

ENGLISH HOSPITALITY: INCOME IMPROVEMENT ON CIBIRU WETAN VILLAGE

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ABSTRACT

Cibiru Wetan Educational Tourism Village has tourism and cultural potential that needs to be supported by adequate service quality, particularly in providing services to international tourists. The Dewitan management team still faces difficulties in using English to communicate and independently convey tourism-related information. This community service program aims to improve the English language competence of the Dewitan management team in the field of hospitality as an effort to support tourism service quality and income improvement in the tourism village. The program was implemented through needs identification, Training of Trainers (TOT), a pre-test, four English language assistance sessions, a post-test, and evaluation. The assistance activities employed discussions, communication practices, and role-play simulations adapted to actual tourism service situations. The results showed that two out of three participants who actively participated in the program demonstrated improvement in their ability to communicate and conduct guiding activities in English. The participants' average score increased from 7.52 in the pre-test to 7.62 in the post-test. However, the results cannot fully represent the abilities of all management members due to the limited number of participants and varied attendance. English language assistance in hospitality can serve as an initial step toward improving tourism service quality, which may potentially contribute to economic benefits for the tourism village.

Keywords: english language assistance; hospitality; educational tourism village; tourism service quality; income improvement

INTRODUCTION

Community-based tourism (CBT) and tourism villages are vital for local economic development because they explicitly prevent economic leakage, ensuring that tourism revenues remain directly within the host community (Solimar, 2022). A tourism village is an area with unique characteristics and tourism potential that is developed

through community empowerment to encourage local communities to actively participate in managing tourism potential within their area (Aminuddin et al., 2022). One tourism village that has developed such potential is Cibiru Wetan Educational Tourism Village (*Desa Wisata Edukasi Cibiru Wetan, Dewitan*). Dewitan has transformed from an ordinary agrarian village into an educational

tourism destination by actively involving the local community in developing local potential as a tourism attraction. Along with the development of Dewitan as an educational tourism destination, providing quality services to visitors has become a crucial aspect in creating positive tourism experiences while establishing the image of the tourism village among visitors. Quality service also contributes to increased tourist visits, which ultimately supports income generation for the local community.

To provide quality services, tourism village managers need to implement the concept of hospitality, which encompasses friendliness, effective communication skills, the ability to convey information clearly, responsiveness to tourists' needs, and the provision of professional service experiences (Rostyani, 2025). In community-based tourism (CBT) and tourism villages, English proficiency acts as the operational bridge that transforms local hospitality from a silent gesture into a high-value economic asset. Such as, without a shared language, local hosts can only express hospitality through smiles, body language, and basic gestures. While endearing, this limits the depth of the visitor's experience and English

proficiency allows villagers to tell their own stories. It transforms a simple homestay night into an active cultural exchange where hosts can explain the history of a dish, the meaning of a traditional dance, or the village's daily way of life. As tourist mobility continues to increase, including among international tourists, English proficiency has become an important competency for tourism village managers. In the context of tourism services, English proficiency, particularly in speaking and listening, plays an important role in facilitating information delivery and fulfilling tourists' information needs (Andriani, 2025). Therefore, English proficiency in the context of hospitality represents one of the efforts to improve service quality while strengthening the competitiveness of tourism villages.

However, based on observations and discussions with the managers of Dewitan, several challenges remain in English communication during tourism service activities. Most managers have a basic understanding of the tourism attractions they manage, but they still experience difficulties when conveying information directly to international tourists in English. These challenges become more apparent when managers are engaged in

spontaneous conversations or face unpredictable questions from tourists. Consequently, their communication skills have not yet fully supported their roles as tour guides and tourism service providers.

These limitations have resulted in the tourism village managers' continued dependence on translators or English-speaking tour guides from outside the village when serving international tourists. This dependence indicates that the managers' English proficiency needs to be strengthened so that tourism services can be provided independently and sustainably. In addition to reducing service effectiveness, this condition may also diminish the quality of direct interactions between managers and tourists, thereby limiting visitors' understanding of the information and cultural values presented by the tourism village (Kuntariati & Paramita, 2025).

If this condition is not addressed, it may lead to negative impacts, including decreased tourist satisfaction, reduced tourist confidence in the quality of tourism village services, and a decline in Dewitan's image as a destination capable of independently accommodating visitors, particularly international tourists. Such conditions may result in tourism experiences that remain primarily

functional and do not fully provide additional interpretive value regarding the potential of the tourism village (Pradnyana & Lasmi, 2025). Furthermore, suboptimal services may reduce tourist satisfaction and consequently limit opportunities for positive word-of-mouth recommendations that could expand the reach of tourism destination promotion. In the long term, these conditions may not only affect the competitiveness of the tourism village but also potentially hinder increases in tourist visits, which may ultimately affect opportunities for income generation within the village (Rumlus & Eviana, 2024).

Based on these problems, an English hospitality training and mentoring program is needed to improve their communication competencies in tourism services. This program aims to improve the ability of tourism village managers to use English in tourism service situations through learning activities and communication practices tailored to field requirements. Improved competencies are expected to enhance service quality and visitor satisfaction, strengthen Dewitan's competitiveness, and improve local income.

IMPLEMENTATION METHOD

This community service program was conducted in Cibiru Wetan Educational Tourism Village, Cileunyi District, Bandung Regency, with the Dewitan management team as the target participants, representing the tourism village managers who directly interact with tourists. The mentoring program was attended by three active Dewitan managers who manage more than 40 villagers member of CBT and focused on strengthening English language skills in the context of hospitality through a participatory and contextual approach, namely a learning approach that involves active participant engagement and relates learning materials to real-life situations through a series of activities (Syaikh, 2023). Through this approach, the learning materials and activities were tailored to the communication needs of the

managers as the primary providers of tourism services.

The community service program was implemented through two main stages: the preparation stage and the implementation stage. The preparation stage included an initial survey, the development of materials based on the needs and challenges faced by the Dewitan committee, and a Training of Trainers (TOT) session to prepare the implementation team. The implementation stage includes a pre-test, four mentoring sessions held every Saturday over four weeks, each lasting approximately three hours, a guided practice session using role-play during the final meeting to apply the skills acquired during the mentoring, a post-test, and an evaluation.

Details of the activity implementation stages are presented in Table 1 below.

Table 1. Stages of Program Implementation

Stage	Program Stage	Activity Description
Preparation	Initial Survey	Observation and interview to identify participants' initial English abilities, learning needs, and challenges in tourism services.
	Material Development	Development of hospitality English materials based on identified needs.
	Training of Trainers (TOT)	Alignment of the implementation team's understanding of materials, methods, and learning scenarios.

Implementation	Pre-test	Assessment of initial English abilities in tourism service contexts using a test with 20 multiple-choice questions and 5 essay questions. The multiple-choice questions covered four indicators: Greetings & Hospitality, Giving Directions, Storytelling & Explaining Village Potential, and Professional Communication, while the essays covered three indicators: Greeting & Introducing Opening Event, Introducing & Explaining Main Activities, and Explaining Local Food. Each indicator was scored on a 1–5 scale. Multiple-choice scores were based on correct answers, while essay scores considered sentence accuracy, grammar, and consistency in English use.
	Meeting 1	Greetings, Welcoming & Cultural Introduction: practicing greetings, self-introduction, offering assistance, and welcoming tourists.
	Meeting 2	Storytelling & Directing: explaining tourism attractions and packages, giving directions, and responding to tourists' questions.
	Meeting 3	Guiding Practice & Farewell: practicing the complete guiding process through role-play with the lecturer as a foreign tourist.
	Post-test	Participants' progress was assessed using a printed test sheet containing multiple-choice and essay questions. The multiple-choice questions covered four aspects: Greetings & Hospitality, Giving Directions, Storytelling & Explaining the Village's Potential, and Professional Communication, while the essays covered three aspects: Greeting & Introducing the Opening Event, Introducing & Explaining the Main Activities, and Explaining Local Food. Each aspect was scored 1–5, and the final score was calculated as $(\text{total score} \times 2) / 7$ on a 10-point scale.
Evaluation	Program Evaluation	Analysis of pre-test and post-test results and feedback on program implementation.

After the completion of all activities, the evaluation stage was conducted by descriptively analyzing the pre-test and post-test results through a comparison of participants' scores before and after participating in the mentoring program. The analysis was conducted to assess the development of participants' abilities to understand and apply English in tourism service contexts. In addition, the results of the role-play practice and participants' written responses were used as supporting data to identify their ability to apply the English skills acquired during the

mentoring program in actual tourism service situations.

RESULT AND DISCUSSION

Before the mentoring program was implemented, the implementation team conducted an initial survey through interviews with the Chair of the Dewitan Management Board. The results revealed that the Dewitan had previously held “*Sabtu Nginggris*” sessions, a half-day activity every Saturday for village officials to communicate in English, aimed at training and developing their English language skills. However, the

program was not yet running effectively due to a lack of facilitators or mentors, so it was discontinued. Therefore, this mentoring program was implemented to help develop the English language skills of the village community with a more specific target audience: the core members of the Dewitan Management Board, as they interact directly with foreign tourists.

The learning objectives focused on the core members of the Dewitan committee because the interview results showed that, while they understood the tourism potential and activities in Dewitan, they still struggled to convey information, respond to spontaneous questions, and maintain a conversation in English. This situation means that the management team still relies on interpreters from outside the village when hosting foreign tourists. Therefore, the training materials are designed to address not only vocabulary and grammar but also the practical application of English in real-life tourism service situations.

After the interview and needs assessment, the implementation team participated in a five-day Training of Trainers (TOT) as a preparatory phase for the mentoring program. The TOT aimed to ensure a shared understanding of the materials, methods, and approaches

appropriate for the needs of Dewitan. With guidance from mentors, the team learned how English language skills can be appropriately applied in the context of hospitality and tourism activities in Dewitan, particularly when interacting with foreign tourists, welcoming and serving visitors, and introducing local culture, traditions, and activities.



(a) Day 1



(b) Day 2



(c) Day 3



(d) Day 4

Figure 1. Training of Trainers (TOT) Activities

Based on these needs, the assistance materials were designed to integrate basic communication skills, the delivery of tourism-related information, visitor services, and guiding practice. The implementation of the assistance program over four sessions are described as follows.

First Meeting (Greetings & Cultural Introduction)

During the first session, after the opening activities had been completed, the participants took a pre-test to assess their

initial abilities before the assistance program was implemented. The session then continued with Greetings & Cultural Introduction, which focused on greeting and welcoming foreign tourists, introducing oneself, offering assistance, and introducing basic vocabulary commonly used in tourism services. Before delivering the materials, the implementation team discussed the participants' experiences in welcoming and communicating with foreign tourists. Based on these experiences, the implementation team provided examples of English expressions appropriate for real-life situations in the field. The participants were then encouraged to practice these expressions and discuss common challenges they encountered, such as understanding tourists' questions and providing appropriate responses.



Figure 2. Documentation of the First Meeting

Second Meeting (Storytelling & Directing)

During the second meeting, the activity began with a review of the material from the previous meeting to reinforce participants' understanding of the material they had learned. The participants then received guidance on Storytelling & Directing, which focused on communication skills for explaining the village's attractions and providing directions to foreign tourists. The implementation team explained how to deliver information in simple and easy-to-understand English, as well as how to use gestures or body language when explaining information or giving directions. Afterward, the participants took part in a simulation in which they acted as tour guides, while the implementation team played the role of foreign tourists. Through this simulation, the participants practiced welcoming foreign tourists, explaining tourism activities, providing directions, and introducing the local culture of Dewitan, allowing them to develop their communication skills and provide information to tourists more clearly and confidently.



Figure 3. Documentation of the Second Meeting

Third Meeting (Cultural Workshop & Hospitality)

During the third meeting, the activity began with a review session to revisit the material discussed in the previous meeting while also assessing the participants' understanding of the material they had learned. Following the review session, the participants received English-language guidance on Cultural Workshop & Hospitality, focusing on introducing the activity packages and tourism attractions available in Cibiru Wetan Educational Tourism Village, as well as applying aspects of hospitality, particularly friendliness when guiding tourists. In this session, the participants were asked to explain the main stages of one of the available tourism packages. Based on the participants' explanations, the implementation team introduced new vocabulary and helped formulate appropriate English expressions for explaining each stage of the activity. This activity provided the participants with an

opportunity to develop their ability to explain tourism experiences more communicatively while applying hospitality in their interactions with tourists.



Figure 4. Documentation of the Third Meeting

Fourth Meeting (Guiding Practice & Farewell)

On the final day of the program, the Dewitan participants took part in Guiding Practice & Farewell. The participants engaged in direct practice through a role-play activity, in which they acted as tour guides while the mentors played the role of foreign tourists. The guiding practice covered the entire sequence of the tour, beginning with greetings and introductions, followed by an explanation of the attractions in the main area of Dewitan, and concluding with a farewell conducted independently in English without assistance from the implementation team. This activity was intended to develop the participants' independence in interacting with foreign

tourists. After completing the practice, the participants took the post-test as a final assessment to evaluate their development after completing the entire mentoring program and to identify changes in their learning outcomes.



Figure 5. Documentation of the Fourth Meeting

Program Outcomes

During the mentoring program, the implementation team observed participants' development across four sessions. The observations focused on several achievement aspects as indicators of participants' progress. The results are presented in Table 2 below.

Table 2. Program Outcomes

Program	Achievement Aspects	Before Mentoring	After Mentoring
Greetings & Cultural Introduction Mentoring	- The ability to greet and welcome tourists in English politely. - The ability to introduce oneself and offer assistance to tourists. - The ability to use basic expressions in tourism services.	Participants had experience interacting with tourists, such as greeting, welcoming, and introducing themselves to foreign tourists using simple English. However, participants still struggled to maintain conversations after the initial welcoming process.	Participants were able to greet, welcome, and introduce themselves to tourists in English using more varied expressions appropriate to the service context.
Storytelling & Directing Mentoring	- The ability to explain tourist attractions and activities in English. - The ability to provide directions. - The ability to respond to tourists' questions.	Participants understood information about tourist attractions well but still struggled to convey the information fully in English. In addition, participants also struggled to provide directions to tourists.	Two of the three participants began to be able to explain tourist attractions, provide directions, and respond to simple questions in English more effectively and confidently.
Cultural Workshop & Hospitality Mentoring	- The ability to explain the stages of activities included in tourism packages.	Participants were familiar with the stages of tourism activities included in the tourism packages but still	Two of the three participants showed increased confidence in communicating in English

	- The ability to use vocabulary and expressions appropriate to tourism activities. - The ability to apply hospitality aspects in interactions with tourists.	required assistance and mentoring in selecting vocabulary and constructing English sentences to explain them. Some participants explained the activities fairly well, but their confidence was still limited.	and also started explaining the stages of tourism activities using the vocabulary and English expressions learned during the mentoring program.
Guiding Practice & Farewell Mentoring	- The ability to apply English in guiding practice. - The ability to explain tourist attractions independently. - The ability to interact with tourists from the beginning to the end of the activity.	Participants still required assistance in using English when conducting guiding activities directly and were not accustomed to communicating independently with foreign tourists. Participants still experienced difficulties, particularly when responding to tourists during the activity.	Two of the three participants were able to use simple English more independently, from greetings to providing information about tourist attractions and tourism packages and engaging in conversations with tourists throughout the activity. However, further mentoring is needed to improve fluency and spontaneous responses.

Based on the achievement results presented in Table 2, the four-session assistance program demonstrated improvements in participants' ability to use English in various tourism service situations. The improvement was particularly evident in two of the three participants, who were able to use English to greet and introduce themselves, explain tourist attractions and activities, provide directions, and conduct guiding practices more independently. Nevertheless, the participants still require further assistance to improve their communication fluency and ability to respond to tourists' questions spontaneously. These findings indicate that the assistance provided resulted in positive improvements,

although the results cannot yet represent the abilities of all Dewitan managers due to the limited number of participants and attendance levels.

Pre-test and Post-test Results

To complement the observations conducted throughout the assistance program, participants' abilities were evaluated through a pre-test and post-test. The pre-test was administered at the beginning of the program to assess participants' initial abilities before the assistance was provided, while the post-test was administered after the entire assistance program had been completed. The comparison of the two test results was then used to identify changes in

participants' ability to use English in the context of tourism services.

The pre-test and post-test results of the three participants are presented in the following table.

Table 3. Pre-test and Post-test Results

Participant	Pre-Test Score	Post-Test Score	Change
Participant 1	7.43	8.00	+0.57
Participant 2	6.86	6.00	-0.86
Participant 3	8.29	8.86	+0.57
Average	7.52	7.62	0.10

Based on the pre-test and post-test results presented in the table, there were differences in the changes in ability among the participants. Participant 1 experienced an increase in score from 7.43 to 8.00, representing an increase of 0.57 points. This result indicates an improvement in Participant 1's ability after participating in the assistance program. Participant 2, on the other hand, experienced a decrease in score from 6.86 to 6.00, representing a decrease of 0.86 points. This decrease may be associated with Participant 2's absence from two consecutive sessions, resulting in the participant not receiving the complete series of assistance activities. Meanwhile, Participant 3 experienced an increase in score from 8.29 to 8.86, representing an increase of 0.57 points. Overall, the

participants' average score increased from 7.52 in the pre-test to 7.62 in the post-test, representing an increase of 0.10 points.

The pre-test and post-test results indicate that two out of three participants showed an improvement in their evaluation scores after participating in the assistance program, while one participant experienced a decrease in score, which may be related to their absence during the assistance sessions. These differences indicate that the participants did not demonstrate the same level of improvement and that their development may have been influenced by differences in initial ability, attendance, and level of participation throughout the assistance program.

The Contribution of Competency Improvement to Tourism Service Quality and Income Improvement

The results of the assistance program, based on the pre-test, post-test, and direct practice conducted throughout the activities, demonstrated positive improvements in the English language abilities of the tourism village managers, particularly in the aspect of hospitality. The hospitality aspect included the ability to greet and welcome tourists, introduce themselves as guides, provide directions, explain tourist attractions and activities,

and conduct guiding independently. If the assistance program is conducted regularly and continuously, the improvement in the abilities of Dewitan managers has the potential to become more optimal, thereby supporting them in providing services to foreign tourists without fully relying on translators from outside the village.

The findings for these community service showed that tour guides' language and communication skills have a significant relationship with and influence on the quality of tourism services. These results indicate that communication skills are an important competency for tour guides in providing services to tourists. In the context of this program, the improvement in participants' English language abilities, particularly in conducting guiding and interacting with tourists, can be one of the factors supporting improvements in the quality of tourism services. Therefore, English language assistance in the field of hospitality not only contributes to improving participants' communication skills but can also support the quality of services provided to tourists (Al-Ghalibi & Mutlaq, 2026).

In the context of income improvement, the ability of tourism managers to provide communicative and

independent services has the potential to increase the competitiveness of the tourism village and improve tourists' experiences. Better interactions can create more positive tourism experiences and increase tourist satisfaction during their visits. This condition also has the potential to increase tourists' intention to revisit the destination or recommend it to others. This statement is consistent with the previous findings, which stated that communities trained in communication, particularly English, are better able to compete in the tourism market through their ability to interact with both local and foreign visitors, thereby improving tourism experiences and encouraging repeat visits (Andini & Rizki, 2024).

An increase in tourist visits supported by good service quality can subsequently have a positive economic impact on the tourism village through increased tourism activities and transactions in Dewitan. As tourism activities increase, opportunities for income improvement in the village also become greater. This is supported by a previous study, which analyzed the effect of service quality on income improvement among tourism-sector entrepreneurs. The results showed that service quality had an effect on increasing the income of tourism-sector business

actors, which was partly associated with tourists making repeat visits due to their satisfaction with the services provided (Samsidar et al., 2022).

In addition, a previous study stated that the development of the tourism sector, which can be achieved through improving service quality, can support an increase in the number of tourists visiting a destination. The increase in tourist visits subsequently has the potential to increase regional income (Fadilla, 2024). Another study also showed that service quality resulting from training had a significant effect on income improvement. This occurs because business actors or service providers who are able to provide quality services, including friendliness, promptness, and responsiveness to customers' needs, can attract more customers and increase customer loyalty, which ultimately contributes to increased income (Kairupan & Purnomo, 2024).

Nevertheless, this assistance program primarily focused on improving service quality and did not directly measure changes in income before and after the program. Therefore, the improvement in English language abilities observed in this program cannot be stated as a primary factor that directly increased the income of Dewitan. However, based on several

previous studies, the improvement of such competencies can serve as one of the efforts to support better service quality, tourist satisfaction, and opportunities for increased tourist visits, which may ultimately generate economic impacts for the local community. Thus, English language assistance in the field of hospitality can be considered an initial step in supporting efforts toward income improvement through strengthening human resource capacity and tourism service quality.

CONCLUSION

The English language mentoring program in hospitality at Dewitan comprised needs identification, Training of Trainers (TOT), pre-test, assistance sessions, post-test, and evaluation. The materials were tailored to managers' needs and covered greeting and welcoming tourists, self-introduction, explaining tourist attractions and activities, giving directions, and guiding. A participatory and contextual approach was applied through discussions, communication practices, and role-play simulations adapted to tourism service situations.

Based on the results of the assistance program, participants demonstrated

improvements in using English for tourism services, although their levels of participation and development varied. Two of the three participants who actively participated in the assistance program showed improvements in their communication skills and ability to conduct guiding more independently, while one participant still required further assistance in oral communication practice. The evaluation results also showed that the participants' average score increased from 7.52 in the pre-test to 7.62 in the post-test. These developments indicate that the assistance program helped participants connect their understanding of English with its application in tourism service situations, particularly through practical activities and role-play.

However, the program's implementation still has limitations and cannot yet be said to be running optimally because, only 3 managers participated in the mentoring. This situation also affected the evaluation process and resulted in the activity's outcomes not fully reflecting the capabilities of all managers. Therefore, regular and ongoing mentoring with broader participant involvement is necessary to ensure that improvements in English proficiency and service quality can be achieved more effectively, thereby

supporting increased economic activity. This activity has not directly measured changes in income consequently, the program's contribution to income growth cannot yet be stated as a direct impact and requires further evaluation.

ACKNOWLEDGEMENT

This research was conducted as part of the Student Organization Capacity Strengthening Program (PPK ORMAWA), organized by the Ministry of Higher Education, Science, and Technology (DIKTISANTEK) in 2026. The authors express their deepest gratitude to the Rector and the Vice Rector for Academic Affairs of Indonesia Membangun University for their continuous support and guidance. Special thanks are also extended to the Institute for Research and Community Service (LPPM) of Universitas Indonesia Membangun for facilitating and supporting this project from its inception to completion

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