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Integrative Edu-Tourism Model of Salak Slebor (Sleman Bogor) through Demonstration Plots in Cimande Tourism Village: A Sustainable Tourism Approach

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Abstract

The purpose of this study is to analyze the determinants of visitors' behavioral intention and to formulate an integrative edu-tourism model based on the Salak Slebor demonstration plot in Cimande Tourism Village. A mixed-method approach was employed by combining quantitative analysis using multiple regression and qualitative exploration through focus group discussions, interviews, and participatory observation. The quantitative data involved 35 purposively selected respondents, while qualitative data were gathered from 10 key informants, including farmers, community leaders, and Pokdarwis members. The findings reveal that destination attractiveness (AT) and experiential engagement (ENG) significantly influence behavioral intention (BI), whereas educational value (EDU) and sustainability awareness (SUS) are not significant in partial tests. However, simultaneous regression confirms that all four variables together account for 62.9% of the variance in BI ($R^2 = 0.629$), indicating that the model has substantial explanatory power. Qualitative results further emphasize the strategic importance of EDU and SUS for long-term knowledge transfer, ecological sustainability, and cultural preservation. Integrating both findings, this study formulates the Integrative Edu-Tourism Model of the Salak Slebor Demonstration Plot, structured around four pillars: Agronomy, Education, Socio-Economic Participation, and Institution & Branding.

Keywords: demonstration plots, destination attractiveness, educational value, experiential engagement, behavioral intention

A. Introduction

Sustainable tourism has increasingly emerged as both a national and global strategy, as it seeks to harmonize economic objectives with environmental conservation and community empowerment. This paradigm represents a corrective response to the negative consequences of mass tourism, which frequently results in ecological degradation, cultural commodification, and social disparities. Within the Indonesian context, the development of tourism villages serves as a crucial mechanism for ensuring a more equitable distribution of tourism benefits while simultaneously safeguarding local identity (Hidayat, Rahmanita, & Hermantoro, 2017).

Empirical evidence further highlights the rapid growth and economic significance of the tourism sector, particularly in Bogor Regency. Based on official data from Tourism and Creative Economy Office of Bogor Regency (2025), tourism visitation increased significantly from approximately 6.4 million visits in 2022 to 28.9 million visits in 2025. In addition, the tourism sector contributes substantially to regional economic development, with Regional Original Income (PAD) increasing from IDR 451.4 billion in 2022 to IDR 661.2 billion in 2025. These trends demonstrate the growing importance of tourism as a driver of local economic growth.

However, despite this strong potential, several structural challenges persist in the development of tourism destinations. Issues such as low destination competitiveness, limited community participation, lack of integrated tourism promotion, insufficient human resource capacity, and inadequate infrastructure remain significant constraints. These challenges indicate a gap between tourism potential and its effective and sustainable implementation. Therefore, there is a need for a more integrative approach that not only enhances tourism attractiveness but also incorporates educational value, community engagement, and sustainability principles within tourism village development. This gap becomes particularly relevant in the context of tourism village development, where the integration of attraction, education, experience, and sustainability remains a key challenge.

In this context, the success of a tourism village is fundamentally shaped by the synergy between its attractions, visitor experiences, educational values, and sustainable governance that actively involves local residents as principal stakeholders (Parantika, Wibowo, & Wiweka, 2020). Bogor Regency possesses considerable potential for the development of tourism villages, exemplified by Cimande Village, which is renowned both as a center of the Pencak Silat martial art and as the production hub of the local commodity Salak Slebor (Sleman-Bogor). These distinctive assets constitute a strong basis for advancing thematic ecotourism that integrates agricultural and cultural dimensions. Nonetheless, such potential has not yet been systematically transformed into structured, educational, and sustainable tourism experiences. Current tourism practices remain largely incidental, with limited integration of educational interpretation, and are not yet managed through participatory approaches that position the

local community as the principal stakeholders. This condition highlights a clear research problem, namely the absence of a systematic and integrative framework to transform tourism village potential into structured, educational, and sustainable tourism experiences.

Previous studies have identified several challenges in the development of tourism villages. Mariati et al. (2023) found that community participation in tourism village management remains limited and lacks systematic planning, thereby restricting local involvement. Similarly, Hidayat et al. (2017) emphasized that community empowerment in tourism villages is often not fully optimized, limiting the active role of local communities.

Furthermore, Parantika et al. (2020) highlighted the importance of community-based approaches in tourism village development, suggesting that the lack of integration between stakeholders can hinder sustainable development. In addition, Jannah & Arvianto (2022) demonstrated that tourism village experiences, particularly those involving local products and cultural activities, require better structuring to enhance their impact on tourists. Supporting this perspective, Li et al. (2023) emphasized that sustainable tourism behavior is strongly influenced by integrated experiential and value-based dimensions, including environmental awareness and engagement.

These studies collectively indicate that although tourism villages continue to develop, significant gaps remain in integrating attraction, educational value, experiential engagement, and sustainability awareness into a comprehensive and structured model. Previous studies have generally examined these variables separately, with limited efforts to integrate them into a unified model, to analyze their interrelationships, or to apply such a model within the context of demonstration plot-based tourism or agro tourism. Therefore, this study proposes an integrative approach to address these gaps and enhance tourists' behavioral intention in a sustainable context.

Building upon insights from previous research, this study highlights the interrelationship between destination attractiveness, perceived educational value, experiential engagement, and sustainability awareness in shaping tourists' behavioral intentions. These four constructs were selected as they conceptually embody the core pillars of tourism village development offering not only physical attractions but also immersive experiences, educational benefits, and alignment with sustainability principles.

This study utilizes the Salak Slebor demonstration plot (demplot) as a translational medium to evaluate and apply an integrative educational tourism paradigm. The demonstration plot is not just an agricultural area; it is also a place where tourists, the community, and stakeholders can interact directly through themed attractions, hands-on activities (like harvesting, grafting, and processing products), educational processes, and sustainability practices (like conservation, waste management, and CHSE implementation). This study contributes by developing a demoplot-based integrative edu-tourism model and by examining the combined effects of destination attractiveness, educational

value, experiential engagement, and sustainability awareness within the context of tourism village.

By positioning the Salak Slebor demonstration plot as a participatory learning space, this study aims to analyze the effect of destination attractiveness (AT), perceived educational value (EDU), experiential engagement (ENG), and sustainability awareness (SUS) on tourists' behavioral intention (BI). In addition, this study aims to develop an integrative edu-tourism model based on the Salak Slebor demonstration plot in Cimande Tourism Village as a sustainable tourism approach.

B. Literature Review

Destination Attractiveness (AT)

Destination attractiveness refers to the ability of a destination to attract visitors through its unique combination of natural, cultural, and experiential elements (Sanaro, 2000). It encompasses various components such as attractions, accessibility, amenities, and overall destination image. In this study, these components are reflected in tourists' perceptions of visual appeal, uniqueness, environmental quality, curiosity, enthusiasm, and overall attractiveness, which are measured using multiple indicators (AT1–AT6) in the questionnaire. From a theoretical perspective, destination attractiveness is influenced by the balance between supply-side attributes and tourists' perceptions of the experience provided. This concept highlights that a destination's appeal is not only determined by its physical features but also by how these features are perceived and experienced by visitors.

Empirical studies have demonstrated that destination attractiveness plays a significant role in influencing tourist satisfaction and behavioral intention. Raimkulov et al. (2021) found that higher levels of perceived attractiveness contribute to increased tourist loyalty and satisfaction. Similarly, Li et al. (2023) reported that destination attractiveness not only affects travel intentions but also encourages environmentally responsible behavior. In the context of Cimande Tourism Village, destination attractiveness is reflected in the integration of cultural heritage, such as Pencak Silat, and agro-tourism experiences like the Salak Slebor demonstration plot. These elements are expected to enhance visitors' interest and influence their behavioral intention toward sustainable tourism experiences.

Perceived Educational Value (EDU)

Perceived educational value (EDU) in this study is defined as the extent to which tourists regard tourism activities as a means of gaining knowledge, understanding culture and the environment, and acquiring new skills that are meaningful to them, in line with the notion of cognitive or epistemic value in tourism, which emphasizes knowledge acquisition, cultural understanding, and novelty as key components of perceived value (Falk & Dierking, 2018; Yacoub et al., 2025; Zhang et al., 2023). This concept is grounded in the perceived value

theory, which has been widely developed in tourism studies to explain how tourists evaluate their experiences based on cognitive and affective benefits. In this study, perceived educational value is operationalized through dimensions related to knowledge acquisition, understanding, learning experience, relevance of information, and value awareness, which are empirically reflected in multiple indicators (EDU1–EDU9) measuring tourists' perceived learning outcomes, clarity of explanation, usefulness of information, and awareness of sustainability and local product values.

Theoretically, EDU is positioned as one of the cognitive and cultural dimensions of perceived value that shapes place identity and tourist behavior; when tourists evaluate their experiences as educational and valuable, such appraisals function as attitudinal evaluations that elicit emotional responses and behavioral intentions, consistent with Attitude Theory and empirical evidence that perceived value influences place identity and behavioral intention in rural tourism (Qian & Li, 2024; Zhang et al., 2023).

The findings of Sánchez et al. (2006) and Falk & Dierking (2018) indicate that the functional and cognitive dimensions of learning experiences in tourism contexts enable visitors to perceive benefits beyond mere recreation, thereby reinforcing satisfaction and loyalty. In the context of tourism villages, several studies further demonstrate that educational value can be enhanced through environmentally themed activities, community-based knowledge transfer, and curated experiential products. Parantika et al. (2020) highlight that educational tourism activities contribute to destination attractiveness, while Hidayat et al. (2017) emphasize the role of community empowerment in strengthening educational value. Similarly, Jannah & Arvianto (2022) show that structured experiential activities, such as culinary tourism, provide both educational benefits and influence tourists' behavioral intention.

In Cimande Tourism Village, perceived educational value is reflected through participatory learning activities such as Salak Slebor cultivation, environmental education, and the transmission of local knowledge. These activities provide both cognitive and cultural benefits, while also strengthening tourists' emotional connection to the destination. Empirical studies suggest that educational value derived from direct interaction with local culture and environment can enhance place identity, which subsequently influences visitor satisfaction, loyalty, and behavioral intention (Qian & Li, 2024; Sánchez et al., 2006). Therefore, perceived educational value plays a crucial role in reinforcing community-based tourism and serves as a strategic foundation for the development of sustainable educational tourism in Cimande.

Experiential Engagement (ENG)

Experiential engagement refers to the extent to which tourists are actively involved through cognitive, emotional, and behavioral participation during tourism activities. This concept emphasizes that meaningful tourism experiences are formed through direct interaction, immersion, and personal

involvement rather than passive observation (Juliana et al., 2024; Mankute et al., 2025). In this study, experiential engagement is operationalized through dimensions of active participation, social interaction, emotional involvement, and immersive experience, which are reflected in multiple indicators (ENG1–ENG9) measuring tourists' level of participation, interaction with local stakeholders, emotional responses, and depth of experiential immersion during the visit.

Theoretically, experiential engagement is grounded in the experience economy framework proposed by Pine & Gilmore (1999), which highlights four dimensions of experience: education, entertainment, aesthetics, and escapism. This framework suggests that the value of a destination lies not only in its physical attributes but also in the level of engagement and immersion experienced by visitors.

Empirical studies have demonstrated that experiential engagement plays an important role in influencing tourist satisfaction and behavioral intention. Oh et al. (2007) found that engagement comprising cognitive, emotional, and behavioral dimensions is positively associated with satisfaction, loyalty, and intention to recommend. Similarly, Rather (2020) emphasized that active participation and immersive experiences strengthen emotional attachment and act as a mediator between destination stimuli and behavioral outcomes, including revisit intention and destination advocacy.

Such experiential engagement can be observed in Cimande Tourism Village through direct participation in activities such as Salak Slebor cultivation, interaction with local farmers, and immersion in rural life. These experiences create meaningful and memorable interactions that strengthen tourists' emotional connection to the destination and are expected to influence their behavioral intention toward sustainable tourism.

Sustainability Awareness (SUS)

Sustainability awareness refers to tourists' understanding and consciousness of environmental, social, and economic impacts associated with tourism activities. It reflects how individuals recognize their role in supporting sustainable practices and minimizing negative impacts on local communities and ecosystems (Li et al., 2023; Luongo et al., 2024). In this study, sustainability awareness is operationalized through dimensions related to environmental, social, and economic awareness, as well as sustainable behavior, which are reflected in multiple indicators (SUS1–SUS9) measuring tourists' awareness of environmental conservation, support for local communities and products, and their understanding and intention to engage in sustainable tourism practices.

From a theoretical perspective, sustainability awareness is closely associated with the Theory of Planned Behavior (Ajzen, 1991; Chen & Slade, 2025) and the Value-Belief-Norm (VBN) framework, which explain that individuals' awareness of consequences and moral responsibility can shape pro-environmental attitudes and behavioral intentions. These theoretical

perspectives are reflected in the dimensions of environmental, social, and economic awareness, as well as sustainable behavior, which form the basis for measuring sustainability awareness in this study. Furthermore, awareness acts as an internal driver, although its influence may vary depending on contextual and experiential factors (Alashiq & Aljuhmani, 2025).

Empirical evidence generally supports the role of sustainability awareness in influencing tourist behavior. For instance, (Luongo et al., 2024) found that environmental awareness contributes to sustainable travel intentions, while (Wang et al., 2018) demonstrated that environmental interpretation enhances responsible tourist behavior. However, prior studies also indicate that awareness alone does not always translate into immediate behavioral intention, particularly when tourists are more influenced by experiential and hedonic factors (Li et al., 2023).

In Cimande Tourism Village, sustainability awareness is manifested through tourists' exposure to organic farming practices, local product utilization, and conservation-oriented activities within the Salak Slebor demonstration plot. While these experiences enhance understanding of sustainability, their impact on behavioral intention may depend on the depth of engagement and interpretative strategies provided during the visit. Thus, sustainability awareness remains an essential supporting element for long-term tourism development, even if its direct behavioral impact is not immediately evident.

Behavioral Intention (BI)

Behavioral intention refers to an individual's readiness and willingness to perform a particular behavior, and it is considered a direct predictor of actual behavior (Ajzen, 1991; Chen & Slade, 2025). In the context of tourism, behavioral intention reflects tourists' likelihood to revisit a destination, recommend it to others, and support its development. In this study, behavioral intention is operationalized through dimensions related to recommendation and word-of-mouth, revisit intention, support and participation, and loyalty, which are reflected in multiple indicators (BI1–BI9) measuring tourists' willingness to recommend, revisit, promote, support, and remain committed to the destination.

Theoretically, behavioral intention is grounded in the Theory of Planned Behavior (TPB), which posits that intention is shaped by three key factors: attitude toward the behavior, subjective norms, and perceived behavioral control. These components explain how individuals evaluate actions, respond to social influences, and assess their ability to perform a behavior, ultimately influencing their decision-making process (Ajzen, 1991; Chen & Slade, 2025). These theoretical components are reflected in tourists' behavioral intention through their willingness to recommend, revisit, support, and remain loyal to the destination, which form the basis for the measurement indicators (BI1–BI9) used in this study.

Empirical studies have consistently shown that behavioral intention is influenced by various tourism-related factors. Luongo et al. (2024) found that sustainable travel intention is shaped by attitudes, perceived behavioral control, and environmental awareness. Similarly, Wang et al. (2018) demonstrated that the TPB model effectively predicts environmentally responsible tourist behavior, particularly when supported by interpretative experiences and knowledge-based engagement.

In this study, behavioral intention is examined as the primary outcome variable influenced by destination attractiveness, perceived educational value, experiential engagement, and sustainability awareness. In Cimande Tourism Village, tourists' behavioral intention is reflected in their willingness to revisit the destination, recommend it to others, and support the development of the Salak Slebor demonstration plot as an educational tourism attraction. These intentions are expected to emerge from the combined influence of experiential, educational, and sustainability-related factors embedded within the tourism experience.

Demonstration Plot

Demonstration plots refer to field-based learning sites designed to showcase agricultural practices, facilitate knowledge transfer, and support capacity building among farmers and communities. These plots function not only as experimental areas but also as practical learning environments where innovations and best practices can be observed, tested, and replicated (Kadzere et al., 2020; Zulfa et al., 2014).

From a theoretical perspective, demonstration plots are aligned with experiential learning and extension theory, which emphasize learning through direct observation, participation, and interaction. In this context, demonstration plots serve as evidence-based learning platforms that bridge scientific knowledge and local practices, enabling stakeholders to internalize knowledge through hands-on experience rather than passive instruction (Kadzere et al., 2020).

Empirical studies have shown that demonstration plots play a significant role in enhancing knowledge adoption, improving attitudes toward innovation, and strengthening community participation. Zulfa et al. (2014) found that farmers involved in demonstration plots exhibit more positive attitudes toward sustainable agricultural practices. Similarly, Maulidiya et al. (2024) highlighted that demonstration-based agricultural programs contribute to knowledge dissemination and support local food security initiatives through replicable farming models.

In this study, the demonstration plot is positioned as a translational medium within Cimande Tourism Village, where the Salak Slebor cultivation area functions not only as an agricultural site but also as an integrated educational tourism platform. Through participatory activities involving tourists, farmers, and local stakeholders, the demonstration plot facilitates

experiential learning, cultural interaction, and sustainability practices. This integration strengthens its role as a foundation for developing a community-based edu-tourism model that combines agronomy, education, and sustainable tourism principles. It is important to note that the demonstration plot is not treated as a primary variable in the quantitative analysis, but rather as a contextual and conceptual foundation that supports the implementation of the integrative edu-tourism model examined in this study.

C. Research Methodology

This study employed a mixed-method approach that integrates quantitative and qualitative techniques to comprehensively examine the development of an integrative edu-tourism model at the Salak Slebor demonstration plot in Cimande Tourism Village. The quantitative phase focused on analyzing the relationships between four independent variables—Destination Attractiveness (AT), Perceived Educational Value (EDU), Experiential Engagement (ENG), and Sustainability Awareness (SUS)—and their influence on Behavioral Intention (BI) using a structured questionnaire. The qualitative phase complemented the quantitative findings through field observations, focus group discussions (FGDs), in-depth interviews, and participatory mapping to explore community engagement, agronomic practices, and socio-cultural dimensions of the tourism model.

The quantitative survey included 35 purposively selected respondents who participated in the pilot edu-tourism visit, representing future tourists, including students and early adopters. The sample size was determined based on the minimum requirement for multivariate analysis, which suggests that the number of observations should be at least 5–10 times the number of variables analyzed (Hair et al., 2019). Given that this study examines four independent variables, the sample size of 35 respondents meets the minimum threshold and is considered acceptable for exploratory and pilot-based research. Additionally, this study adopts a pilot-based approach focusing on early-stage model development rather than large-scale generalization.

During the qualitative phase, data were collected from 10 key informants, including farmers, Pokdarwis members, and local leaders of Cimande Village. These informants were selected purposively to provide insights into the advantages, challenges, and sustainability prospects of the demonstration plot program. Data collection instruments consisted of a structured questionnaire for the quantitative phase and semi-structured interview guidelines, FGD protocols, and field notes for the qualitative phase. The questionnaire was designed to measure the five constructs (AT, EDU, ENG, SUS, and BI) using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Prior to analysis, the instrument was tested for validity and reliability to ensure its suitability for measuring the research constructs.

Quantitative data were analyzed using statistical techniques to examine the relationships among variables, while qualitative data were analyzed through

thematic analysis to interpret patterns related to community participation, learning experiences, and sustainability practices. The integration of both approaches enabled a more comprehensive understanding of the proposed edu-tourism model.

To ensure clarity and transparency in the operationalization of research constructs, each variable in this study is defined through specific dimensions and corresponding measurement indicators. These indicators are derived from the research instrument and adapted from relevant theoretical frameworks. The complete structure of variables, dimensions, and questionnaire items is presented in Table 1.

Table 1. Variable Measurement and Operationalization

Variable	Dimension	Questionnaire Item
Destination Attractiveness (AT)	Visual Appeal	The visual appearance of the Salak Slebor demonstration plot is attractive
	Uniqueness	The uniqueness of Salak Slebor stimulates curiosity
	Environmental Quality	The physical environment of the demonstration plot is well-organized
	Curiosity Stimulation	The demonstration plot stimulates curiosity
	Emotional Appeal	Participation in activities at the demonstration plot is enjoyable
	Overall Attractiveness	Overall, the demonstration plot is attractive to visit
Perceived Educational Value (EDU)	Knowledge Acquisition	New knowledge about Salak Slebor cultivation is obtained
	Understanding	Understanding of organic farming improves after the visit
	Learning Experience	The explanations provided are clear and easy to understand
	Information Clarity	Knowledge of local products increases through this experience
	Usefulness of Information	The information provided is relevant and useful
Perceived Educational Value (EDU)	Skill Development	The delivery method enhances the learning experience
	Awareness of Local Products	Awareness of sustainable agriculture increases after the visit
	Sustainability Awareness	The relationship between agriculture and tourism becomes clearer
	Value Awareness	Appreciation of environmentally friendly local products increases
Experiential Engagement (ENG)	Active Participation	Active participation occurs during the activities
	Social Interaction	Hands-on activities encourage involvement
	Emotional	Contribution to activities occurs during the

Variable	Dimension	Questionnaire Item
	Involvement	visit
	Immersive Experience	Interaction with farmers or facilitators occurs during the visit
	Enjoyment	Interaction with local people enhances the experience
	Hands-on Experience	Interaction with organizers is perceived positively
	Engagement Intensity	The flow of activities supports focus
	Memorable Experience	The experience feels immersive
	Overall Engagement	The activity provides a meaningful experience beyond observation
Sustainability Awareness (SUS)	Environmental Awareness	Awareness of environmental conservation through organic farming increases
	Sustainable Practices	The demonstration plot provides a clear example of environmentally friendly practices
	Social Awareness	Environmental awareness increases after the visit
	Economic Awareness	Awareness of the importance of supporting local products increases
	Responsible Behavior	The activity contributes to the local economy
	Community Support	The activity supports local farmers
Sustainability Awareness (SUS)	Local Product Support	The relationship between agriculture, environment, and tourism is understood
	Sustainability Understanding	The concept of sustainable tourism becomes clearer
	Sustainable Intention	The demonstration plot model is considered suitable for development in other tourism villages
Behavioral Intention (BI)	Recommendation	Willingness to recommend the demonstration plot to others increases
	Word of Mouth	Positive experiences are likely to be shared with others
	Revisit Intention	Willingness to promote the demonstration plot increases
	Preference	Intention to revisit the demonstration plot is present
	Loyalty	Interest in participating in additional activities is present
	Support	The demonstration plot is considered for future visits
	Promotion	Willingness to participate in edu-tourism packages increases

Variable	Dimension	Questionnaire Item
	Advocacy	Experiences are likely to be shared through social media
	Commitment	Support for developing the demonstration plot as a key attraction is present

Source: Processed data (2025)

D. Result

The quantitative data were gathered from 35 student respondents who served as engineering visitors in the Salak Slebor demonstration plot. Basic demographic characteristics, including gender and age, were recorded to offer a comprehensive overview of the respondent profile. Table 2, the distribution indicates that the participants were a mix of male and female students, with a slightly higher proportion of male respondents. The average age of undergraduate students is between 20 and 22, as indicated by the age of the preponderance of respondents. The presence of senior students is suggested by the fact that a lower percentage of respondents were between the ages of 23 and 25. This demographic composition guarantees that the sample accurately represents the target demographic of young adults in higher education, which is pertinent for evaluating perceptions of educational tourism experiences in the context of a demonstration plot.

The respondent characteristics in this study are limited to age and gender, as the sample consists of purposively selected undergraduate students involved in the pilot edu-tourism activity. Additional demographic variables such as income or occupation were not included, as they are not relevant to the context of this exploratory study. This approach is appropriate for pilot-based research focusing on model testing rather than broad population generalization.

Table 2. Characteristics of Respondents

Category	Frequency (n)	Percentage (%)
Gender		
Male	23	65.7%
Female	12	34.3%
Age		
20 years	2	5.7%
21 years	15	42.9%
22 years	13	37.1%
23 years	3	8.6%
25 years	2	5.7%
TOTAL	35	

Source: Processed data (2025)

In addition to the 35 students who participated in the quantitative survey, the qualitative phase included 10 key informants from Cimande Village:

farmers, Pokdarwis leaders, local traders, and community members. These individuals were chosen specifically to represent parties involved in the cultivation and promotion of Salak Slebor. Their contributions were acquired through semi-structured interviews and focus group discussions, offering insights regarding agronomic methods, community engagement, and the institutional support needed for the demonstration plot's sustainability.

Table 3. Validity Test

Variabel	Indicator	Corrected Item-Total Correlation
Destination Attractiveness (AT)	AT1	.646
	AT2	.472
	AT3	.516
	AT4	.631
	AT5	.601
	AT6	.689
Perceived Educational Value (EDU)	EDU1	.462
	EDU2	.560
	EDU3	.646
	EDU4	.728
	EDU5	.591
	EDU6	.638
	EDU7	.417
	EDU8	.552
	EDU9	.420
Experiential Engagement (ENG)	ENG1	.552
	ENG2	.361
	ENG3	.416
	ENG4	.499
	ENG5	.556
	ENG6	.438
	ENG7	.601
	ENG8	.545
	ENG9	.661
Sustainability Awareness (SUS)	SUS1	.612
	SUS2	.465
	SUS3	.654
	SUS4	.581
	SUS6	.487
	SUS7	.619
	SUS8	.655
	SUS9	.589
Behavioral Intention (BI)	BI1	.485

Variabel	Indicator	Corrected Item-Total Correlation
	BI2	.521
	BI3	.594
	BI4	.746
	BI5	.573
	BI6	.723
	BI7	.826
	BI8	.655
	BI9	.499

Source: Processed data (2025)

Table 3. presents the validity test results, indicating that all question items (indicators) within the variables Destination Attractiveness (AT), Perceived Educational Value (EDU), Experiential Engagement (ENG), Sustainability Awareness (SUS), and Behavioral Intention (BI) exhibit Corrected Item-Total Correlation values exceeding 0.3338. This signifies that all study indicator instruments are valid for assessing the desired constructs. Consequently, each question item effectively encapsulates the measured variable, enabling the research instrument to be utilized in the subsequent phase of analysis.

Table 4. Reliability Test

Variable	Cronbach's Alpha	N of items
Destination Attractiveness (AT)	.819	6
Perceived Educational Value (EDU)	.841	9
Experiential Engagement (ENG)	.807	9
Sustainability Awareness (SUS)	.846	8
Behavioral Intention (BI)	.881	9

Source: Processed data (2025)

Based on Table 4. The reliability test findings indicated that the Cronbach's Alpha values for all variables varied from 0.807 to 0.881. All values exceeded the minimal criterion of 0.6 ($\alpha > 0.6$), so affirming the reliability of the study instrument. This indicates that the equipment generated reliable data when utilized again under same settings.

The validity and reliability assessments affirmed that the research instrument employed was both practicable and dependable for examining the links among variables in the research model. This instrument can be utilized to

examine the hypothesis concerning the impact of Destination Attractiveness, Perceived Educational Value, Experiential Engagement, and Sustainability Awareness on Behavioral Intention within the framework of the Salak Slebor Edu-Tourism Demonstration Plot in Cimande Village.

Table 5. Descriptive Analysis of Research Variable Indicators

Variable	Highest Indicator (Mean	Lowest Indicator (Mean)	Highest Standard Deviation (Response Variation	Interpretation
Destination Attractiveness (AT)	AT2 = 4.26 & AT5 = 4.26	AT3 = 3.71	AT6 = 0.954	The destination is considered attractive, but there are certain aspects of attractiveness (AT3) that remain weak.
Perceived Educational Value (EDU)	EDU1 = 4.63	EDU6 = 3.86	EDU6 = 0.810	Education is perceived as strong, but there are specific aspects that have not been evenly understood.
Experiential Engagement (ENG)	ENG6 = 4.37	ENG8 = 3.80	ENG2 = 1.004	Experiential involvement is evidently high, yet there are considerable variations in respondents' experiences (large variation).
Sustainability Awareness (SUS)	SUS2 = 4.66	SUS9 = 4.29	SUS9 = 0.710	Sustainability awareness is already very high and consistent.
Behavioral Intention (BI)	BI9 = 4.34	BI6 = 3.63	BI6 = 1.003	There is an intention to support/return visits, but not all respondents are committed in the long term.

Source: Processed data (2025)

Table 5 shows than indicate that respondents generally perceive the destination as attractive, although certain aspects of its visual and unique appeal require further strengthening. Educational content is recognized as highly valuable; however, some components are not yet fully experienced, suggesting uneven learning outcomes among visitors. Experiential engagement provides meaningful impressions through hands-on activities, yet the high variation in responses implies that the benefits are not consistently distributed. Sustainability awareness emerges as the most stable and consistently high variable, underscoring its potential as a foundation for sustainable edu-tourism branding. Nevertheless, the gap identified in behavioral intention suggests the necessity of developing more effective strategies to enhance long-term visitor loyalty.

Table 6. Multiple Regression Analysis

R	R Square	Adjusted R Square	Std. Error of the Estimate
.793[a]	.629	.580	.09760

Source: Processed data (2025)

Table 6, the results of the multiple regression analysis indicate a strong relationship between the independent variables (AT, EDU, ENG, SUS) and the dependent variable (BI), as reflected by the correlation coefficient R = 0.793. The coefficient of determination (R^2) of 0.629 demonstrates that 62.9% of the variation in behavioral intention can be explained by the model, while the adjusted R^2 value of 0.580 confirms the robustness of the model after adjustment for the number of predictors. The relatively small standard error of estimate (0.09760) further suggests that the model is reliable in predicting the dependent variable. Overall, these findings confirm that the explanatory power of the model is strong, providing substantial evidence of the influence of attractiveness, educational value, experiential engagement, and sustainability awareness on tourists' behavioral intentions.

Table 7. Result T-test

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	sig.
1	(Constant)	-.324	.680		-.477	.637
	AT	.420	.137	.412	3.058	.005
	EDU	-.012	.244	-.008	-.049	.962
	ENG	.726	.217	.544	3.341	.002
	SUS	-.005	.228	-.004	-.023	.982

Source: Processed data (2025)

The partial t-test results (Table 7) indicate that only Attractiveness (AT) (t = 3.058, p = 0.005) and Experiential Engagement (ENG) (t = 3.341, p = 0.002) have a positive and significant influence on Behavioral Intention. Among these, experiential engagement shows the strongest effect (β = 0.544), highlighting the importance of hands-on experiences in shaping tourists' intentions. In contrast, Educational Value (EDU) (t = -0.049, p = 0.962) and Sustainability Awareness (SUS) (t = -0.023, p = 0.982) do not demonstrate significant effects when tested individually.

Table 8. Result F-test

		Unstandardized Coefficients		Standardized Coefficients		
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.485	4	.121	12.729	.000[b]
	Residual	.286	30	.010		

	Unstandardized Coefficients		Standardized Coefficients
Total	.771	34	

Source: Processed data (2025)

Table 8, the F-test result (F = 12.729, p = 0.000) confirms that all independent variables collectively exert a significant influence on Behavioral Intention, indicating that the model as a whole is statistically valid. These findings suggest that while attractiveness and experiential engagement are the primary drivers of tourist behavioral intentions, the integration of educational and sustainability dimensions may still hold strategic relevance in reinforcing long-term destination development.

Table 9. Hypothesis Testing

Hypothesis	Path	β (Standardized)	p-value	Decision
H1	AT → BI	3.058	0.005	Accepted
H2	EDU → BI	-0.049	0.962	Rejected
H3	ENG → BI	3.341	0.002	Accepted
H4	SUS → BI	-0.023	0.982	Rejected
H5	AT, EDU, ENG, SUS → BI (simultaneous)	12.729	0.000	Accepted

Source: Processed data (2025)

Table 9 presents the results of hypothesis testing for the proposed model. The findings show that Attractiveness (H1) and Experiential Engagement (H3) significantly influence Behavioral Intention, with p-values below 0.05. In contrast, Educational Value (H2) and Sustainability Awareness (H4) are not statistically significant, as indicated by p-values greater than 0.05. Furthermore, the joint hypothesis (H5) is accepted, confirming that the four independent variables collectively exert a significant effect on Behavioral Intention.

Table 10. Summary of Qualitative Findings from Farmers and Pokdarwis in Cimande Village

Informant	Key Statement	Interpretation / Theme
Pak Haji Herto (Farmer)	Demoplot helps preserve Salak Slebor, serves as learning site for cultivation, and potential edu-tourism package	Preservation, knowledge transfer, edu-tourism potential
Pak Lukman (P4S Antanan)	Demoplot useful to redevelop Salak Slebor gardens; willing to help maintain; supports tourism integration.	Agricultural revitalization, community participation, tourism linkage
Pak Andi (Farmer)	Demoplot benefits villagers by reviving cultivation knowledge; supports Salak Slebor as local identity and edu-tourism.	Cultural identity, knowledge revival, tourism attraction
Asep (Fruit	Demoplot ensures supply of Salak Slebor;	Economic opportunity,

Informant	Key Statement	Interpretation / Theme
Trader)	ready to buy harvests; supports edu-tourism for both farmers and traders.	market linkage, tourism benefit
Solah (Farmer)	Demoplot encourages him to learn cultivation beyond rice; supports edu-tourism role; calls for government support.	Farmer motivation, diversification, institutional support
Jajang Sumantri (Pokdarwis Leader)	Demoplot allows seed regeneration, peremajaan of old trees, and educational tourism integration. Requests land, technology, and product diversification support.	Sustainability, regeneration, innovation, edu-tourism
Basuki (Pokdarwis)	Demoplot useful for farmers to expand cultivation; supports as edu-tourism service.	Farmer empowerment, tourism education
Nur Ichwan (P4S Antanan)	Demoplot is learning site; willing to help; supports expansion.	Learning, participation, scaling up
Hadi (P4S Antanan)	Demoplot as agricultural model; supports edu-tourism package; needs training and facilities.	Demonstration model, tourism package, training support
Pak Haji Agus (P4S Antanan)	Demoplot makes Salak Slebor development easier; supports edu-tourism as "leisure with knowledge"; asks for continuous academic and government support.	Knowledge-based tourism, continuity, collaborative support

Source: Processed data (2025)

As presented in Table 7**,** the quantitative analysis demonstrates that attractiveness (AT) and experiential engagement (ENG) significantly drive tourists' behavioral intention, while educational value (EDU) and sustainability awareness (SUS) are not statistically significant. However, the qualitative findings (Table 10) complement these results by showing that the community values the demoplot as a center for knowledge transfer and cultural preservation, which strengthens its role in long-term sustainability and edu-tourism branding. Together, these findings suggest that while AT and ENG are the immediate determinants of behavioral intention, EDU and SUS remain strategically important for ensuring continuity and destination competitiveness.

E. Discussion

The findings of this study indicate that destination attractiveness (AT) and experiential engagement (ENG) are the primary determinants of tourists' behavioral intention (BI), while perceived educational value (EDU) and sustainability awareness (SUS) do not show significant direct effects. These results suggest that tourists' behavioral intentions in edu-tourism settings are predominantly driven by experiential and affective responses rather than purely cognitive evaluations.

From the perspective of the Theory of Planned Behavior (TPB) Ajzen (1991), these findings can be interpreted through the role of attitude formation as a central determinant of behavioral intention. Destination appeal and

experiential involvement serve as primary catalysts that influence favorable perceptions of the tourist experience. The aesthetic allure, distinctiveness, and engaging engagement within the demonstration plot foster positive emotional and cognitive assessments, hence enhancing visitors' intentions to return, endorse, and advocate for the location. This suggests that, in experiencing tourism environments, attitude is significantly shaped by sensory and interactive elements rather than only by abstract information.

The significant influence of destination attractiveness is consistent with previous studies (Li et al., 2023; Sanaro, 2000), which highlight the role of appealing destination attributes in shaping tourists' perceptions and behavioral responses. More importantly, this study extends prior findings by demonstrating that attractiveness in edu-tourism is not limited to physical appeal but is closely linked to curiosity stimulation and emotional response. Similarly, the strong effect of experiential engagement supports the experience economy framework Pine & Gilmore (1999) and empirical findings Oh et al. (2007); Rather (2020), emphasizing that active participation and immersive experiences are critical in forming emotional attachment and behavioral intention. Compared to cognitive-based variables, experiential engagement appears to play a more dominant role, indicating that tourists respond more strongly to direct involvement than to informational content.

In contrast, the non-significant effects of perceived educational value (EDU) and sustainability awareness (SUS) provide important theoretical insights. Although prior studies Alashiq & Aljuhmani (2025); Luongo et al. (2024); Sánchez et al. (2006) suggest that educational value and environmental awareness can influence behavioral intention, the results of this study indicate that such effects may not be immediate. Within the TPB framework, these variables can be positioned as cognitive beliefs and normative considerations that contribute indirectly to attitude formation rather than acting as immediate drivers of intention (Ajzen, 1991; Wang et al., 2018). Educational value and sustainability awareness require deeper internalization and reflection before influencing behavior, particularly in short-term experiential contexts (Falk & Dierking, 2018; Li et al., 2023).

This finding differs from several previous studies that report a significant influence of educational value and sustainability awareness on behavioral intention (Luongo et al., 2024; Sánchez et al., 2006). The discrepancy may be explained by contextual factors, particularly the characteristics of the respondents and the nature of the tourism experience. In this study, respondents are predominantly young visitors who tend to prioritize enjoyment, novelty, and hands-on experience over cognitive or sustainability-oriented considerations. In such contexts, experiential and hedonic dimensions become more salient, while educational and sustainability values function as latent influences that may emerge over time.

The integration of qualitative findings provides a deeper explanation of this phenomenon. While the quantitative results show that EDU and SUS are

not significant predictors of behavioral intention, qualitative evidence reveals that local stakeholders perceive the demonstration plot as a critical medium for knowledge transfer, cultural preservation, and sustainable development. This indicates that educational value and sustainability awareness are strongly embedded at the community level but are not yet fully internalized by visitors. Therefore, the qualitative data help explain the gap between statistical insignificance and practical importance, demonstrating that EDU and SUS play a strategic role in long-term destination development rather than immediate behavioral response.

This integration of mixed-method findings highlights that behavioral intention in edu-tourism is shaped by a dual mechanism: experiential drivers (AT and ENG) that influence short-term behavioral responses, and cognitive-sustainability drivers (EDU and SUS) that support long-term value formation. This perspective refines the application of TPB by emphasizing that not all determinants operate at the same temporal level; some variables influence immediate attitudes, while others contribute to deeper belief systems that require reinforcement through repeated experiences and effective interpretation.

Based on this synthesis, the Integrative Edu-Tourism Model of the Salak Slebor demonstration plot is proposed as a conceptual framework that connects empirical findings with practical implementation. Rather than emerging abruptly, the model is derived from the observed interaction between experiential, educational, and sustainability dimensions. The four pillars Agronomy, Education, Socio-Economic Participation, and Institution & Branding represent the operational translation of these dimensions into a community-based tourism system. Agronomy provides the core attraction and experiential base, education facilitates knowledge transfer, socio-economic participation ensures community involvement, and institutional support strengthens sustainability and destination branding.

The theoretical contribution of this study lies in extending the Theory of Planned Behavior by incorporating destination-level experiential and community-based constructs into the formation of behavioral intention. Unlike conventional TPB applications that focus primarily on individual attitudes, subjective norms, and perceived behavioral control, this study demonstrates that in tourism contexts, behavioral intention is also shaped by experiential engagement and contextual destination attributes. Furthermore, it highlights that educational value and sustainability awareness function as underlying cognitive structures that support long-term behavioral development, rather than immediate predictors of intention.

From a practical perspective, the findings provide important implications for tourism village managers and policymakers. First, the development of edu-tourism should prioritize the design of attractive and immersive experiences, as these elements have the strongest influence on visitor intention. Second, educational content and sustainability messages should not be delivered solely

as information but must be integrated into interactive and experiential activities to enhance internalization. Third, collaboration between local communities, tourism managers, and institutions is essential to ensure that the demonstration plot functions not only as an attraction but also as a sustainable learning platform. Finally, long-term strategies should focus on strengthening interpretation, storytelling, and visitor engagement to transform cognitive awareness into actual behavioral commitment.

Overall, this study demonstrates that sustainable edu-tourism development requires a balanced integration between experiential appeal and educational-sustainability values. While attractiveness and engagement drive immediate behavioral intention, the long-term success of tourism destinations depends on the effective transformation of knowledge and awareness into meaningful and lasting visitor behavior.

Furthermore, the proposed model illustrates that behavioral intention acts as a central outcome that translates visitors' perceptions into broader destination development mechanisms. The significant influence of destination attractiveness and experiential engagement forms the experiential foundation of the model, while educational value and sustainability awareness contribute to long-term cognitive and normative reinforcement. These relationships are operationalized into four interrelated pillars, where agronomy represents the core attraction, education reflects knowledge transfer, socio-economic participation embodies community involvement, and institution and branding ensure long-term sustainability and governance of the tourism system.

This integrative structure extends the application of the Theory of Planned Behavior by explicitly incorporating destination-level experiential factors (destination attractiveness and experiential engagement) as direct drivers of attitude formation, as well as community-based dimensions (educational value and sustainability awareness) as underlying cognitive and normative components that influence behavioral intention over time. This demonstrates that sustainable behavioral intention is not solely shaped by individual perceptions, but also by the embedded socio-cultural and institutional context of the destination. Therefore, the proposed model not only refines the explanatory scope of TPB in tourism settings but also provides a practical framework for developing sustainable edu-tourism through the integration of experiential design, knowledge transfer, community participation, and institutional support in Cimande Tourism Village (Figure 1).

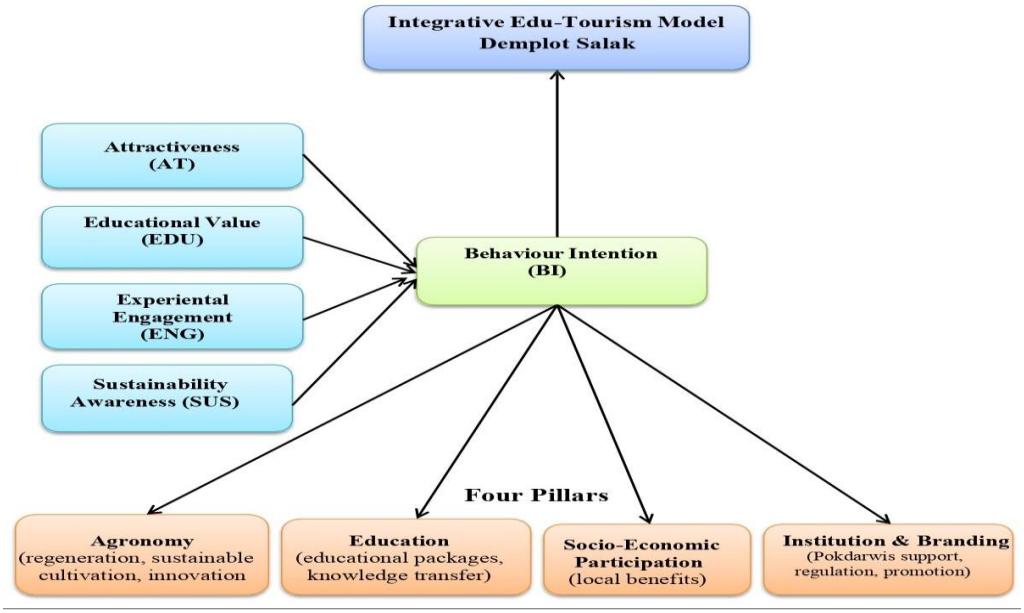

Figure 1. Integrative Edu-Tourism Model Based on Behavioral Intention and Four Development Pillars in the Salak Slebor Demonstration Plot
Source: Processed data (2025)

E. Conclusion

This study illustrates that destination attractiveness (AT) and experiential engagement (ENG) are the primary determinants affecting visitors' behavioral intentions (BI), whereas educational value (EDU) and sustainability awareness (SUS) are not partially significant but retain strategic relevance over the long term. The integrative study, which amalgamated quantitative and qualitative evidence, produced a model with substantial explanatory power ($R^2 = 0.629$) and theoretical congruence with the Theory of Planned Behavior (Ajzen, 1991). The Integrative Edu-Tourism Model of the Salak Slebor Demonstration Plot, based on four pillars: Agronomy, Education, Socio-Economic Participation, and Institution & Branding, demonstrates that sustainable edu-tourism development necessitates not only appealing visitor experiences but also systematic educational methodologies, ecological sustainability, community empowerment, and institutional backing.

This study has several limitations that should be acknowledged, despite its contributions. Initially, the generalizability of the findings may be restricted by the comparatively small sample size and the fact that it is based on a pilot study. Secondly, the study concentrates on a particular context Cimande Tourism Village, so the results may not accurately reflect other tourism destinations with distinct characteristics. Third, the measurement of variables is contingent upon self-reported data, which may be susceptible to respondent bias.

Future study should incorporate a bigger and more varied sample to improve generalizability and use the suggested model in various tourism

situations. Subsequent research may investigate other factors such as perceived value, destination image, or emotional attachment to enhance the comprehension of visitors' behavioral intentions. Moreover, longitudinal studies are recommended to investigate the progression of educational value and sustainability awareness over time and their impact on long-term behavioral consequences.

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