tubing and camping activities, and is formally recognized in the national Tourism Village catalog. Despite this recognition, physical infrastructure remains inadequate to support sustainable visitor growth, which also limits opportunities for experiential learning and curriculum-based educational programs (Jadesta, 2024). Access roads, particularly the "last mile" to rafting points, remain unpaved and prone to seasonal degradation, reducing accessibility for families and students engaging in educational field trips. Limited road quality directly affects visitor frequency and the types of learners who can participate in field-based learning activities (Pariwisata Kebudayaan, 2024). Infrastructure improvements that integrate environmental sensitivity are necessary to support both tourism and learning programs (Ariyani & Fauzi, 2024). Basic amenities, including sanitation, parking, information boards, and worship facilities, are unevenly distributed and below service standards, impacting visitor experience and limiting opportunities for structured educational visits. Similarly, formal accommodations such as homestays and eco-lodges are insufficient, reducing the feasibility of multi-day school programs, project-based learning, and research activities. Enhancing accommodation quality and providing hospitality training can support both tourism development and curriculum-driven experiential learning, particularly in cultural, environmental, and community-based education (Isnandar et al., 2025). Operational safety in Kelumpang, particularly for water-based attractions like river tubing, requires enhanced regulatory and technical standards. While local measures such as PPE use and trained guides exist, there is no certified SOP, standardized incident reporting, or integrated emergency service system. For educational and academic activities, standardized safety procedures, guide certification, and emergency protocols are essential to ensure safe field-based learning experiences. The absence of official standards poses legal and reputational risks that could disrupt educational programs and tourism activities.

Institutionally, Kelumpang benefits from strong social capital, including mutual cooperation, youth groups, and the Pokdarwis organization, which can support experiential learning and student engagement in tourism-related projects. However, managerial capacities such as strategic planning, financial management, marketing, and monitoring are weak, resulting in ad hoc infrastructure and limited long-term sustainability. Strengthening institutional and human resource capacity through participatory governance, technical training, and public-private partnerships is crucial for both tourism and curriculum-based educational initiatives (Suardana et al., 2022).

Digital and information infrastructure, including telecommunications, reservation systems, and interpretive signage, is limited, restricting opportunities for educational technology integration in field-based learning. Investments in Tourism Information Centers and digital platforms can enhance both visitor experience and academic engagement, enabling students to learn about local wisdom, environmental conservation, and sustainable tourism practices (Widarti et al., 2025). Overall, Kelumpang exemplifies the challenges of aligning high natural and cultural potential with supporting infrastructure and institutional capacity. A comprehensive strategy combining physical development, institutional strengthening, safety standards, digital infrastructure, and conservation-linked educational programs is essential for transforming Kelumpang into a resilient, community-based learning and tourism destination.

2. Integration of Local Wisdom in Tourism Facilities and Infrastructure Development in Kelumpang Tourism Village

Kelumpang Tourism Village is located in Ogan Komering Ulu (OKU) Regency, South Sumatra, demonstrates a strong cultural identity through the local community's attachment to the Ogan River and intergenerational traditions (Jadesta, 2024). For academic and curriculum-focused applications, this cultural richness provides a contextual learning environment where students and researchers can study socio-cultural practices, community organization, and sustainable resource management. Development strategies in this village must therefore integrate local values, including the deliberative system, mutual cooperation, and the traditional use of river and forest spaces as socio-cultural learning sites.

A concrete example of this integration is the Belanting River Tubing attraction, developed under the CSR program of Pertamina Geothermal Energy (PGE) Lumut Balai. Since 2021, PGE has engaged the Karang Taruna youth organization to train local youth as tour guides and manage supporting infrastructure, such as tubing equipment (Redokutpos, 2023). This participatory model highlights the potential for experiential learning, where students can observe and engage in community-based tourism operations while studying local wisdom practices. Additionally, cultural elements are embedded into tourism products, such as traditional dances, marawis, solo guitar performances, bamboo crafts, Ogan knives, leman, and Ulu Ayakh coffee (Jadesta, 2024). These offerings not only enrich the visitor experience but also provide a framework for project-based learning and curriculum development, allowing students to analyze the link between cultural preservation, tourism infrastructure, and sustainable community development. Despite Kelumpang Tourism Village's strong local cultural identity, there remains an imbalance between cultural elements and physical infrastructure (Jadesta, 2024). Homestays and other tourism-supporting facilities are limited, indicating that the integration of local culture into infrastructure is incomplete. While cultural tourism products are promoted, essential facilities for managing these activities such as accommodations, performance spaces, and craft workshops—are still underdeveloped. From an academic perspective, this gap provides a valuable context for curriculum development in tourism education, cultural heritage studies, and community-based learning, offering case studies for integrating theory with practice.

A culturally sensitive approach should be applied to the design and materials of facilities, ensuring harmony with local traditions and the environment. For instance, bamboo can be used for handicrafts, souvenirs, and construction of support structures such as bamboo bridges and riverbank decks, engaging local artisans. Programs like the PGE bamboo craft initiative exemplify how community practices can inform curriculum modules on cultural preservation, creative economy development, and experiential learning, linking academic content to real-world tourism infrastructure. Participatory mechanisms such as traditional

deliberation, village cultural forums, and local benefit-sharing embed local wisdom into planning and provide opportunities for service-learning and project-based education. Engaging youth as guides illustrates practical learning applications, while formal institutional structures including cultural codes of ethics and facility management standards ensure that local wisdom is internalized across development processes. Integrating environmental conservation principles connected to the Ogan River and surrounding forests further supports curricula on sustainable tourism and eco-cultural management (Widyaswari et al., 2025).

3. *Sustainable Development Strategy Based on Local Wisdom in Tourism: Academic Perspective*

a. Basic Principles of Strategy

The development strategy in Kelumpang Tourism Village should incorporate principles that have both practical and academic implications. First, active community participation throughout planning, implementation, and maintenance provides real-world case studies for service-learning and project-based curriculum modules in tourism education. Second, maintaining cultural authenticity in facilities and services allows students to study the preservation of local heritage while designing experiential learning activities, such as creating culturally-informed tourism programs or interpreting local traditions. Third, eco-sensitive infrastructure planning introduces applied lessons in environmental management and sustainable design, supporting curriculum objectives in environmental education and sustainable tourism development (Hariyadi et al., 2024). Integrating these principles into academic programs can help future tourism managers, educators, and planners understand the balance between cultural, ecological, and economic considerations.

b. Governance Mechanisms

Kelumpang's governance approach, which blends formal institutions with customary systems like deliberation and oversight by traditional leaders, provides a practical framework for teaching institutional management, participatory decision-making, and ethical tourism governance. The co-management model, where Pokdarwis manages homestays, souvenir kiosks, and river tubing facilities, can serve as a case study in accountability, bookkeeping, and profit-sharing. This model supports curriculum development in community-based tourism management, leadership training, and applied ethics, allowing students to analyze how legal structures and cultural norms interact to sustain tourism operations and promote inclusive development (Hutami et al., 2025).

c. Culturally-Sensitive Infrastructure Planning: Academic Perspective

The design of tourism infrastructure in Kelumpang—such as access roads, bridges, observation decks, performance spaces, and craft rooms—should incorporate local materials (bamboo, wood, stone) and the architectural style of the Ogan tribe. From an academic standpoint, this approach provides practical case studies for curriculum development in cultural heritage preservation, sustainable construction, and design-based learning. Students can engage in project-based learning modules where they analyze culturally sensitive construction techniques, evaluate cost-effective local materials, and propose design solutions that balance authenticity, functionality, and environmental sustainability. Additionally, integrating training programs for local artisans offers experiential learning opportunities in vocational education, enhancing skills in eco-friendly construction and promoting creative economy education.

d. Safety Standards and Guide Certification (Operational SOP): Academic Perspective.

Safety management in river tubing requires formal SOPs aligned with CHSE guidelines and competency standards from the Ministry of Tourism and Creative Economy. Academically, this provides a framework for experiential learning in risk management, occupational safety, and operational planning within tourism curricula. Students can develop and evaluate certification processes for guides, inventory and equipment registration protocols, and emergency response procedures, translating theoretical knowledge into practical skills. Integrating SOP design into curriculum projects allows learners to explore the intersection of safety, tourism management, and regulatory compliance, while also emphasizing ethical considerations, crisis preparedness, and community responsibility (Handayani, 2020).

e. Development of Homestays and Community-Based Amenities.

The development of standardized homestays (cleanliness, local cuisine, structured sleeping quarters, and cultural immersion) provides practical case studies for tourism, hospitality, and community development curricula. Academic programs can integrate modules on CHSE hygiene certification, hospitality management, microfinance, and record-keeping. Cultural activities, such as lemang cooking, bamboo craft workshops, and traditional dance performances, allow students to study how local culture is embedded in tourism infrastructure, creating opportunities for experiential learning, project-based assignments, and research in sustainable tourism and cultural preservation (Zaini & Ismail, 2024).

f. Waste Management, Sanitation, and Carrying Capacity.

The implementation of integrated waste management systems, eco-friendly sanitation, and organic composting can serve as teaching materials for environmental science, public health, and sustainable development courses. Students can conduct capacity studies, simulate visitor quotas, and design zoning plans to balance tourism growth with environmental protection. These activities provide applied learning opportunities, linking theoretical knowledge with practical decision-making in eco-cultural destination management.

g. Creative Economy Empowerment and Market Linkages.

Integrating local crafts (bamboo products, Ogan knives, Ulu Ayakh coffee) and traditional culinary products into tourism infrastructure provides experiential learning for students in entrepreneurship, cultural marketing, and value chain management. Academic modules can include designing craft centers as workshops, developing culturally informed branding, and connecting local MSMEs to digital platforms. Learners can analyze economic impact, social inclusion, and sustainability, bridging classroom learning with community-based economic development research.

h. Financing and Partnerships

The combination of village budgets, CSR funding, microfinance, and public-private-community partnerships offers a case study in financial planning, project management, and governance within tourism curricula. Students can examine funding models, revenue-sharing agreements, and culturally sensitive investment strategies, applying theoretical frameworks to real-world sustainable tourism development and policy analysis.

i. Data-Driven Monitoring, Evaluation, and Adaptive Management.

Implementing a straightforward, data-driven monitoring system including visitor registration (online and offline), incident reporting, environmental metrics (e.g., river water quality, waste per visitor), and social indicators (resident satisfaction and complaints) provides a practical framework for teaching tourism management, environmental science, and community development. The destination management dashboard, managed collaboratively by Pokdarwis and the Tourism Department, offers students and researchers the opportunity to study adaptive management practices, such as temporarily restricting rafting activities during high water levels or deploying portable sanitation facilities during peak visitation. This approach exemplifies the real-world application of evidence-based decision-making, systems thinking, and operational planning. Combining culturally sensitive infrastructure design, strengthened community institutional capacity, formal safety standards, and hybrid funding mechanisms establishes an integrated model for sustainable tourism development. Academically, Kelumpang functions as a living laboratory, enabling students to analyze the intersection of cultural preservation, environmental stewardship, and socio-economic empowerment. With committed local leadership, technical support, and multi-stakeholder partnerships, Kelumpang Tourism Village can evolve into a resilient eco-cultural destination. It offers a rich case study for curriculum development and research in areas such as community-based tourism, sustainable infrastructure planning, and cultural heritage management.

Discussion

The results of this study are consistent with previous literature, demonstrating that improvements in students' breathing techniques reflect the effectiveness of structured water games, both with and without equipment, in enhancing fundamental swimming skills. This finding supports the principle that effective learning occurs when children actively engage in meaningful and enjoyable experiences, allowing them to construct knowledge through direct interaction with their environment. Education is fundamentally a conscious and systematic effort to create learning conditions that enable learners to develop their full potential through guided experiences and appropriate instructional strategies (Abd Rahman et al., 2022; Mustafa, 2022). In the context of early childhood swimming instruction, water-based games provide experiential learning opportunities that encourage students to explore, practice, and gradually master breathing control, which is a foundational element of swimming proficiency. Through play-based learning, children become more confident, reduce fear of water, and develop motor coordination in a natural and developmentally appropriate manner, which aligns with the principles of effective physical education emphasizing active participation and student-centered learning (Widiawati et al., 2022).

Furthermore, these findings reinforce constructivist learning theory, which emphasizes that knowledge is actively constructed by learners through interaction, exploration, and meaningful engagement rather than passive reception of information. Constructivist approaches encourage the integration of play, exploration, and experiential activities, allowing children to develop both cognitive understanding and motor skills simultaneously. Water games serve as an effective medium to support this process because they create enjoyable, low-pressure learning environments where children can repeatedly practice breathing techniques without anxiety or boredom. Such playful learning environments also contribute to students' motivation, engagement, and self-regulation, which are essential factors in skill acquisition and long-term learning success (Sarita & Imawati, 2023; Yu et al., 2024). In addition, the structured and systematic implementation of learning activities ensures that students receive progressive skill development, consistent feedback, and opportunities

for improvement, which are essential components of effective educational programs (Darman, 2021).

Another important implication of this study is the flexibility and adaptability of the water game learning model, which can be implemented with or without equipment depending on the availability of facilities. This flexibility makes the approach highly practical and accessible, especially for schools or swimming centers with limited infrastructure. Teachers and instructors can modify learning activities based on available resources while maintaining the effectiveness of the instructional objectives. This adaptability aligns with educational principles emphasizing the importance of contextual learning and resource optimization, ensuring that learning remains effective regardless of environmental constraints (Jelita & Adri, 2024; Widarti et al., 2025). Moreover, structured and well-planned instructional models are essential for achieving optimal learning outcomes, as they ensure systematic progression, proper supervision, and continuous evaluation of student performance (Sugiyono, 2017). The ability to implement both equipment-assisted and non-assisted water games also demonstrates that effective learning does not solely depend on sophisticated tools but rather on appropriate instructional design and active learner participation.

Overall, this study reinforces previous research emphasizing the importance of playful, child-centered, and developmentally appropriate approaches in swimming instruction. The breathing learning model through water games provides an effective, engaging, and adaptable strategy for improving early childhood swimming skills, particularly breathing control as a fundamental component of swimming ability. Play-based instructional strategies not only enhance technical skill development but also promote emotional comfort, motivation, and long-term engagement in physical activity, which are essential for holistic child development (Abd Rahman et al., 2022; Mustafa, 2022). Therefore, integrating structured water games into swimming instruction can serve as an effective pedagogical approach to improve foundational swimming competencies while fostering positive learning experiences, especially in early childhood education settings.

4. CONCLUSION

This study demonstrates that tourism facility and infrastructure development in Kelumpang Tourism Village, Ogan Komering Ulu Regency, possesses substantial potential but faces structural constraints in accessibility, basic amenities, and community institutional capacity. Current infrastructure does not fully accommodate increased visitor numbers or enhance tourist comfort, highlighting a critical area for applied research in tourism planning, infrastructure management, and community development.

Despite these challenges, Kelumpang benefits from strong socio-cultural assets rooted in local wisdom values including mutual cooperation, deliberation, and respect for nature which can serve as foundational principles for sustainable tourism. Integrating these cultural practices into infrastructure and management strengthens social acceptance, ensures the long-term sustainability of facilities, and provides a rich context for curriculum development in community-based tourism, cultural heritage preservation, and participatory planning.

Community involvement is evident in the management of Belanting River tourism, bamboo craft initiatives, and traditional arts such as marawis and regional dances, offering case studies for experiential learning and applied research in cultural tourism, creative economy, and service management. Recommended strategies include environmentally sensitive road improvements, culturally aligned amenity construction, institutional strengthening of Pokdarwis, implementation of standardized safety SOPs for water attractions, and development of homestays and local cultural products. Multi-stakeholder partnerships between government, community, and private actors are essential for sustaining

these initiatives, providing a practical framework for academic inquiry into governance, collaborative tourism development, and sustainability studies.

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