

STRATEGIES TO IMPROVE PARTICIPATION OF PELAGIO ARABICA COFFEE FARMERS IN VILLAGE EDUCATIONAL TOURISM DEVELOPMENT DURING THE LAUNCH PHASE CASE STUDY IN SUKAALILAH VILLAGE, SUKARESMI DISTRICT

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Abstract

Sukalilah Village (Sukaresmi District, Garut Regency) combines favorable highland agroclimate for Arabica coffee with growing prospects for agricultural educational tourism. Yet farmer participation in planning, implementation, and management remains limited, constraining product coherence and long-term viability. This article aims to formulate participation-enhancement strategies for the launch phase of coffee edutourism, drawing on community participation theory, farmer empowerment, and edutourism principles. Using a qualitative descriptive design, a literature review was conducted across peer-reviewed journals, textbooks, government reports, and policy documents, followed by thematic-analytic synthesis. The findings suggest that participation can be strengthened through capacity building (guiding, interpretation, service standards), institutional reinforcement of farmer groups, multi-stakeholder collaboration, diversified learning packages from farm to cup, digital tools for promotion and booking, and simple indicator-based monitoring and evaluation. These strategies are expected to improve farmer welfare, broaden village economic benefits, and consolidate Sukalilah's identity as an inclusive and sustainable coffee learning destination in practice.

Keywords: Arabica coffee; Educational tourism; Farmer participation.

A. INTRODUCTION

Agriculture remains a backbone of rural livelihoods in Indonesia because it functions not only as a production sector, but also as a social and economic safety net for many low-income households. Recent national-level syntheses indicate that agriculture continues to absorb a substantial share of employment and contributes meaningfully to aggregate economic output, reinforcing its role as the most accessible livelihood base in many rural areas. This labor-absorbing function is also evident in official employment statistics derived from the National Labor Force Survey (Sakernas), which underline how deeply agricultural work is embedded in rural labor structures and household income strategies. (Panggabean, 2025; Kementerian Pertanian Republik Indonesia, 2024).

Within Indonesia's plantation subsector, coffee stands out as a commodity with strong market prospects because it links smallholders to both domestic value chains and export-oriented demand. Recent outlook reporting shows Indonesia's coffee production trajectory is sensitive to climate variability, yet the sector remains strategically important given its wide cultivation base

and resilient consumption dynamics. At the same time, global market signals particularly the growing preference for sustainably produced coffee and price volatility driven by weather disruptions strengthen the argument that coffee (including Arabica) is economically attractive, but also increasingly exposed to production risk. (USDA Foreign Agricultural Service, 2024; Food and Agriculture Organization, 2025; Sustainable Coffee Platform of Indonesia, 2025).

Garut Regency is frequently positioned as one of West Java's important Arabica landscapes, especially across its highland zones where agroecological conditions are more favorable for quality-oriented coffee. Official regional profiling explicitly frames coffee as a leading commodity in Garut that contributes to farmer and regional income, while also documenting Arabica production at the sub-district level including Sukaresmi as one of the producing areas. This regional orientation is reinforced by local government initiatives that explicitly target Arabica expansion in Sukaresmi (including Sukalilah) to respond to high market demand and strengthen Garut's supply capacity, while recent peer-reviewed work also evidences the presence and management of Arabica populations in Garut. (Pemerintah Kabupaten Garut, 2024; Profil Daerah Kabupaten Garut, 2023; Cahyono et al., 2024).

Sukalilah Village can be understood as a typical agrarian highland community in which household livelihoods are closely tied to farm-based activities, with Arabica coffee functioning not only as a commodity but also as a stabilizing income source for rural families. In many Indonesian coffee landscapes, production systems are dominated by smallholders, which means that the performance of coffee cultivation directly shapes local welfare, farm resilience, and the feasibility of downstream diversification initiatives. From this perspective, describing Sukalilah as a coffee-dependent village is analytically important because it positions Arabica coffee as the "core asset" around which both economic strategies and community development pathways can be designed. (Djufry et al., 2022; Rico et al., 2024).

Its physical geography highland terrain, cooler microclimates, and productive soils also provides a strong agroecological rationale for why Arabica coffee can thrive and reach higher quality standards in such settings. Empirical research in Indonesian Arabica regions shows that altitude-related temperature differences and varietal interactions can materially influence cherry and bean quality, reinforcing the idea that "place" is not a background variable but a key driver of product differentiation. In parallel, studies on Indonesian highland Arabica also highlight that soil properties, slope, and erosion dynamics shape land suitability and yields, implying that maintaining soil health and managing land degradation are essential if coffee is to remain economically viable over time. (Abubakar et al., 2024; Manfarizah et al., 2025).

Beyond economics, Arabica coffee can carry cultural and historical meanings embedded in local practices, intergenerational farming knowledge, and community narratives that are increasingly valuable when translated into experiential tourism products (e.g., farm-to-cup storytelling, processing demonstrations, sensory tasting, and locally grounded interpretation). Evidence from Indonesia indicates that coffee-based experiences can reinforce destination appeal particularly for younger visitors seeking distinctive, authentic encounters while community-based coffee agrotourism frameworks emphasize the need to balance attraction development with institutional capacity and sustainability dimensions. At a broader conceptual level, recent coffee tourism research also underlines that successful coffee tourism development depends on coordinated capabilities among local actors, which aligns well with positioning Sukalilah's coffee heritage as a curated attraction rather than a purely incidental by-product of farming (Hidayat et al., 2023; Agustiani & Agoes, 2023; Vu et al., 2025).

However, the development of coffee ecotourism in Sukalilah Village has not been optimal, suggesting a gap between the *potential* of coffee-based experiential tourism and the *capacity* to organize it into a coherent destination product. Recent work on coffee tourism emphasizes that value creation depends on coordinated stakeholder action linking farm experiences, storytelling, service design, and upstream supply-chain alignment rather than treating tourism as a “stand-alone” add-on. In practice, when these linkages are weak, coffee tourism struggles to move beyond sporadic visits and cannot generate stable benefits that motivate local producers to stay engaged (Vu et al., 2025; Azkar et al., 2025).

A central bottleneck is the low participation of farmers in ecotourism development, because farmers are not only suppliers of “attractions,” but also custodians of place-based knowledge, landscapes, and service authenticity. Evidence from community-based agro-ecotourism in Indonesia shows that participation is not a peripheral variable; it is embedded in the social and institutional dimensions that shape sustainability outcomes, including cooperation, governance routines, and continuity of agricultural livelihoods. Complementarily, ecotourism participation research underscores that local willingness to engage is closely tied to perceived benefits and the extent to which communities are involved before and during implementation, not after decisions are finalized (Djuwendah et al., 2023; Pineda et al., 2023).

Many farmers still view tourism as external to their farming activities, and this perception is understandable when tourism introduces new tasks, risks, and opportunity costs without clear institutional support or predictable returns. Empirical findings in rural tourism contexts indicate that farmers’ understanding of tourism and how they interpret its compatibility with household livelihoods significantly shapes willingness to participate, alongside market conditions and local institutional arrangements. In other words, low engagement may reflect a rational response to uncertainty, limited tourism literacy, weak market signals, or unclear role definitions rather than simple “reluctance.” (Luo et al., 2022; Pineda et al., 2023).

Therefore, a systematic strategy is needed to increase farmer participation so that coffee ecotourism development can be inclusive and sustainable, starting from co-design (joint planning of packages and roles), capability strengthening (interpretation skills, hosting, safety, and service standards), and transparent benefit-sharing mechanisms. Strengthening local institutions such as farmer groups/cooperatives and multi-actor coordination platforms also matters because sustainability is reinforced when collaboration, guidelines, and external partnerships become routine rather than ad hoc. From a value-chain perspective, participation will be more durable when tourism is integrated with quality upgrading, market access, and collective branding, so farmers can see a credible pathway from engagement to improved welfare (Djuwendah et al., 2023; Azkar et al., 2025; Vu et al., 2025).

B. LITERATURE REVIEW

Arabica Coffee as a Superior Commodity

Arabica coffee (*Coffea arabica*) generally performs best in mountainous regions around 1,000–1,600 meters above sea level because the thermal and environmental conditions at this altitude range are more conducive to the development of bean quality and the distinctive brewing characteristics (Abubakar et al., 2024). Market-wise, Arabica also tends to command a higher selling price than Robusta due to differences in consumer preferences and quality differentiation; even in the green bean trade, Arabica is reported to receive a substantial price premium over Robusta (Adnan et al., 2020). In the West Java context, Garut Arabica is known for its prominent sensory profile; cupping tests on Garut Arabica show a total score in the specialty range, along

with flavor descriptors such as flowery notes, strong fragrance, and a relatively balanced flavor character with good acidity, body, and balance (Towaha et al., 2015). Indicators:

- Growing altitude (m above sea level)
- Sensory attributes (cupping): aroma/fragrance, flavor, aftertaste, acidity, body, sweetness, balance, clean cup, uniformity, overall
- Total cupping score (e.g., specialty category)
- Flavor/aroma character descriptors (e.g., flowery, spicy, chocolaty, strong fragrance)
- Price premium (comparison of Arabica vs. Robusta prices at the bean/product level)

Concept and Principles of Edutourism

Edutourism (educational tourism) can be understood as a form of travel in which the primary value proposition is learning, meaning that tourist experiences are intentionally designed to generate knowledge, skills, and reflective understanding rather than mere leisure. In this approach, learning is packaged through guided activities, interpretation, and direct engagement with local contexts, so that the visitor's experience becomes an "informal classroom" with measurable educational outcomes. Because it is commonly developed within community settings, edutourism is closely aligned with three practical principles: (1) local community participation (locals as co-designers and hosts), (2) environmental conservation (tourism activities must protect ecological functions), and (3) economic empowerment (benefits should circulate to residents through jobs, enterprise, and fair value distribution). In the coffee context, these principles translate into structured learning experiences across the coffee value chain such as plantation visits, cultivation and harvesting interpretation, post-harvest demonstrations (sorting, drying, roasting), and coffee-culture learning through cupping/brewing sessions that connect product quality with local identity and service practices. Indicators:

- Learning orientation: clear learning objectives, educational modules/themes, reflection activities (briefings and debriefings).
- Experiential activities: direct involvement (observation and practice) from the farm to presentation.
- Interpretation quality: competent guides, easy-to-understand narratives, aids (signage/demonstrations).
- Community participation: local farmers/groups are involved in planning, operations, and evaluation.
- Environmental conservation: environmentally friendly practices (waste management, land conservation, water/energy efficiency).
- Economic empowerment: clear benefit schemes (profit sharing, sales of local products, job/business opportunities).
- Cultural embeddedness: strengthening local identity (coffee origin stories, coffee drinking traditions, service ethics).
- Visitor engagement: high interaction, increased satisfaction, and understanding (simple feedback/measurements).

Community Participation Theory

Community participation can be understood as the active involvement of citizens throughout the development cycle, not just through physical presence but also through influencing the direction, process, and outcomes of the program. Within this framework, participation encompasses involvement in decision-making (e.g., planning and prioritization), activity implementation (contribution of energy, time, resources, and operational roles), utilization of results (access and distribution of benefits), and evaluation (monitoring, feedback, and

continuous improvement). High levels of participation generally reflect a sense of ownership and social legitimacy for the program, thus encouraging community commitment to maintaining the sustainability of development outcomes. In other words, participation is a key mechanism that bridges "top-down" programs so that they are truly rooted in local needs and more adaptive to community dynamics. (Mardikanto, 2014; Tosun, 2006; Rasoolimanesh et al., 2017)

Community Participation Indicators:

- Decision-making
 - Attend and actively participate in deliberations/meetings
 - Propose ideas and convey aspirations
 - Involved in determining priorities/rules of the game
- Implementation
 - Contribute energy/time/expertise
 - Carry out committee/working group roles
 - Provide resource support (e.g., tools, funds, materials) according to ability
- Utilization of Results
 - Access and use program outputs responsibly
 - Receive benefits (economic/social) fairly and transparently
 - Participate in maintaining program facilities/results
- Evaluation
 - Involved in monitoring and reporting
 - Provided feedback and complaints based on data/field findings
 - Participated in formulating recommendations for program improvements

Farmer Empowerment in Rural Development

Farmer empowerment in educational tourism can be framed as a deliberate process of expanding farmers' capabilities and agency so they can actively shape decisions, control key resources, and capture fair benefits from tourism thereby strengthening capacity, independence, and welfare rather than positioning farmers merely as "objects" of development. In practical terms, empowerment means farmers gain stronger decision-making power over production and tourism integration, improved access to and control of resources and income streams, and greater leadership and voice within local institutions dimensions that are widely used to operationalize empowerment in agricultural development. At the destination level, empowerment also requires power-sharing and meaningful participation in planning and partnership arrangements, because inclusion without influence tends to reproduce dependency and weak ownership. When empowerment is implemented seriously, capacity building (skills, knowledge, organization) becomes a bridge to tangible outcomes such as improved livelihoods and more resilient local governance of tourism experiences (Alkire et al., 2013; Dolezal & Novelli, 2022; Dos Santos et al., 2024; Rana et al., 2025) Indicators:

- Increased knowledge and skills (tourism interpretation/education, guiding, services, safety).
- Real involvement in decision-making (package planning, visit regulations, pricing, SOPs).
- Access to and control over supporting resources (land, facilities, equipment, access to financing/technology).
- Transparent and fair profit-sharing and revenue control mechanisms.
- Active membership and leadership roles in institutions (farmer groups/cooperatives/tourism groups).

- Networking/partnership capacity (village government, schools, communities, travel/market linkages).
- Strengthened psychological aspects (self-confidence, sense of ownership, courage to become a "host/educator").
- Commitment to sustainability (environmentally friendly practices, quality learning experiences, coffee landscape conservation).

C. RESEARCH METHODOLOGY

This article adopts a qualitative descriptive approach to keep the analysis “data-near” while still allowing careful interpretation of how coffee, educational tourism, and participation are discussed across credible sources. In this design, the goal is not to build a grand theory, but to generate a clear, practice-relevant description of what strategies are most plausible for Sukalilah Village given the realities commonly documented in comparable contexts. The descriptive stance is strengthened by an explicit analytic lens such as content-focused reduction and categorization so that the findings remain systematic rather than merely narrative. (Villamin et al., 2025; Nicmanis, 2024).

The literature review method is positioned as a structured knowledge synthesis that draws evidence from scientific journal articles, textbooks, government reports, and policy documents relevant to coffee ecotourism and community participation. Methodologically, this kind of review benefits from transparent steps problem framing, searching, screening, and synthesis so that the resulting strategy formulation is traceable and academically defensible. Recent review-method guidance also emphasizes that a review should do more than summarize; it should articulate what the field currently knows, where the gaps are, and how these gaps justify the proposed strategic direction. (Barry et al., 2022; Snyder, 2024; Carrera-Rivera et al., 2022).

Analytically, the study proceeds through qualitative document analysis, combining descriptive mapping (what strategies and constraints appear repeatedly) with interpretive synthesis (why those strategies matter for Sukalilah Village and how they can be operationalized). Treating government reports and policy documents as primary texts is important because they often encode institutional priorities, roles, and implementation boundaries that shape what communities can realistically do. A stepwise document-analysis workflow (e.g., preparing materials, extracting relevant content, analyzing patterns, and distilling implications) helps ensure the strategy recommendations are grounded and not overly speculative. (Morgan, 2022; Dalglish et al., 2020; Almubarak, 2025).

D. RESULT AND DISCUSSION

Sukalilah Village is situated in Sukaesmi District, Garut Regency, within a mountainous landscape that shapes both the village’s settlement pattern and its agrarian economy. The community’s main livelihoods are centered on coffee farming, complemented by horticultural production and small-scale animal husbandry, which together form a diversified rural livelihood system. This combination of commodities also suggests that local knowledge is deeply rooted in land-based practices, seasonal routines, and intergenerational transfer of farming skills—an important asset when the village seeks to package agricultural activities into educational or experiential programs.

Socially, Sukalilah Village remains characterized by strong kinship-based relationships, where family networks and informal community bonds play a central role in daily coordination and decision-making. In contexts like this, social cohesion can become a practical foundation for

collective participation because trust and mutual obligations tend to facilitate cooperation, informal leadership, and shared commitments. As a result, the village holds substantial potential for collective action especially if participation is designed to respect local norms, distribute roles fairly, and build on existing social networks rather than replacing them with purely formal structures.

The potential for coffee edu-tourism in Sukalilah Village includes

Sukalilah Village possesses strong natural potential, particularly its mountain panoramas and cool climate, which function as core attractions for visitors seeking restorative, nature-based experiences. These biophysical conditions do not only enhance the aesthetic value of the destination, but also support a comfortable setting for outdoor learning activities such as farm walks, observation routes, and guided interpretation making the landscape itself a “learning space” that strengthens the experiential character of educational tourism.

Beyond scenery, the village’s agricultural potential is anchored in productive Arabica coffee plantations that can be transformed into structured tourism products. The plantations can be positioned as living laboratories where tourists experience the coffee value chain directly from nursery and cultivation to harvesting while simultaneously offering opportunities for product diversification (e.g., coffee-tasting packages, farm-to-cup experiences, and micro-processing demonstrations) that increase local economic value and broaden the village’s tourism portfolio.

Sukalilah also holds socio-cultural potential through local wisdom embedded in coffee cultivation practices. This includes community knowledge about land management, seasonal rhythms, cultivation techniques, and collective work traditions that can be narrated as a cultural asset rather than merely a farming routine. When packaged thoughtfully, this local wisdom becomes an interpretive narrative that strengthens authenticity, builds visitor meaning-making, and positions farmers as knowledge holders whose roles extend beyond production into storytelling and cultural mediation.

Finally, the village has clear educational potential because coffee cultivation and post-harvest processes naturally lend themselves to step-by-step learning modules. Activities such as sorting, pulping, fermentation, drying, roasting, and brewing can be organized into experiential sessions aligned with visitor segments (students, families, hobbyists, or specialty coffee communities). In this way, educational tourism in Sukalilah can evolve into a structured program that integrates practice-based learning, demonstration, and reflection creating a destination identity that is not only scenic, but also instructional and skill-oriented.

Factors Influencing Farmer Participation

Internal factors refer to the characteristics inherent in farmers and directly shape how they understand, assess, and engage in edu-tourism development. In the context of coffee edu-tourism development, internal factors are crucial because they determine farmers' "role readiness," whether they are ready to shift from a sole role as producers to educators, experience guides, and destination management partners. If these internal factors are weak, programs often stop at the socialization level without transforming into active participation. Therefore, mapping internal factors is necessary as a foundation before designing training interventions, partnerships, or profit-sharing schemes.

Farmers' education and knowledge levels strongly influence their ability to grasp the logic of edu-tourism, particularly regarding service standards, the flow of the tourism experience, interpretive communication, and simple digital literacy for promotion and reservations. Farmers with adequate knowledge tend to more easily connect cultivation activities with educational narratives, for example, explaining the planting, harvesting, post-harvest, and cupping processes

as a learning process. Conversely, limited knowledge often makes tourism activities perceived as "troublesome" due to the added administrative demands and unfamiliar social interactions. As a result, farmers become hesitant to take on the role of guides or learning facilitators, even though they possess valuable practical knowledge.

Farmers' motivation and perceptions of edu-tourism are also crucial, as participation is not only based on ability but also on the belief that their involvement is economically and socially "worthwhile." If farmers view edu-tourism as an external activity irrelevant to farming or even risking disruption to routines and productivity, engagement tends to be low. Positive perceptions typically develop when farmers see tangible benefits: increased income, market certainty, strengthening the image of local coffee, and pride in village identity. Conversely, negative perceptions often arise when benefits are unclear, profit sharing is not transparent, or initial experiences with tourism increase the burden without operational support.

Organizational experience also influences farmers' readiness to collaborate, as edu-tourism almost always requires collective work: role allocation, price agreements, visit scheduling, service standard operating procedures, and complaint mechanisms. Farmers accustomed to farmer groups, cooperatives, or communities are usually better prepared to follow shared rules and negotiate partnerships with village governments, schools, and the private sector. Conversely, a lack of organizational experience can trigger obstacles such as weak internal communication, conflicts of interest, unclear leadership, and low commitment to collective decisions. Therefore, organizational strengthening (not just individual training) is a strategic component for more stable, inclusive, and sustainable farmer participation in edu-tourism.

External Factors

Village government support is a crucial external factor because it has the authority and resources to direct development priorities, including establishing policies, allocating budgets, and fostering coordination across actors (farmer groups, village-owned enterprises, tourism groups, and private partners). When this support is strong, coffee ecotourism more easily gains legitimacy, has clear roles, and is integrated into village planning documents, preventing sporadic programs. Conversely, weak support tends to make ecotourism initiatives dependent on individual actors, easily stalled during leadership changes, and difficult to consolidate into sustainable tourism packages.

Access to training and mentoring is also a crucial determinant because coffee ecotourism development demands competencies that farmers do not necessarily possess, such as educational interpretation, guest service, narrative communication, safety standards, and digital marketing management. Targeted training helps farmers understand how cultivation activities can be translated into structured, engaging tourism experiences while maintaining the quality of agricultural practices. Ongoing mentoring, rather than one-off training, is more effective in building habits, strengthening self-confidence, and ensuring that new knowledge is truly implemented in daily operations. The availability of facilities and infrastructure is another external factor, as the tourist experience is heavily influenced by accessibility and basic comfort. In coffee ecotourism, relevant facilities include plantation access routes, demonstration and education areas, handwashing and sanitation facilities, rest stops, information boards, basic safety equipment, and even spaces for cupping or coffee processing. Adequate infrastructure not only enhances tourist satisfaction but also helps farmers work more efficiently and safely during visits. Without adequate facilities, the quality of the experience tends to decline, farmers' workloads increase, and their interest in participating can diminish.

Finally, market access and promotion determine whether educational tourism products have sufficient demand to maintain farmer motivation and ensure tangible economic benefits. Without clear marketing channels for example, partnerships with schools/universities, coffee communities, local travel agents, tourism marketplaces, and managed digital promotions visit volume tends to be unstable and unpredictable. An effective promotional strategy not only expands the audience but also reinforces the destination's positioning (unique coffee, local narrative, and educational value) so that the market understands the specific reasons to come, learn, and purchase village-based coffee products.

Strategies for Increasing Farmer Participation

Farmer capacity building needs to be a key foundation, as farmer participation will be unstable if the skills needed to host tourists are not yet developed. Technical training can cover safe cultivation for visits (garden hygiene standards, route safety, post-harvest demonstrations), while non-technical training emphasizes tourism service-minded skills such as communication, guiding, coffee storytelling, and managing visitor complaints. To ensure the program doesn't stop at ceremonial training, it's best to have a sustainable format: gradual modules, hands-on practice on the farm, and regular mentoring so farmers feel confident as both "hosts" and educators.

Furthermore, strengthening farmer group institutions is a crucial lever, as these institutions transform individual participation into organized collective work. Farmer groups need to be guided into professional edu-tourism management institutions through clear role allocations (guiding, logistics, cleaning, finance, marketing), the development of service standard operating procedures (SOPs), and transparent recording and reporting mechanisms. Transparency is crucial not only for accountability but also for maintaining internal trust among farmers without it, participation can easily decline due to perceptions of inequitable benefits.

Beyond capacity and institutional frameworks, multi-stakeholder collaboration serves as a "supporting engine" to ensure the program doesn't operate in isolation and is not burdened solely by farmers. Village governments can strengthen local legitimacy and regulations, relevant agencies support training, permits, and program access, academics assist with market research and educational package design, while tourism stakeholders (communities, guides, travel agents) contribute to marketing networks and experience standards. This collaboration should ideally be formalized in a coordination forum or simple Memorandum of Understanding (MoU) to ensure the commitments, responsibilities, and resources of each party are clear.

To ensure farmer participation continues to grow, diversification of edutourism products and activities needs to be designed as a portfolio of engaging and accessible experiences. Packages can be structured in stages: garden tours (basic), brewing and cupping classes (intermediate), and harvest and post-harvest experiences (advanced), emphasizing hands-on learning. Furthermore, the sale of processed products such as roasted beans, powder, drip bags, or themed souvenirs opens up a more tangible value-added channel for farmers. Diversification also helps mitigate seasonal risks: when harvests are out, educational activities and workshops can continue.

Digital marketing and village branding then serve as a bridge between the prepared "product" and the target market. The strategy goes beyond posting posts, but also toward building a consistent identity a narrative about the coffee's origins, the character of the landscape, its educational value, and the farmer as the center of the story. Social media can be used to showcase short-form content, such as the process from farm to cup, visitor testimonials, an event calendar, and an easy-to-use ordering system. Strong branding will make Sukalilah not just a "coffee place," but a learning destination with unique characteristics and compelling reasons to visit.

Finally, monitoring, evaluation, and sustainability ensure that the entire strategy doesn't remain a plan but becomes a continuously improving practice. Evaluation can be conducted periodically using simple but clear indicators: the number of farmers involved, the number of visits, visitor satisfaction, collective income, benefit sharing, and the impact on cultivation practices and the environment. Feedback mechanisms from both visitors and farmers need to be followed up through improved SOPs, package adjustments, and capacity building. With a regular monitoring and evaluation cycle, the program not only maintains sustainability but also signals to farmers that their involvement is truly valued and producing real impact.

Implications of Coffee Edutourism Development

The development of coffee edutourism has the potential to increase farmer incomes because tourism expands revenue sources beyond the sale of raw coffee beans. When the plantation and cultivation process are packaged as learning experiences, farmers can gain added value through guide services, farm tour packages, post-harvest demonstrations, and even the sale of processed products (e.g., roasted beans, drip bags, or coffee-based souvenirs). This economic impact often manifests through premium pricing, as tourists tend to value products with provenance, process transparency, and direct connections with producers. In other words, edutourism encourages income diversification while strengthening farmers' bargaining power within the coffee value chain.

Beyond farmers, coffee edutourism also encourages local job creation because tourism requires a broader service ecosystem. This creates a need for guides, attraction managers, local baristas, homestay managers, village transportation providers, souvenir makers, and even culinary MSMEs connected to tourist visits. This impact is typically most pronounced among village youth and women, as many new roles are created in the service sector, visitor experience management, and creative production. If managed consistently, edutourism can be an instrument for strengthening a more inclusive village economy because job opportunities are not concentrated solely on landowners but are instead open to supporting actors in the community.

From a non-economic perspective, coffee edutourism can strengthen environmental and cultural preservation because sustainability becomes part of the tourism "product" itself. Environmentally friendly cultivation practices (e.g., agroforestry, water management, pesticide reduction, and soil conservation) can be positioned as educational materials that raise tourist awareness while incentivizing farmers to maintain healthy landscapes. At the same time, cultural narratives such as local coffee history, farming traditions, community rituals, or culinary specialties can be promoted as learning content that strengthens the transmission of knowledge between generations. When the environment and culture are primary attractions, villages have both economic and social reasons to preserve these assets.

Ultimately, this series of impacts contributes to strengthening village identity, as coffee edutourism helps build a collective image that is easily recognized and differentiated from other destinations. This identity doesn't stop at a slogan or logo, but is formed through consistent experiences: what tourists see, learn, and feel from the garden landscape, the friendliness of the residents, and the coffee stories, to the quality of the products and service management. When a village identity is firmly established, the branding process becomes more organic, supported by concrete practices, not just promotions. In the long term, a strong identity also makes it easier for the village to forge partnerships, develop sustainable tourism packages, and maintain the loyalty of both visitors and the coffee market.

E. CONCLUSION

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The participation of Arabica coffee farmers is a decisive factor in the success of educational tourism development in Sukalilah Village because farmers are not merely “service providers,” but also the holders of local knowledge, production practices, and the authenticity that shapes visitors’ learning experiences. When farmers are actively engaged, educational tourism can be designed as a genuine farm-based learning journey linking cultivation, post-harvest processing, storytelling, and local culture so that tourism value creation reinforces, rather than distracts from, agricultural livelihoods. In this sense, participation becomes the bridge between coffee as a commodity and coffee as an educational attraction, ensuring that the tourism product is credible, safe, and rooted in real community practice.

To strengthen participation in a durable way, strategies should be implemented in an integrated manner through farmer empowerment, institutional strengthening, and multi-stakeholder collaboration. Empowerment needs to move beyond short trainings and instead build practical capability such as guiding skills, visitor management, interpretation techniques, and basic service standards while also ensuring fair benefit-sharing and clear role definitions. Institutional strengthening is equally crucial because farmer participation tends to be more consistent when it is supported by functional local organizations (farmer groups/cooperatives and tourism management bodies) that can set rules, coordinate schedules, manage quality control, and negotiate partnerships. Multi-stakeholder collaboration linking village actors with government agencies, universities, schools, private sector partners, and communities creates access to mentoring, promotion channels, and market networks that farmers cannot build alone.

In terms of policy direction, the village government should position coffee educational tourism as a priority program within village planning instruments so that it is backed by clear targets, budget allocation, and accountable implementation. This priority status is important because it signals institutional commitment, reduces program fragmentation, and enables the village to formalize standards for visitor flow, safety, infrastructure, and service quality. By embedding the program into official plans, the village can also align coffee educational tourism with broader rural development objectives such as local employment, youth engagement, MSME growth, and landscape conservation so that tourism becomes a coherent part of the village’s development trajectory rather than an incidental initiative.

Finally, farmers should be involved from the planning stage so that the tourism model reflects real farming rhythms, labor constraints, and community norms, while maintaining authenticity and feasibility. Early involvement also helps prevent misalignment such as tourism packages that disrupt production or impose unrealistic hosting demands because farmers can co-design schedules, learning activities, pricing, and benefit distribution. To sustain this process, continuous mentoring from relevant parties is necessary, particularly during the initial implementation phases when capacity gaps are most visible. Mentoring should be structured and periodic covering technical assistance, facilitation of partnerships, monitoring and evaluation, and iterative improvement so the program evolves with community feedback and remains inclusive over time.

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