

## ANALYSIS OF THE POTENTIAL OF TUWED VILLAGE AS A SUSTAINABLE CONSERVATION EDUCATIONAL TOURISM IN BALI

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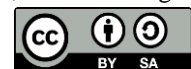
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### Abstract

Community-based sustainable tourism is a strategic approach to destination development that maintains a balance between ecological, socio-cultural, and economic aspects. This study aims to analyze the potential of Tuwed Village in Jembrana Regency, Bali, as a sustainable conservation educational tourism destination. The study used a qualitative approach with a descriptive-exploratory design, using data collection techniques such as field observations, in-depth interviews with village officials, community leaders, and local tourism stakeholders, as well as documentation studies. Data analysis was carried out through the stages of data reduction, data presentation, and conclusion drawing. The results indicate that Tuwed Village has significant natural resource potential, including mangrove ecosystems, coastal areas, and organic farming practices that can be developed as a means of environmental education. The socio-cultural aspects of the community, particularly the values of local wisdom and traditions of nature conservation, are important assets in the development of community-based educational tourism. From an economic perspective, conservation educational tourism has the potential to create business opportunities and improve community welfare through local economic diversification. Meanwhile, from an institutional perspective, the commitment of the village government and community readiness indicate positive opportunities for strengthening the tourism management structure. This study concludes that Tuwed Village has great potential to be developed as a sustainable conservation educational tourism destination, provided that institutional strengthening, community capacity building, and multi-stakeholder support are provided.

**Keywords:** Conservation, Edutourism, Sustainable Tourism, Tuwed Village



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## INTRODUCTION

Tourism is a strategic sector for Indonesia's economic development, particularly for the province of Bali, which has leveraged tourism as a driving force for socio-economic growth. However, the mass tourism model that has developed in recent decades has resulted in various ecological, social, and cultural consequences, such as environmental degradation, pressure on regional carrying capacity, and the homogenization of local culture (Suriyankietkaew et al., 2025; Tang et al., 2025). This situation calls for a reorientation of the tourism development paradigm toward a more sustainable approach based on local community empowerment, one of which is through the development of conservation-based edu-tourism (Chen, 2025; Khuadthong, Imjai, et al., 2025).

Conservation edu-tourism has emerged as an alternative form of tourism that emphasizes educational functions, environmental preservation, and community participation. Through this approach, tourism activities are not solely oriented toward economic gain but also increase tourists' awareness and responsibility for the sustainability of natural resources (Khater et al., 2025; Sangnak, 2025). Conservation edu-tourism is considered a potential platform for environmental learning and a medium for preserving local wisdom, and can strengthen local economic structures through a community-based tourism model (Inmor et al., 2025).

The Community-Based Tourism (CBT) approach, or community-based and conservation tourism, is considered an effective alternative for achieving a balance between economic benefits, environmental preservation, and cultural preservation (S. Q. Liu et al., 2025; Sianipar et al., 2025). Literature shows that CBT "empowers local communities in the planning, management, and sharing of tourism benefits" while preserving cultural and ecosystem aspects. The implementation of CBT has been shown to positively support sustainable development and improve the well-being of local communities (Zhao et al., 2025).

Based on this, the concept of conservation edu-tourism, namely tourism that offers not only recreation but also educational experiences related to the environment and nature conservation, is relevant for development (Bakalo et al., 2025; Shimhanda et al., 2025). Conservation edu-tourism allows tourists to learn directly about biodiversity, conservation practices, and local wisdom, while encouraging local communities to actively participate in the preservation of natural and cultural resources. This concept aligns with the principles of sustainable tourism, which prioritize "balancing the needs of tourists, local communities, the tourism industry, and environmental sustainability" to ensure sustainability for present and future generations (Khuadthong, Taweephol, et al., 2025; Tamim et al., 2025).

Tuwed Village, located in Melaya District, Jembrana Regency, Bali, is a rural area with rich biodiversity and conservation-based potential, such as protected forests, medicinal plant biodiversity, and community activities involving organic farming and water resource conservation (Bennett et al., 2025; Nguyen et al., 2025). This potential makes Tuwed Village relevant for development as a conservation edu-tourism destination, offering tourists hands-on environmental learning experiences while simultaneously strengthening local ecosystem preservation (Cavallini et al., 2024; Dao et al., 2025).

However, developing conservation edu-tourism in Tuwed Village also requires a comprehensive study, particularly regarding community readiness, institutional capacity, management mechanisms, and economic, social, and environmental aspects. Previous studies have shown that while environmental and cultural sustainability principles can be successful, economic and institutional aspects often face challenges when community participation, human resource capacity, and policy support are inadequate (Khosravi et al., 2025; Soliman et al., 2025).

Based on this background, this study aims to analyze Tuwed Village's potential for developing sustainable conservation edu-tourism through a community approach. The study will evaluate the natural resources, socio-cultural, economic, and institutional readiness of the local community. It is hoped that the results of this research can provide academic

contributions to the development of sustainable tourism in rural Bali, as well as serve as a reference for the formulation of policies and practical strategies for stakeholders.

## **RESEARCH METHOD**

### ***Research Design***

This research employed a qualitative approach with a descriptive-exploratory design to deeply understand the potential of Tuwed Village as a sustainable conservation educational tourism destination. The qualitative approach was chosen because it allows researchers to capture phenomena holistically and interpret the meaning behind the social activities and conservation practices carried out by the local community (Jagoda et al., 2025). The descriptive-exploratory design was used to explore actual conditions on the ground and identify opportunities, challenges, and strategic needs for developing conservation educational tourism without manipulating research variables. Data collection was conducted through direct observation in mangrove areas, agricultural areas, and coastal areas, which are important components of the Tuwed Village ecosystem. This allowed researchers to obtain a concrete picture of the biophysical conditions and community activities in conservation efforts.

### ***Research Target/Subject***

In addition to observations, data were obtained through in-depth interviews with village officials, traditional leaders, local tourism managers, and residents involved in environmental conservation practices (Ho & Van Nguyen, 2025). These interviews aimed to explore community perspectives, experiences, and expectations regarding the development of conservation educational tourism in the village. Supporting data was also collected through documentary studies of village reports, development planning documents, and relevant academic literature to strengthen the validity of the research findings. The data analysis process was carried out through iterative stages of data reduction, data presentation, and conclusion drawing. The results provided a comprehensive overview that can serve as the basis for developing strategic recommendations for the development of sustainable conservation educational tourism in Tuwed Village.

### ***Research Procedure***

The research location was Tuwed Village, Melaya District, Jembrana Regency, Bali, known as a rural area with potential for biodiversity, coastal landscapes, mangrove areas, and conservation practices based on local wisdom. This location was chosen because it possesses ecological and socio-cultural characteristics that support the development of sustainable conservation educational tourism, particularly through the integration of environmental protection and responsible use of natural resources. Furthermore, Tuwed Village is in the early stages of planning for community-based tourism development, so this research is expected to provide academic and practical contributions in formulating its development direction and strategy (Mutanga et al., 2025). The village's geographical and social conditions provide an authentic research context for understanding the dynamics of environmental conservation and community readiness to implement sustainable tourism concepts.

### ***Instruments, and Data Collection Techniques***

The data analysis technique used in this study was Miles and Huberman Interactive Analysis. Miles and Huberman's interactive analysis technique is widely recognized and used in qualitative research due to its systematic and rigorous approach to data analysis. This framework helps manage and understand large qualitative data sets, ensuring that the analysis is thorough and systematic. Stages of analysis: 1) Data Reduction: This involves selecting, focusing, simplifying, abstracting, and transforming data that appears in written field notes or transcriptions (Zhang et al., 2025). This helps organize the data so that conclusions can be

drawn and verified. 2) Data Display: This stage involves creating an organized and structured collection of information that allows for the drawing of conclusions. Visual displays such as matrices, graphs, charts, and networks are often used. 3) Conclusion Drawing/Verification: This final stage involves interpreting the displayed data to draw meaningful conclusions and verifying these conclusions through various methods to ensure their validity.

## RESULTS AND DISCUSSION

The research findings indicate that Tuwed Village possesses substantial natural resource potential to be developed as a sustainable conservation-based educational tourism destination. The village landscape integrates forest ecosystems, organic agricultural areas, and coastal zones, forming an interconnected ecological system with high biodiversity value. These environmental assets provide a strong foundation for experiential learning and nature-based educational tourism.

Forest areas in Tuwed Village function not only as ecological buffers but also as learning spaces that support environmental awareness and conservation literacy. The presence of diverse flora and fauna enables the integration of ecological education into tourism activities. Such forest-based learning environments are increasingly recognized as effective tools for fostering pro-environmental attitudes among visitors and students.

**Table 1.** Strategic Development Overview

Aspect	Key Findings	Implications
Natural Resources	Forests, organic farms, and mangroves with high biodiversity	Basis for conservation education tourism
Socio-cultural	Strong local wisdom and community participation	Supports sustainability and local ownership
Economic Potential	Readiness for tourism-based micro-enterprises	Diversified and sustainable livelihoods
Institutional Capacity	Early-stage management with government support	Need for formal community-based institutions
Main Constraints	Limited infrastructure and promotion	Capacity building and digital marketing required

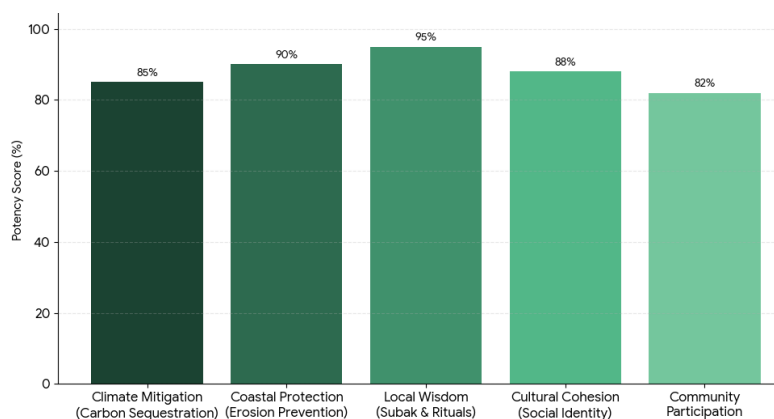
The coastal ecosystem, particularly the mangrove forests, plays a strategic ecological role in supporting sustainability objectives. Mangroves contribute to coastal protection, marine biodiversity conservation, and ecosystem resilience. Field observations reveal that mangrove areas in Tuwed Village are relatively well-maintained, indicating the presence of local conservation awareness and informal management practices.

These findings are consistent with (Burton et al., 2025), who emphasize that mangrove ecosystems contribute significantly to climate change mitigation through carbon sequestration and to disaster risk reduction by preventing coastal erosion. The ecological condition of Tuwed’s mangroves positions the village as a potential center for coastal and forestry-based conservation education. This ecological strength enhances the educational value of tourism activities developed in the area.

From a socio-cultural perspective, the Tuwed Village community maintains strong traditions and values related to environmental stewardship. Local wisdom practices, including the subak irrigation system, agrarian rituals, and coastal livelihood traditions, serve as a social foundation for sustainable tourism development. These practices reflect long-standing human–environment relationships that align with conservation principles.

Consistent with (Kumar & Kushwaha, 2025; Nikjoo et al., 2025), the findings demonstrate that cultural identity and community participation are central to the sustainability of community-based tourism. In Tuwed Village, strong cultural cohesion fosters a sense of

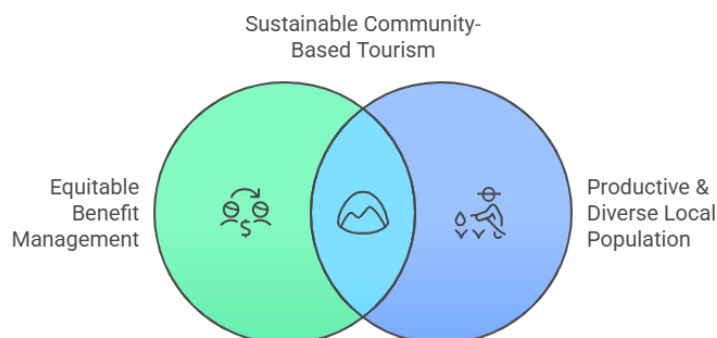
ownership and responsibility toward tourism initiatives. This cultural support represents a competitive advantage in developing conservation educational tourism that is locally grounded and socially accepted.



**Figure 1.** Sustainability Strength Profile: Tuwed Village

Economically, conservation educational tourism offers opportunities to diversify local income sources beyond traditional agriculture and fisheries. Potential activities include educational tour guiding, organic agricultural product processing, and the sale of locally produced goods. Community enthusiasm and readiness to develop tourism-based micro-enterprises indicate positive economic adaptability.

This finding aligns with (Tran & Tran, 2024), who argue that community-based tourism can improve local welfare when economic benefits are managed equitably. The socio-economic structure of Tuwed Village further supports this potential, as the majority of residents are of productive age and engaged in diverse livelihoods, including farming, fishing, trading, and small-scale entrepreneurship.



**Figure 2.** Maximizing Community Welfare Through Tourism

Despite these strengths, several challenges remain in the development of tourism in Tuwed Village. Limited tourism infrastructure, restricted access to promotional media, and low digital visibility constrain broader market reach. Similar challenges were identified by (Y. Liu et al., 2025; Ottone et al., 2025), who emphasize the importance of strengthening human resource capacity and social institutions in conservation-based tourism development.

Institutionally, tourism management in Tuwed Village is still at an early stage and lacks a formal organizational structure dedicated to educational tourism. However, support from the village government and emerging initiatives from community groups suggest favorable conditions for institutional strengthening. In line with (Aunchistha, 2025), institutional readiness is critical for sustainable tourism, as it enables coordination, policy legitimacy, and

participatory resource management. Overall, the findings highlight the need for a collaborative development strategy involving local government, academics, tourism stakeholders, and the community to enhance institutional capacity, improve promotion, and integrate environmental education into village tourism.

## **CONCLUSION**

This research shows that Tuwed Village has significant potential for development as a sustainable, community-based conservation educational tourism destination. In terms of natural resources, the village boasts a mangrove ecosystem, coastal areas, organic farming areas, and a landscape that supports educational activities related to the environment and conservation. This potential provides crucial ecological capital for the development of conservation-oriented tourism. From a socio-cultural perspective, the values of local wisdom and traditions of nature conservation practiced by the community can serve as a strong identity that distinguishes Tuwed Village from other destinations and strengthens social cohesion in tourism management.

From an economic perspective, conservation educational tourism in Tuwed Village has the potential to provide tangible benefits in improving community welfare by creating creative business opportunities and diversifying the local economy. Meanwhile, from an institutional perspective, although the tourism management structure is still in its infancy, there is community commitment and readiness, as well as support from the village government, to establish a community-based management institution. Therefore, developing conservation educational tourism in Tuwed Village requires a comprehensive, participatory, and sustainable strategy to ensure a balance of economic, social, cultural, and environmental benefits.

Based on the research findings, it is recommended that the village government and local community strengthen their institutions by establishing a formal and structured tourism management group involving various stakeholders, including community leaders, youth, and local business actors. Furthermore, human resource capacity building is needed through training in tour guides, destination management, digital marketing, and sustainable tourism principles to support the effective implementation of conservation educational tourism.

It is also recommended that educational tourism development in Tuwed Village be carried out through the development of collaborative networks with academics, educational institutions, government agencies, and environmental organizations to strengthen scientific, technical, and policy support. Promotional efforts through digital media and educational destination branding are also strategic steps in expanding the reach of the educational tourism market. Finally, the development of supporting tourism infrastructure needs to be planned in stages and based on environmental carrying capacity, so that tourism utilization does not cause ecological degradation and remains in line with the principles of sustainable development.

## **AUTHOR CONTRIBUTIONS**

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Supervision, Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

Author 4: Formal analysis; Methodology; Writing - original draft.

Author 5: Supervision; Validation.

## **CONFLICTS OF INTEREST**

The authors declare no conflict of interest.

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